



REPUBLIC OF NAMIBIA

Budget Motivation Speech For the 2014/2015 Financial Year

By

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Vote 10

Ministry of Education

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National Assembly

Windhoek

Namibia

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.

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

acquire seven qualified instructors from the Cuban government who are due to arrive any time soon.

48. In the 2014/15-2016/17 MTEF period the Vocational Education and Training programme is allocated **N\$1,570,396,000** compared to 2013/14 allocation of **N\$297,698,000**. Major achievements include a 17% increase in enrolment, or an increase from 9 872 trainees in 2012 to 11 515 in 2013.
49. The increase in enrolment over the past two years has resulted in marginal increases in the total number of trainees funded in the VET system. The unit cost for every trainee a provider enrolls is **N\$11,000**. This allocation has been in place for over 10 years and has never been revised due to financial constraints. Currently, the cost per trainee is in excess of **N\$31,000** per trainee. It is thus clear that the current allocation, much as its appreciated, still fall short of the reviewed level of funding.
50. Additional resources will be mobilized to enhance the quality and quantity of skills development and to address constraints hindering enterprise development. Funds generated through the VET Levy can assist with providing more training opportunities to meet the needs.

Higher Education

51. The Higher Education subsector witnessed significant developments in the last year. Achievements during the year under reference include the approval of a Funding Framework for Public Higher Education Institutions. With the introduction of this framework there will now be a transparent just and equitable system for determining the resource allocation to public higher education institutions. The system will be implemented as from the 2015/16 financial year.
52. The new funding framework requires a functioning Public Higher Education Management Information System. The system is currently under development and the required human resources will be trained to manage it.
53. A National Quality Assurance System for Higher Education and the associated manuals for Programme Accreditation and Institutional Audits were also approved.
54. Other major developments include the de-linking of the Namibia Students Financial Assistance Fund (NSFAF) from the Ministry of Education. The NSFAF now functions as a state-owned enterprise.

55. In the 2013/14 financial year, the NSFAF was allocated **N\$621,136,000**, for student financial support. The Fund supported 8 953 under-graduates and 224 post graduate students. An amount of **N\$836,146,000** is required for the operations of the Fund.

56. The proposed allocation of **N\$2,211,714,000** for 2014/2015 to the Programme Higher Education is broken down amongst the implementing and coordinating institutions as follows:

Institution	Amount
University of Namibia	870 535 000
Namibia Students Financial Assistance Fund (NSFAF)	836 146 000
Polytechnic of Namibia	449 034 000
Namibia Council for Higher Education	27 371 000
Namibia Qualifications Authority	15,272,000

57. In the next fiscal year, Higher Education Institutions will focus, amongst others, on the implementation of the Cabinet directives - in particular the transformation of the Polytechnic of Namibia to a University of Science and Technology.

58. Emphasis will also be placed on the implementation of the recommendations of the review of the empirical research, infrastructure and other resources of higher education in Namibia to address areas of critical importance to our economy. This initiative recognises the importance of research and development in higher education.

59. In order to expand access, infrastructure will be developed with emphasis on facilities in fields where Namibia experiences shortages of human resources such as engineering and medical personnel. To further expand access, student accommodation and libraries will be developed at the UNAM Southern Campus, Henties Bay Fisheries Faculty and the former Colleges of Education.

60. Due to the shortage of pre-primary and lower primary teachers, the Ministry directed UNAM to develop a three-year Diploma. It will be implemented in 2015.

61. Institutions of higher learning are directed to make higher education more accessible, especially to learners from disadvantaged background who qualify and aspire to attain qualifications at institutions of higher learning.

Adult and Lifelong Learning

62. The Adult and Lifelong Learning Programme has an immense potential for contributing to the attainment of our national development goals. The programme strives to open doors to knowledge, information and lifelong learning especially for the poor for whom Government information facilities is the only means of access. It further targets out-of-school youth and adults through open and distance learning programmes at the Namibia College of Open Learning (NAMCOL).
63. This programme enables the Ministry to provide free public ICT access to communities through public/community libraries and Community Learning and Development Centres.
64. **N\$432,806,000** is budgeted for adult and lifelong learning opportunities for the 2014/15 financial year.
65. During the 2013/14 financial year, the number of libraries providing the public with computers and internet access increased from 42 to 52, bringing the percentage of government libraries offering free public ICT access to 83%. During the period under review 108 104 people accessed ICT through libraries.
66. Lack of professional staff continues to be a constraint in improving the library network and its contribution to education, research and economic development. It also hampers the preservation of national documents and records. During 2013/2014 financial year, the Ministry addressed this problem through an enlarged structure which includes staff with IT competencies. This new structure will help facilitate the expansion of ICT through community libraries and the three Regional Study and Resource Centres.
67. During the year under review, the library network accommodated 998 828 users across the country. User numbers continue to increase. This demonstrates that more people are accessing information for education and development.
68. Three Regional Study and Resource Centres (regional libraries) will open to the public in 2014: Ohangwena (April), Oshakati (July) and Omaheke (August). The construction of Regional Centres in Omusati and Khomas will commence during 2014.
69. Namibia's literacy efforts continue to receive international recognition. Namibians received an award from UNESCO in 2013. The International Literacy Prize was awarded for Namibia's efforts in improving the quality of life of both disadvantaged adults and out-of-

school youth. This UNESCO Confucius Prize consists of a Diploma, a silver medal and US\$20,000.

70. Insufficient funding to this programme has hampered expansion and has delayed the implementation of a new bridging year programme to enable Adult Upper Primary Education graduates and Formal Education Grade 7 School leavers to progress to Grade 10. This bridging programme will be the focus of work in adult education during 2014/15.
71. The Namibia College of Open Learning continues to be a significant role player in efforts to provide out-of-school youth with life skills. In 2013, 10 278 part-time candidates sat for the Junior Secondary Certificate national examination, an increase of 12.1% compared to the previous year. In addition, 23 360 part-time learners sat for the National Senior Certificate Examination. Between 82% and 93% subject entries for the Junior and Senior Certificate Examination were graded. Twenty four percent of the subject entries for both grades achieved higher grades (D and above) compared to the twenty percent recorded in 2012.
72. As part of the College's programme diversification initiative, 631 students registered for the Technical Vocational and Training Programmes in disciplines such as the International Computer Driving License, Automotive Mechanics, Welding and Metal Fabrication, Plumbing and Pipe-Fitting and Office Administration. An increase is expected in 2014 as the third intake for TVET will commence in June 2014.
73. Currently, the College has 1 678 students enrolled in Professional Programmes, in disciplines such as the Certificate in Early Childhood Development, the Certificate in Business Management, the Certificate in Education for Development, the Certificate in Local Government Studies, the Certificate in Community-based Work with Children and Youth, the Diploma in Education for Development, the Diploma in Youth Development Work and the Diploma in Early Childhood Development and Pre-Primary Education, in 2013. The College anticipates enrolling over 2,000 students for its professional programmes during 2014.

Coordination Support Services to Education

74. Coordination and Support Services comprise of the systematic collection, analysis and use of education data from all programmes for accounting internally and externally for the resources used and the results obtained. It also takes decisions on the basis of the available information.
75. Financial and Human Resource Management of the Ministry, including the functions delegated to Regional Councils, fleet management, provision of security services as well as general maintenance resort under this programme.

76. The programme further comprises of management and coordination of IT services and support to the mainstreaming of ICT in Education.
77. Significant efforts will go towards training, monitoring and audit functions in relation to the delegated functions at regional level.
78. An amount of **249,262,355** is required to support the provision of public education services.

Science, Research and Technology

79. This programme is executed by the recently established National Commission on Research Science and Technology (NCRST) established in accordance with Research, Science and Technology Act (Act 26 of 2004). The main purpose of this programme is to coordinate, facilitate, promote and develop research, science and technology/innovation for social and economic benefits of the country. This is in line with our Vision 2030 and NDP 4 goals envisaging Namibia to become a knowledge-based society.
80. A key deliverable from this programme during 2014/15 is the development of the National Research Strategic Plan. Once completed, the Strategic Plan will set the strategic direction of research, science and technology/innovation while providing funding targets and operational mechanism including monitoring and evaluation of its activities.
81. Further, the National Council on Science, Research and Technology will commence with the construction of the National Research Science Technology and Innovation Valley which will house the following national facilities: NCRST Headquarters, the National Innovation & Incubation Centre, the National Biotechnology Genetic Modified Organism Research & Training Laboratory and the National Science and Demonstration Centre, amongst others.
82. An amount of **N\$62,340,000** has been allocated for research, science, technology and innovation activities in 2014/15, while the capital development allocation is estimated at **N\$3,314,000**.

HIV/AIDS Management

83. Notwithstanding the decline, we shall continue to spread knowledge and skills on HIV/AIDS as well as the provision of psycho-social support to orphans and the vulnerable children. The funds required for training activities, development of information material, as well as counselling support, amount to **N\$10,005,000**.

Conclusion

84. Despite the disturbing news that this continent has been losing 20 000 professionals to the developed nations and notwithstanding the fact that there are more African scientists, engineers and architects in the USA and elsewhere, we must not disengage. As we continue to invest as a nation at this speed, the brain drain shall be turned into brain gain. I firmly believe Namibia has the capacity to do just that.
85. On behalf of the Team Education and entire education fraternity, allow me to humbly request this house to pass vote 10 for the amount of N\$13, 068, 166,000 (Thirteen Billion Sixty Eight Million One Hundred and sixty six thousand Namibian Dollars) in totality.

I thank you.

