



REPUBLIC OF NAMIBIA

**Budget Motivation Speech
For the 2014/2015 Financial Year**

By

Hon. Dr. David Namwandi

Minister of Education

Vote 10

Ministry of Education

13 March 2014

National Assembly

Windhoek

Namibia

Introduction

1. Firstly let me express our sincere thanks to the Minister of Finance as well as Director General: National Planning Commission together with experts who helped drawing up this budget.

Congratulations on a job well done.

2. Before I share with you the priorities and plans for the education sector, allow me to express my appreciation to His Excellency, the President of the Republic of Namibia, for the support extended to us over the past four years in making critical investments to education sector. Whilst we still have some challenges to overcome, I assure the nation that the lift will no longer be a lengthy one as the investments we have made are beginning to show some efficient functioning in our schools system. It is just a matter of time before these investments will begin to pay off.
3. To my fellow Cabinet Ministers and Members of Parliament, I thank you for your continuous advice and support. Education is indeed a collective endeavor, a solid investment one can never regret having made. The bright future belongs to those nations who invest heavily in education. Namibia, therefore, is on the right track. The global village is all about a stiff competition and without sound education certainly no nation can make it to the top. We owe it to ourselves and generation yet unborn to rise to the very top.
4. Chairperson of the Whole House Committee, the question is not just whether we should continue to invest in education, but also how we can make smarter investments in education. How can our education system become more productive?
5. This afternoon, I will share with you the education budget estimates for the next three years. I shall discuss the major challenges facing the education system. I shall then present you with an outline of the estimates to enable us overcome these challenges for the financial year 2014/15, programme by programme. In presenting the annual estimates, I shall outline major achievements and proposed activities to which we shall deploy the funds for which we seek approval.

Allocation for the Medium Term Expenditure Framework 2014/15 – 2016/17

6. Chairperson of the Whole House Committee, we have estimated the total education expenditure in the Medium Term Plan for 2015/16 – 2016/17 at **(N\$42,104,134,000)**. An amount of N\$2, 7 billion, representing 6.6% of the three year estimate of the N\$42 billion, is earmarked for development expenditure.

ALLOCATION	2014/15	2015/16	2016/17
OPERATIONAL BUDGET	12, 297,565, 000	13,438, 405,000	13,605,189,000
DEVELOPMENT BUDGET	770,601,000	691,232 ,000	1,301,142,000
TOTAL	13,068,166,000	14,129,637,000	14,906,331,000

Budget for 2014/2015

7. With regard to the allocations for the 2014/15 financial year, I am delighted to inform the house that the estimates for the Ministry of Education increased by 21% (**N\$2.3 billion**) to **N\$13 billion**. This represents an increase of 22% (**N\$2.1 billion**) in the estimates for operational expenses to **N\$12.2 billion** and 19.6% increase (**N\$126 million**) in the estimates for development expenditure.
8. The requested funding will support nine education sector programmes as follows:

Programme	2014/15	Previous Year's Allocation 2013/14
1. Pre-primary	339, 248,749	312,819,177
2. Primary	5,826, 835,896	5,858,780,310
3. Secondary	3,427,393,000	2,034,984,567
4. VET	509,471,000	382,709,841
5. Higher Education	2,211,714,000	1,663,866,109
6. IALL	432,806,000	321,724,187
7. Policy Coordination	249,262,355	109,290,380
8. Research & Science	61,430,000	Part of Prog. 10

9. HIV/AIDS	10,005,000	Part of Prog. 10
10. Functions Associated with education	Prog. Discontinued and activities renamed	63,285,429
Total	13,068,166,000	10,747,4,600,000

Major Challenges Facing the Education Sector

9. Of the N\$9,6 billion that is to be allocated to pre-primary, primary and secondary education, N\$7 billion goes towards remuneration expenditure. These funds will remunerate 24 660 teachers and school administrators for the time they devote to the teaching and learning environment. However, with repetition rates averaging 16% overall and as high as 31% at Grade 8, it becomes evidently clear that the N\$7 billion that goes towards the core activity of teaching, is not well spent. It either means that the 195 days set aside for teaching and learning are not fully utilized for this activity or that teachers are not sufficiently prepared for the teaching and learning environment.
10. It is becoming increasingly clear that we have to closely monitor and supervise the teaching environment to ensure that every minute is devoted to teaching and learning. 'Time on Task' is the key theme for this year. Secondly, we need to closely observe the learning environment and continuously strive to ensure that teachers utilize the most effective teaching and learning methods.
11. We observe that the cost of services associated with education continue to rise and constitute a significant portion of our expenditure. We spend **N\$500 million** annually on catering for **57 935** learners who are accommodated in 217 government school hostels. This is in stark contrast to **N\$80 million** that we spend annually on textbooks and learning guides and the **N\$770 million** earmarked for development programmes during 2014/15. We shall have to critically look into more cost-efficient and cost-effective ways of running our school hostels.
12. In addition, over the last year, we spent **N\$100 million** providing one midday meal to learners as part of the national school feeding programme. The figure again overshadows the amount that we spend on textbooks and learning materials. With the declaration of the Drought Emergency in 2013, we had to expand the school feeding programme from the targeted figure of 270 000 beneficiaries to 310 000 learners at both primary and secondary levels.
13. We vow to closely monitor the school feeding programme to avoid possible wastage and to keep education costs within the available budget allocation.

14. Estimated expenditure for development programmes will amount to **N\$770 million** compared to the 2013/14 allocation of **N\$640 million**. The 2014/15 allocation on development programmes represents 6% of the overall estimates. The allocation to development programmes is an insignificant amount in light of the 1 300 traditional structures and 344 open air classroom recorded in 2013, therefore this remains a major challenge to the education system.
15. Estimating the cost of a large variety of tertiary education programmes has been a recurring challenge over the years. The adoption of the Funding Framework for Public Tertiary Institutions to be implemented in the 2015/16 financial year, will result in a more efficient, transparent and equitable allocation of resources to tertiary education institutions. We shall, however, need to ensure that input costs are closely monitored and that we get value for every dollar we devote to higher education.
16. Given the importance of the Vocational Education and Training sub-sector, we have proposed a significant increase in the allocation of resources to this subsector to increase the number of graduates. The proposed allocation to Vocational Education and Training for the financial year 2014/15 amount to **N\$509 million**. The additional funds allocated to this programme should result in a comparable number of outputs in terms of graduates. We shall monitor the subsector on a quarterly basis to ensure that the system trains artisans in sufficient numbers and relevant fields as this is the main remedy to our challenge of unemployment.

Education Programmes

17. Chairperson of the Whole House Committee, I shall now share with you our most important achievements during the last financial year. I shall provide this house with an outline of the major activities to which we shall deploy the funds we seek for the financial year 2014/15. I shall also highlight urgent educational challenges that still need to be addressed.

re-primary Education

18. With increasingly competing priorities, it is essential that we seek smarter ways to invest in education. Research has proven that high-quality early learning can improve young children's health, social, emotional and cognitive outcomes. Investing in pre-primary education is the best education investment we can make. High-quality pre-primary education reduces grade repetitions and drop-outs. It reduces placements in special education. In the long term, it boosts access to tertiary education and graduation rates.
19. In the financial year 2013/14, we exceeded the target for pre-primary school enrolment of 22 000 by enrolling 24 659 children.
20. Parents have realized the benefits of the pre-primary school phase. They have noticed that children who attend the pre-primary classes tend to succeed more easily at the primary education level and further education than those who do not. In addition to the drive from parents, the increase in learner enrolment at pre-primary level can also be attributed to the implementation of a fee-free environment at our schools.
21. For the 2014/2015 financial year, we are likely to enroll 35 000 learners at the pre-primary education level. 180 additional teachers are to be recruited to manage education at this level.
22. We have requested funding to the tune of **N\$339,248,749** for pre-primary level for the 2014/15 financial year (compared to the **N\$312,819,177** allocated in the last financial year). Funding will be utilized for the salaries of pre-primary teachers; the construction of pre-primary classes; and learning and learning materials.

Primary Education

23. Namibian children, regardless of their socio-economic situation, should be able to complete primary schooling. It is not just enough for children to be enrolled in school, but it is crucial that these children learn. Therefore, Government needs to ensure that there is a sufficient number of qualified teachers and classrooms.
24. The introduction of universal primary education not only ensured compliance with Article 20 of our Constitution, but is also in line with UNESCO Education for All. It is our view that this introduction has resulted in a 3% increase in learner enrolment. This was a timely intervention. The Ministry is most grateful for the support accorded to it by the nation.
25. Phasing out fees at primary education level goes hand in hand with ensuring that schools are provided with all basic necessities. During the financial year 2013/14, we disbursed **N\$1.1 million** to schools for this purpose. The disbursement benefitted 449 243 learners. The funds provided at school level were utilized for minor maintenance of school buildings.

school excursions, photocopying of learning materials and the purchase of stationery and other day-to-day school necessities.

26. 992 802 textbooks to the value of **N\$85 million** (for both primary and secondary levels) were purchased during 2013/14.
27. We continue to assess the performance of the primary education system by administering the Standardized Achievement Tests (SATS) for Grades 5 and 7 in English, Mathematics and Natural Sciences. These tests provide diagnostic information regarding learner performance on the assessed competencies. The standardized achievement tests carried out in 2013 in Grade 5 indicate an overall national performance at 46%. This is exactly the same level of performance achieved in 2009. In Mathematics, learner performance remained at 43%, the same level of performance as in 2009. To me this stagnation is not favourable or acceptable. The lack of improvement in the Standardized Achievement Tests is a matter of great concern to our ministry. Failure to achieve basic competencies in Grade 5 and 7 is bound to affect good performance at Grades 10 and 12 levels.
28. Unlike in 2013, the 2014 Standardized Achievement Tests will be administered to Grades 5 and 7 learners simultaneously at a cost of **N\$5 million**.
29. Poor performance of learners in the Standardized Achievement Tests is a reflection of inadequate mastery of the assessed competencies by the teachers themselves, poor teaching methods or failure by the teachers to cover the assessed competencies in the syllabus. These shortcomings are addressed as part of the Continuous Professional Development Initiatives.
30. Implementation of curriculum revision efforts will be a major development initiative during the 2014/15 financial year. We shall train pre-primary and primary level teachers to implement the revised curriculum in 2015. Preparations for implementation will include the printing and distribution of supporting teaching and learning materials to the value of **N\$100 million**. The revised curriculum will be implemented through a phased-in process. It will commence with the lower pre-primary and primary levels in 2015 and continue with implementation at upper primary level in 2016.
31. Other initiatives to be implemented during the 2014/15 financial year include in-service training for teachers by the Continuous Professional Unit. **N\$15 million** is earmarked for this activity. Training will primarily focus on weaknesses in learner achievement as identified through the diagnostic tests.
32. The Ministry has also realized that the teaching of reading in mother tongue poses a challenge to teachers. Teachers will be trained on strategies and methodology to teach

reading skills in mother tongue through the implementation of Early Grade Reading Assessment (EGRA) techniques at a cost of **N\$10 million**.

33. The English Language Proficiency programme (ELPP) will be rolled out during the 2014/15 financial year at a cost of **N\$20 million**.
34. A combined investment in textbooks by the Ministry and MCA-Namibia has yielded the desired results, reducing the learner/textbook ratio to 1:2 at primary level. The purchase of textbooks during 2014 will provide each and every learner at primary level with a textbook in the key subjects.
35. An amount of **N\$5,826,835,896** is required to manage and bring improvements to the provision of education to 449 243 learners at primary level.

Secondary Education

36. Namibia had 187 547 learners enrolled at the secondary phase country wide. Compared to the 449 243 learners at the primary education level, this illustrates an alarmingly low transition or retention rate from the primary to the secondary level and depicts a system in need of an overhaul.
37. Efforts to expand secondary education saw an increase in the net enrolment rate from 55.7% in 2012 to 58% in 2013.
38. On the national examination front, the performance of Grade 10 learners who met the basic admission requirements (23 points in six subjects) to enter Grade 11 improved from 52.1% in 2012 to 54.6 in 2013. A comparison of the Grade 10 results in 2013 and 2012 indicate that more learners performed well than in 2012.
39. Of the 54 589 learners who sat for the National Senior Secondary Examination, ten thousand eight hundred (10 800) fulltime and part-time learners qualified for University admission in 2014. The vocational and technical education system is geared towards taking up its role in the training of Namibia's artisans, to avoid a bleak future for Namibian learners who have completed secondary education. It is my conviction that the current curriculum review, which includes vocational subjects, is a step in the right direction.
40. The revision of the curriculum of basic education is a major initiative during 2014/15 financial year. Panels of experts in various subjects will accelerate the pace of the process of preparing content and teaching and learning materials. As I indicated earlier the revised curriculum will be implemented through a phased-in process commencing 2015.

41. The amount of **N\$3,427,393,000** requested under the secondary education programme will be utilized for salaries, in-service training of teachers, provision of learning support materials, textbooks and other teaching materials as well as additions or improvement of teaching infrastructure.
42. Administratively, the National Commission for UNESCO is budgeted under for general education. Its purpose is to manage relations between UNESCO Member States and UNESCO by providing advice on all UNESCO related matters. This programme is allocated the amount of **N\$10,329,800** for 2014/2015. The funds will be utilized mainly for participation in the sessions of the UNESCO Executive Board and other UNESCO activities. Namibia is a member of the Executive Board for a period of three years i.e. 2012 to 2015. The funds will further be utilized for the management of the Office of the Namibian Deputy Permanent Delegate to UNESCO. It must be noted that, due to low salary notches, it is a challenge to staff the National Commission with high-level professionals at the appropriate seniority levels. These officials interact with the UNESCO Secretariat and other professionals in UNESCO Members States.

Vocational Education and Training

43. This programme is implemented by the Namibia Training Authority and seeks to establish and manage a demand-driven Vocational Education and Training system. The main objectives are to ensure access, quality and equity in order to deliver the technical and vocational education and training skills required for productive work and accelerated social and economic development.
44. The programme aims to coordinate the entire training sector within a national competency-based training, assessment and qualifications framework to deliver the needed skills for the national economic development cause.
45. The Vocational Education and Training will come into effect on 1 April 2014. Registration of employers already commenced on 27 January 2014.
46. In order to expand access and improve vocational training, the upgrading of Eenhana and Rundu VTC has commenced, while construction of two new centres at Gobabis and Keetmanshoop is also underway.
47. The fundamental challenge for this programme is the lack of critical human resources in key areas. In this regard the VTCs have embarked on recruiting qualified staff to prevent adverse impacts on the quality of training services rendered. My visit to Cuba has helped us to

