



**REPUBLIC OF NAMIBIA**

**BUDGET MOTIVATION SPEECH  
FOR THE 2012/2013 FINANCIAL YEAR**

**BY**

**HON DR. DAVID NAMWANDI**

**MINISTER OF EDUCATION**

**VOTE 10**

**MINISTRY OF EDUCATION**

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**NATIONAL ASSEMBLY**

**WINDHOEK**

**NAMIBIA**

## **SECTION 1: Introduction**

1. First of all, I would like to thank Hon. Minister of Finance for the allocation of N\$10.7 billion to the Ministry of Education. This represents of 23.7 per cent of the total national budget of 2013-2014. It is my believe that this budget is people-cantered and development oriented.
2. Since 2010, my late Minister and I assured this August house that we are determined to build on solid foundation as laid by our able predecissors. Team Education`s determination and courage continue under the guidance of David and Silvia.
3. We are ready than ever before to develop quality labour force, able to accelerate future economic growth and create wealth and work for the nation.
4. However, we are aware that this is definitely a tall order which requires all round support from the entire nation especially from members of this house and we have no doubt that we shall continue to enjoy this support.
5. Since our appointment on 21<sup>st</sup> February 2013, we are on a mission of keeping our ears on the ground. As in the past our profound gratitude goes to the entire nation for embracing our clarion call of considering education as a shared sacred responsibility, the unwavering support of His Excellency our President inspires us and shall no doubt continue to motivate us to go an extra mile in the process of executing our mammoth task.

### **Honourable Deputy Chairperson of the whole house committee,**

6. Recently I was quoted as saying billions of dollars have been invested in education, but the passing rate since time immemorial has been a disappointment. This trend calls for a concerted effort to turn the situation around for a better tomorrow. Silvia and I and the entire Team Education shall not disengage until this situation is perfected and the entire nation shall begin to see the value of the investment we make.

## Equity

7. As in the past gender equality and fairness top our agenda. Relevant policies are formulated and implemented that ensure Namibian children, especially vulnerable and orphans, have equal access to our public schools. It is our prayer that private providers emulate this trend.
  - Though belated a policy for inclusive education is now ready for submission to the next cabinet session.
  - I am sure this house will appreciate the fact that education management information system (EMIS) statistics is improved to include a chapter on learners with disabilities,
  - Equally, a register for orphans and vulnerable children (OVCs) has been established and fully operational.
8. Because of this positive developments:
  - **232,173** compared to last financial year of **197,000** of orphans and vulnerable children are now recorded on OVCs register.
  - Similarly **32, 404** learners living with disabilities are registered on the EMIS statistics.
  - Ministry has equally expanded school feeding programme from **269,585** last financial year to **270,000** this financial year.
9. Notwithstanding more than **200 000** needy kids are still not fortunate enough to benefit from the feeding programme due to finance limitation. Information just received reveals that about **24%** of our public schools do not have basic amenities some schools do not even have running water and electricity. In order to remedy the situation, we found it prudent that more hostels are built at schools at highlands in flood prone regions.
10. In spite of efforts made, a number of factors such as socio-economic inequality, geographical vastness of the country leave alone the cultural diversity continue to threaten the provision of equitable access to our schools. However, Ministry is determined than ever before to fast track the improvement in provision of equitable access to schooling. Available financial resources will certainly be put to good use in ensuring that all

learners receive learning materials and that they receive basic meals especially at primary school level.

### **Quality**

11. Though it is clear that quality is a relative term, concerted effort is geared toward the review of our general education curriculum. The Ministry shall equally intensify the efforts in upgrading of teachers at all levels in order for them to deliver quality education.
12. Four identified areas aimed at strengthening and improving quality are:
  - Provision of text books: last year 94,000 books valued **N\$14 Million** was procured by MCA-N, while **1,740,003** text books were procured by government and ETSIP at a value of **N\$ 137,202,650,10**.
  - The implementation of the incentives system aimed at improving quality of teaching and learning in rural schools costing the government **130 Million** per annum.
  - Implementation of continuous professional development (CPD) programmes for teachers managers.
  - Implementation of five year English language proficiency programme (ELPP).

### **Democracy/ Devolution**

13. With the implementation of decentralization everything is falling into place as the processes are more faster at the regional level in particular procurement of goods and services. The implementation is ongoing and Ministry is certain that with full implementation of decentralisation most of the hiccups if not all will be things of the past.

### **Efficiency**

14. A system can only be declared to be efficient if there are measures in place aimed at the reduction of unnecessary wastage of resources, bureaucracy and red tape. In the case of Ministry of Education we can only achieve this by making sure that effective learning and teaching take place in class room.

15. **Reading**

Namibia was in position number 12 out of 14 Ministries of Education that took part in **Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) II** (2000) in terms of reading competence scoring only **448.8** which fell below the SACMEQ average of **500** by **51.2** points. In SACMEQ III (2007) Namibia improved to the 9<sup>th</sup> position out of 15 ministries scoring **496.9**. This is quite commendable an improvement of **48.1** points and most remarkable in the entire SACMEQ III participants. This was attributed to several interventions by the ministry and its stakeholders to improve quality reading.

**Mathematics**

In SACMEQ II (2000) Namibia's position was in the last position out of **14** ministries with **430.9** points and 69.1 points below the SACMEQ average (**500**). In SACMEQ III, however, Namibia was positioned **13** out of **15** ministries, with **471** points. This was an improvement by **40.1** points, although it was still below the SACMEQ average. More needs to be done to improve our position and ensure that the Namibian learners understand the concept at the level of their syllabus. Most of our learners are performing at very basic numeracy level and much needs to be done to rectify this situation.

**Progress on other commitments in the 2012/2013 financial year:**

16. Significant progress has been made with respect to our Vision School in Kavango. I'm pleased to announce that the Vision School's doors are finally open and teaching has since commenced.

**SECTION 2: Budget for 2012/2013**

17. The entire budget for the year 2013/14 of Vote 10, Education is **N\$10,747,560,000** representing a **14%** increase of the 2012/13 allocation.

Operational activities are funded to the tune of **N\$10,103 470,000 (94%)** whilst **N\$644,090,000 (6%)** has been earmarked for development programmes.

The requested funding will be apportioned as follows; Pre-Primary Education **N\$312,819,000**, Primary Education **N\$5, 858,780,000** Secondary Education **2,034,984,000** Vocational Education & Training **N\$382,710,000** Higher Education **N\$1 663 866 000** Information and Adult Lifelong Learning **N\$321 724 000** Coordination and Support Services **N\$109,390,000** Functions Associated with Education **N\$63,285,000**.

An amount of **N\$6,480,079,000** will cover remuneration and related expenditure in the sector.

18. The above figures shall support the instructional activities of **643,497** learners and students in our education system. Of the above **22,867** attend pre-primary, **433,131** learners attend primary schools, **186,037** secondary, **2,000** special learners who are catered for in special school. (While at early childhood development level.) Around **63,000** students are studying at tertiary education institutions in and outside the country, **10,900** at Vocational Training Centres countrywide, **35,257** at the Namibia College of Open Learning and **28,885** in our Adult Learning Programmes.
19. The budget allocation is divided into three important components which are:
  - a) Head office **N\$ 1,0 billion** representing **9 %** of the total budget.
  - b) Thirteen (13) Regional Directorates of Education **N\$7,622,779,000** (comprising of general education, information, adult education and lifelong learning) constituting **71,0%** of the total budget and,
  - c) State Owned Enterprises (SOE) **N\$ 2,121,400,000** representing **20.0%** of the entire education budget.
20. As I earlier on mentioned I would like to inform this house that vote 10 is made up of eight programmes which are:
  1. Pre-Primary Education
  2. Primary Education
  3. Secondary Education
  4. Vocational Education & Training
  5. Information and Adult Lifelong Learning
  6. Higher Education
  7. Support Services
  8. Functions Associated with Education

21. Allow me, Chairperson of the Whole House Committee to provide **a summary of the programmes, a brief account of developments for the fiscal year 2012/2013, and major activities that we propose to carry out in the fiscal year 2013/2014.**

**SECTION3: Programme Implementation 2013/14      Nomination for Priority Area**

**Programme 1: Pre-primary Education**

21. The objective of the pre-primary education programme is to prepare the five and six year old children for primary school education. It provides a stimulating environment for the all-round development of the child and lays the foundation for formal schooling. A total of **N\$312,819,177** has been allocated to this programme for the 2013/14 fiscal year. 2012/13 has seen an increase in the number of pre-primary learners from **5, 000** to **12,500** learners.
22. Despite this achievement, the demand for access to pre-primary is much higher than what the Ministry anticipated.
23. The target for 2013/2014 is to expand access to **22,000** children to be taught and cared for by additional **177** teachers. A remarkable boost for this programme is the extension of Universal Primary Education to learners in the pre-primary phase. We expect significant inflows into this phase in 2014.

**Programme 2: Primary Education**

24. The primary education programme focuses on the learners of the age group **7** to **14** acquiring basic literacy and numeracy as well as, skills for better understanding of themselves, their communities, the nature around them and how to look after their health. The activities under this programme include; provision of education facilities including hostels, teachers, textbooks and the provision of school feeding programme to all needy learners. An amount of **N\$5,858,780,310** was budgeted for.
25. Whilst a **93%** primary school net enrolment is a remarkable achievement, efforts are still needed to ensure that the remaining **7%** of learners attend schools.

26. A total of **1,095,666** textbooks and other learning support material to the value of **N\$81,996,544** were procured for a total number of **415,454** learners in 2012. While at this point I would like to sincerely thank our development partners in particular MCA for supporting us in the provision of needed textbooks. The School Feeding Programme served **269,585** learners in 2012, exceeding the target of **250,000**. A review of this programme with a view for possible extension to the secondary phase is underway.
27. The results of the Grade 7 (2012) Standard Achievement Tests (SATs) continue to show substantive improvements. The percentage of low achievement learners decreased in all subjects and we are very pleased with this trend. It is worth mentioning that the percentage with Basic level achievement in Grade 7 English, increased between 2010 and 2012 from **50%** to **56%**; in Mathematics from **45%** to **60%**; and in Science from **52%** to **58%**. However, the percentage gaining Above Basic and Excellent in 2012 was only 16% in English; **16%** in Mathematics; and **27%** in Science. It is essential for a much larger number of learners to improve to Above Basic level.
28. Initiatives to be taken in 2013 include the strengthening of the Continuing Professional Development (CPD) Unit at the University of Namibia, which is aimed at upgrading the skills of teachers. This unit will strengthen the in-service courses at Circuit, Cluster and School levels, with particular emphasis on the most effective level of training, which is at school level.
29. Hon. Deputy Chairperson of the whole house committee, as I said earlier on that the Ministry is in the process of reviewing the entire general education curriculum. This review include the revision of the History curriculum to provide a stronger foundation of Namibia and African history and the introduction of Technical and Vocational Education and Training (TVET) subjects at school level.

### **Programme 3: Secondary Education**

30. The Secondary Education phase is a stage where learners' vision for life in terms of careers is formed.
31. The activities under this programme include; provision of education facilities including hostels, supply and management of teachers, provision of textbooks, management of school hostels, learning assessments and curriculum development.

32. Net enrolment in secondary education increased from **55.7%** of the appropriate age group in 2010 to **58%** in 2012. The pass rate at Grades 10 has remained stable at **47.3%** in 2010 achieving D and above compared to **47.4%** in 2012. In the 2012 Grade 12 Ordinary Level Examinations, **40.9%** of candidates scored Grade D and above. This is similar with the results over the last four years.
33. A total of **738,607** textbooks and other learning materials valued at **N\$55 million** were procured for secondary school learners. This injection of textbooks will ultimately contribute towards realizing the **1:1** textbook ratio in the secondary phase.
34. The national external school evaluation was carried out in **36** schools. This exercise was aimed at identifying the strength and weaknesses in each school and to put in place remedial actions. In addition, Life Skills teachers were recruited at all schools enrolling more than **250** learners.
35. The amount of **N\$2,034,985,000** will be utilized for; Basic education curriculum reform to prepare for implementation in 2014, in-service training of teachers, provision of learning support material and textbooks and other teaching materials, improvement of infrastructure and the remuneration expenses for teachers in the secondary phase.
36. Since independence, this programme has received the highest allocation of the catering for the Head Office directorates falling under general education namely;
- a) Programme Quality Assurance (PQA)
  - b) Directorate National Examinations and Assessment (DNEA)
  - c) Planning and Development (PAD) and
  - d) National Institute for Educational Development (NIED)
37. As I said earlier on the allocation made to the 13 Regional councils to exercise the decentralisation function is **N\$ 7,622,779,000**.
38. It is thus crucial to note that **N\$ 5,261 billion** shall be spent on twenty- four thousand six hundred and sixty (**24 660**) teachers and **4 000** support staff's salaries. Inclusive in this amount is the salaries of principals, teachers, head

of departments and inspectors. These personnel are in charge of seven hundred and fifteen thousand five hundred and fifty three **(715 553)** learners taught in one thousand seven hundred **(1 700)** schools country wide. The amount also caters for the three hundred and fifty **(350)** hostels of which two hundred and six are government hostels, eighty three **(83)** are subsidized, sixteen **(16)** are private, while forty five **(45)** are community hostels.

39. The building of additional classrooms throughout the country is in line with our expansion policy of access to schooling.
40. I now want to concentrate on the Ministry's major planned activities for this financial year 2013/14.
- i. Construction of not less than 1000 additional classrooms. We are expected to spend not less than **N\$ 2 Million** per region in this financial year.
  - ii. As per our plan, orphans and vulnerable children, marginalised and children with special needs should get first priority access to hostels as well as to feeding. To make this plan a reality, school feeding programme is allocated **N\$ 32 Million** this financial year.
  - iii. Continue subsidising private schools and hostels like last financial year subsidy to private hostels are currently at **N\$ 12.00** per child per month.
  - iv. Procurement of textbooks and other instructional materials is on course.
  - v. Ensuring that technical and vocational subjects are included in the review of general education curriculum as from 2014.
  - vi. Intensification of capacity building programmes for both school teachers and managers.
  - vii. Motivate and strengthen tertiary and vocational training by ensuring that programmes developed are demand driven as opposed to supply driven.

- viii. Ensure that newly enacted National Commission of Science and Technology is encouraged and is fully operational and they in turn support empirical research and development our Institutions of higher learning by (with concurrence of the Ministry) allocating reasonable funding.

#### **Programme 4: Technical and Vocational Education and Training**

41. This programme re-orientes vocational education and training from a supply driven to a demand driven in line with the needs of our country. It involves employers in articulating identifying needed skills, in co-financing skills development through a training levy (commencing 01<sup>st</sup> September this year) and in overseeing the delivery of vocational education initiatives. It further seeks to convert traditional time-based training into competency based education and training programme.
42. The year 2012 saw an increase in the overall enrolment numbers in the Vocational Education and Training sector. The total enrolment figure in Vocational Education and Training increased from **8,858** to **10,900** trainees in 2012. This year the enrolment figure stands at **11 000** trainees.
43. An amount of **N\$382,709,841** is required for the expansion and renovation of existing centres, the supply of equipment as well as the operational expenses of the vocational education and training centres.
44. The increase in the budgetary allocation is attributed to the development projects which increased in allocation from **N\$ 28,000,000.00** in 2012/13 to **N\$ 45,379,000.00**, 2013/14 representing a **62%** increase. This increase is an indication of the government's commitment towards the expansion of VET subsector as required by the National Development Plan 4.
45. The Namibia Training Authority (NTA) has also taken significant strides in the operationalization of the Training Levy. The training levy will be operational by September 2013.
46. The Vocational Education and Training sector needs to expand to allow more technically inclined young Namibians to pursue technical and vocational career paths. Whereby doing away with the myth that vocational training is only meant for those who cannot make it at Tertiary level. However, the lack of qualified trainers hampers the growth of the

subsector. A planned partnership between the Namibia Training Authority and the Polytechnic of Namibia and Institutions in Zimbabwe for the training of instructors will soon address this problem.

## **Programme 5: Information and Adult Lifelong Learning**

### **Adult Education**

47. The objective of this programme is to ensure that learning opportunities are available to all Namibians with a view that such opportunities improve their livelihood. This is done through open and distance learning activities for out-of-school youth. The programme includes efforts that narrow the digital divide and respond to the requirements of a knowledge-based society by providing free access to educational and research material as well as to internet services, the promotion of oral history, reading and writing in Namibian languages. We request an amount of **N\$321,724,187** for Adult and Lifelong Learning Programme.
48. 2012/13 witnessed **28,885** enrolments of adults in literacy classes. Currently national literacy level is at an **89%** record high. The following regions are still below national average, these are; Otjozondjupa (**77%**), Omaheke (**68.7%**), Kavango (**80%**) Kunene (**67.9%**), Ohangwena (**85.2%**) and finally Caprivi (**85.8%**). We shall strive this year to reach out to many adult learners.
49. As I said last year in this August house, it is through this programme that goals of the Millennium Development Goals (MDGs), which envisages that come 2015, literacy levels shall increase to **90%** will be achieved.
50. During 2013, the Namibia College of Open Learning (NAMCOL) recorded the highest enrolment figure of **35,257** for its secondary education programme since its establishment.
51. Following a Cabinet directive to "investigate the practice of using the same teachers for formal education and Open learning and make alternative recommendations", the College appointed a separate cadre of staff from retired and unemployed teachers at four secondary schools. More than 30 teachers were appointed to facilitate tuition to more than **2000** learners.

52. For Information Adult and Life Long Learning the allocation for this financial year 2013/2014, stands at **N\$ 214,697,000**

### **Library and Information Services**

In line with the NDP4 target to ensure adequate ICT infrastructure to facilitate economic development and competitiveness as well as improve opportunities for education and employment, the Ministry provided and continues to provide free public ICT access in all community libraries and Community Learning and Development Centres.

53. In line with the NDP4 and Millennium Development Goal number eight, the Ministry of Education through Libraries and other Information services, provides access to ICT and information resources and would like to continue with this program in order to facilitate economic development, competitiveness as well as improve lifelong learning opportunities for education and employment.
54. In the 2012/13 financial year, the number of libraries providing public use computers increased from **29** to **42**. This brings the percentage of libraries offering free public ICT access to **66%**.
55. Lack of professional staff continued to be a constraint in improving the library network and its contribution to education, research and economic development. During 2012/2013 financial year, the Ministry addressed this problem by developing a new structure that provides for professional staff in community and school libraries. The new structure gives adequate staffing for all the **64** community libraries as well as for the four Regional Study and Resource Centres. The structure was approved by OPM and will be implemented 2013/14. As this August house was informed last year, The Ministry with assistance from MCA is building three Regional Study and Resource Centres in the following regions: Oshana, Oshakati, Omaheke-Gobabis and Ohangwena-Helao Nafidi, to address regional information needs and facilitate access to E-learning and e-government. They'll be constructed at a total cost of **N\$136 349 809**.
56. In 2012/13 a total of **655 941** visits were recorded from libraries across the country, which was an increase from **478 431** in 2011/12. Library user numbers continue to demonstrate that in our country, the library network is an important support system for education and development. The Ministry

is currently building a fourth Regional Study and Resource Center in Omusati to address the same gaps as indicated above.

57. The **National Archives** is an Information Institution, falling under this Ministry. This institution is keeping the historical records of our country; these records need to be preserved in order to be made accessible for Education and research. As a mandate given by this August House, the National Archives is the watchdog of all government O/M/A/s records. Training government Ministries and parastatals in proper record management, preservation, retention and destruction of these records is a mammoth task, which requires skilled personnel, a challenge that the Ministry is addressing.

The allocation for activities for libraries, archives services and record management stands at **N\$107,028,000**.

#### **Programme 6: Higher Education**

##### **Achievements and Challenges in 2011/2012 and Major Activities in Fiscal Year 2012/2013**

58. Our efforts in Higher Education concentrate on enhancing efficiency, equity and effectiveness. We are further committed to narrow the gap between various population groups in accessing tertiary education in our country. We will continue to facilitate access to higher education institutions by all deserving Namibian students from all thirteen (13) regions.
59. An amount of **N\$ 1,663,866,000** is budgeted for, for this programme, consisting of direct transfers to the University of Namibia, the Polytechnic (our new public University), the National Council for Higher Education (NCHE), the Namibia Students Financial Assistance Fund (NSFAF) and the National Qualifications Authority (NQA).
60. The development of University and Polytechnic qualifications on the basis of different objectives and mandates will be pursued and duplication and wastage will not have the blessings of the ministry and shall thus be eliminated. In the last financial year we committed ourselves to carry out a study aimed at clarifying the respective roles of our Higher Education Institutions. We further promised to carry out a reform of our system for the funding of higher education institutions and the funding of students at those

institutions. The aim is to have transparent criteria, fair and just application and assessment processes for the funding of higher education.

61. I am pleased to inform this house that the consultancy on the funding of higher education is in full swing and will be completed soon.
62. The consultants on comprehensive study of Higher Education system as directed by Cabinet have completed their assignment. This is the assignment which will or gave birth to a new public University. University of Science and Technology. Therefore major activities during the year 2013 will be;
- i) An amount of **N\$ 293 million** will be spent on other higher education infrastructure with emphasis on buildings for fields that experience shortage of human resources (engineering, medicine, library, teacher education and nursing).
  - ii) A substantial amount will go towards the provision of subsidies for higher education institutions, the development of a funding framework for institutions of higher learning.
  - iii) Loans and scholarships for higher education institutions will take up **N\$ 602 million**.

#### **Enrolment**

63. University of Namibia (UNAM) and the Polytechnic of Namibia continue to register phenomenal growth. Enrolment at the University of Namibia increased from **16, 362** to **17,540** in the last twelve months. The Polytechnic of Namibia, has registered **12, 022** this year.
64. Human resources who are the backbone of our national economy are products of these and other private institutions. Further, these institutions and community of scholars should be applauded for producing young men and women the future wealth creators of our society. Certainly the nation is depended on this sector for the attainment of Vision 2030.
65. It is an open secret that many Namibians with tertiary education are currently employed in the region, US, Europe and Asia. While it's encouraging to note that Namibians are excelling in competitive work environment overseas, it is equally alarming that we are loosing our best talents to other nations. It is my belief that a concerted effort is a prerequisite to entice Namibians abroad to return, alternatively to tap their expertise.

That said, we cannot simply appeal to their sense of patriotism, cultural or family ties to return home. We need to offer a conducive working culture and a living environment which will enable them to flourish. It is my belief that time is now and conditions are ripe to allow this to happen in Namibia. I am certain given the right working and social conditions Namibians overseas shall be willing to return. As such I have directed my colleagues that a comprehensive yet targeted "brain gain" programme one that attracts professionals in the field of education residing in foreign countries be developed as a matter of utmost urgency to be tabled to the Cabinet.

66. **N\$ 1,663,866,000** is allocated to this programme.

**Namibia Students Financial Assistant Fund (NSFAF)**

67. 2012/2013, this Fund supported **8,582** students at tertiary education institutions. In an effort to ensure that this fund caters for all qualified yet needy students, Cabinet directed that this fund be reviewed and revamped as a matter of urgency. This year has seen the process started and completed. I am therefore pleased to announce that last Cabinet session endorsed the reviewed and revamped new NSFAF structure and approved the recruitment of the new head of Secretariat. The allocation to this fund is increased from **N\$ 519,636,000** during the financial year 2012/2013 to **N\$ 621,136,000** during this financial year 2013/2014.

**Programme 7: Support Services**

68. An amount of **N\$109,390,000** is allocated for this programme in the 2013/14 financial year.
69. The activities for which budgetary provision are made includes policy supervision, support services, management, coordination of ICT mainstreaming, planning, administration and monitoring & evaluation.

## Programme 8: Functions Associated with Education

### Science, Technology and Innovation

70. The primary aim of the Science, Technology and Innovation (STI) unit is to coordinate, promote and develop National Research, Science, Technology and Innovation capacity.
71. In order to carry out this mandate, the Government has created the National Commission on Research, Science and Technology during the 2012/2013 financial year. This Commission will manage the National Research, Science and Technology Fund, which will be used to finance strategic research programmes. The National Commission will identify national Science Technology Innovations (STI) priorities to be contained in the National Science Programme for Namibia, in consultation with the STI stakeholders.
72. In view of the significance of science and technology, the ministry has allocated **N\$ 48,087,000** to this unit.
73. Recognising the importance of this sector for socio-economic development the Government through the National Development Plan 4 stated that by 2017, **0.3%** Gross Domestic Product should be spent on Research and Development. This will include spending on national scientific infrastructure development and the development of high level STI human capacity. One such STI infrastructure that Namibia needs is the Genetically Modified Organism Testing and Research laboratory that will be developed at a cost of **N\$ 85 million**. This facility will enable Namibia to conduct research and testing on substances that require high safety levels.
74. This year the main activities earmarked include the facilitation and financing of National research programme covering areas such as indigenous knowledge, value addition, innovation, water, ICT, biotechnology, space science as well as promoting STI.
75. Namibia's aspiration is to become a knowledge-driven nation, thus knowledge in particular the generation, sharing and use should be enhanced through the development of systems for the management and sharing of research outputs.

### **HIV and AIDS Management Unit**

76. This unit was specially designed to mitigate the impact of HIV and AIDS in Education Sector given the spread of HIV/AIDs pandemic. An amount of **N\$ 10,758,000** is allocated.

### **The Namibia National Commission for UNESCO**

77. The Namibia National Commission for UNESCO manages relations between Namibia and UNESCO through provision of advice on all UNESCO related matters. The Commission also ensures that Namibia, as a member state of United Nations, participates fully in the preparation, execution and evaluation of UNESCO programmes. An amount of **N\$ 9,345,000** is earmarked for this purpose.

### **SECTION 4: National, Regional and Global Strategy**

78. The responsibility bestowed upon this Ministry requires overall co-ordination and collaboration with strategic partners. Only when this happens, will the accomplishment of our goal i.e. the transformation of the whole education system be certain.
79. We are indeed pleased that a number of projects and programmes are lined up to aid the Ministry in addressing common areas of National, Regional as well as global interest. Below are few of the international obligations that Ministry embarked on viz; meeting Millennium Development Goals, Education for all (2015), Education for Sustainable Development, SADC protocol on education and training as well as African Union Second Decade of Education. Ministry has concretized bilateral and technical agreements with countries in areas of technical and financial assistance, scholarship and fellowships. It is our promise that we shall carry on with our efforts in ensuring that at the home front civil society and businesses are brought on board with one motto i.e. the improvement of teaching and learning outcomes in our schools.

80. It is precisely because of this that we continue to applaud and to express our gratitude to our stakeholders and strategic partners both locally and internationally such as MCC for their continued support.

#### **SECTION 5: Final Remarks**

81. Finally and very finally,  
Education Ministry being the largest in terms of personnel, resource allocation and size it remains to be the backbone of our socio-economic activities and therefore efforts should not be spared towards the performance of all activities of this Ministry.
82. I would like to remind us all that, a plan is as good as its execution. If it is fully implemented and its objectives are achieved the **N\$ 10, 7 Billion** will certainly be a vital impetus on our journey to the developed nation status.
83. I now request, on behalf of Team Education and the entire education fraternity that this house, discuss and **pass this vote for the amount of Ten Billion, Seven Hundred and Forty Seven Million, Five Hundred and Sixty Thousand Namibia Dollars (10, 747, 560, 000) in its entirety.**

I thank you !!.