

MINISTRY OF EDUCATION, ARTS AND CULTURE (MoEAC)

BUDGET MOTIVATION STATEMENT

VOTE 10

2016/17 - 2018/19

TABLED IN THE NATIONAL ASSEMBLY

BY

HONOURABLE KATRINA HANSE-HIMARWA, MP

Minister of Education, Arts and Culture





REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE (MoEAC)



Hon. Samia Ndaïrou, MP
Minister of Education, Arts and Culture



Hon. Anna Hipondoka, MP
Deputy Minister of Education, Arts and Culture

Honourable Chairperson of the Whole House Committee,

Honourable Members

1. I rise with a deep sense of humility to introduce the budget allocation for Vote 10 of the Ministry of Education, Arts and Culture for the financial year 2016/17 to this August House for support and approval.
2. Allow me to extend my appreciation and gratitude to the Honourable Minister of Finance, the Honourable Deputy Minister of Finance, the Permanent Secretary and the entire team of the Ministry of Finance for a task well executed under very vexing circumstances given the current global economic environment.
3. The efforts of your Ministry, Honourable Minister of Finance, is without doubt the reason why I am able to rise in this August House today to motivate the budgetary allocation of vote 10, of the Ministry of Education, Arts and Culture (MoEAC) for the said financial year as outlined in the Medium Term Expenditure Framework (2016/17 to 2018/19) as well as giving an account of the previous financial year's (2015/16) allocation.

Honourable Chairperson of the Whole House Committee,

Honourable Members,

4. I must mention from the onset that the Ministry of Education, Arts and Culture (MoEAC) was established with the key objective of providing quality and inclusive education purposefully aimed at advancing the development of our citizens in all aspects relevant to National development.
5. Therefore, pursuant to the National Objectives as highlighted in our national vision (Vision 2030) and National Development

Plan Four (NDP4), it is our mandate to educate and train for sustainable national development and to promote arts and culture.

6. It is our resolve as a ministry to provide accessible, equitable and inclusive quality education for a tolerant skilled, productive and competitive nation, to promote and preserve arts and culture for nationhood and unity in diversity.
7. Honourable Members, I must further state that, as a Ministry, we have a full understanding and awareness of the fact that education is not an event but rather, an evolving process that requires continuous innovation in order to ensure that we build a strong foundation that would substantially contribute towards redressing Namibia's developmental challenges and prepare our citizens towards the challenges of the future and to meet the overall developmental goals as set out in our National Vision.
8. At this juncture Honourable Chairperson, it is imperative to give a brief outline on some facts about the Ministry as it is contained in Education Management Information System (EMIS) Report of 2015 which we shall share with the nation in due course once its officially published. This report captures the fact that the budget that I am about to motivate will affect the present and future of **more than 690,618 learners (Six hundred and Ninety thousand, six hundred and eighteen) of whom, 32,793 are in Pre-Primary; 454,027 are in Primary; 203,798 are in Secondary.**
9. We feel obliged to reveal and share with this August House that, Government through this Ministry **employs more than 27,000 teachers** who are teaching **at 1,779 Government and government aided Schools**. Overall, the Ministry of Education, Arts and Culture currently **employs 37,627 teaching and non-teaching staff out of the staff establishment of 39,000** thus, making it one of the biggest if not the biggest employer ministries of our Government.

10. The above facts is the reason why the Ministry has over the past years battled with insufficient funds to meet particularly the implementation of its capital projects in terms of physical facilities for education. While **2015/16 financial year indicates an appropriation of 11.4 billion to the education Ministry, only 5% of this budget was apportioned to capital projects, while the bulk thereof (95%) was allocated to operational activities, with staff remuneration and benefits taking about 72% of the budget.** This Hon. Members, means that the Ministry of Education, Arts and Culture remains one of the least funded Ministries when it comes to funds availed for implementation of its capital projects.

Honourable Chairperson of the Whole House Committee,

Honourable Members,

11. Having stated the above, I now have the pleasure to present the 2016/2017 budget for the Ministry of Education, Arts and Culture, together with some brief highlights of our performance in 2015/2016 and the Ministry's priorities for the financial year 2016/2017.

12. The Ministry of Education, Arts and Culture has been allocated a total of **Twelve Comma Eight billion Namibia Dollars (N\$12,794,882,000)** for the 2016/2017 Financial Year. This amount represents **Eight Hundred and Thirty Eight million, six hundred and thirty four thousand Namibian Dollars (N\$838,634,000) for development budget,** and **Eleven billion, nine hundred and fifty six million, two hundred and forty eight thousand Namibia dollars (N\$11,956,248,000) for the operational budget.**

13. In summary, **6.6% of the total budget is for capital expenditure, while the bulk, 93.4% is for operational activities.** I must indicated here that from the total allocation of 12.8 billion, an amount of **Nine Comma One Billion (N\$9,100,528,000) or 71% of the Ministry's total**

budget is for personnel expenditure. This therefore, only confirms my earlier statement that the Education, Arts and Culture Ministry remain one of the under-funded Ministries when it comes to capital projects funding.

14. The overall budget allocation estimate for Education, Arts and Culture for the MTEF period, 2016/17 to 2018/19 is **forty comma eight billion Namibian Dollars (N\$40,789,112,000)** reflected in tabular form as follows:

Table 1: Estimated Budget Allocation, 2016/17 – 2018/19 MTEF

ALLOCATION	BUDGET YEAR			MTEF TOTAL
	2016/17	2017/18	2018/19	
OPERATIONAL BUDGET (N\$)	11, 956, 248, 000	12, 298, 040, 000	13, 429, 624, 000	37,683,912,000
DEVELOPMENT BUDGET (N\$)	838,634,000	1,062,786,000	1,203,780,000	3,105,200,000
TOTAL (N\$)	12, 794, 882, 000	13, 360, 826, 000	14, 633, 404, 000	40,789,112,000

Table 2: Percentage Allocation, Operation Vs Development

ALLOCATION	BUDGET YEAR			MTEF TOTAL
	2016/17	2017/18	2018/19	
% Operational Budget	93.4	92	91.8	92.4
% Development Budget	6.6	8	8.2	7.6

15. It is clear from tables 1 and 2 above that, throughout the MTEF period, the development budget allocation remains a fraction of the total budget allocation whereas, the operational budget allocation will continue to receive the lion's share of the budget.

16. Honourable members, this trend is extremely worrying to the Ministry, considering the escalating need for physical education facilities due to the growing annual demand for such facilities in terms of increasing learners' enrollment rate, coupled with

the existing backlog on physical education infrastructure that continues to increase annually.

17. I must point out however that, despite the insignificant amount being allocated for our capital project, the Ministry has been faced with numerous challenges when it comes to the execution of its capital budget namely; the budget cycle, issues with project management, reliance on third parties for execution of its tenders, absence of an education facilities master plan etc..
18. As an intervention to the above, the Ministry of Education, Arts and Culture therefore, intends to develop a ***comprehensive master plan for the rehabilitation of old and development of new physical education facilities*** for the next five years. Such a plan would help the Ministry to know the exact extent (quantity and quality wise) of infrastructure requiring rehabilitation and new infrastructure required across the fourteen regions of our Country. We believe that doing so should place us in a better bargaining position with the Ministry of Finance whom we intend to approach to lobby for increased allocations particularly to our development budgets for the following financial years.

Honourable Chairperson of the Whole House Committee,

Honourable Members,

19. The **2016/2017 Budget** of the Ministry of Education, Arts and Culture as expressed in its Medium Term Plan will focus on six key programmes namely:-
 - a) *Policy Coordination and Support Services*
 - b) *Pre-primary Education,*

- c) Primary Education,
- d) Secondary Education,
- e) Information, Adult and Life Long Learning, Arts and Culture
- f) HIV/AIDS Management Unit(HAMU)

Table 3: 2016/17 Budget Allocations per Programme

PROGRAMME NAME	FINANCIAL YEAR (N\$'000)		
	2016/17	2017/18	2018/19
1. Policy Coordination and Support Services	857 612	832 232	1 032 545
2. Pre Primary Education	188 077	195 271	200 722
3. Primary Education	7 358 502	7 637 756	8 141 760
4. Secondary Education	3 749 926	4 058 163	4 570 064
5. Information, Adult and Life Long Learning	632 547	628 941	679 598
6. HAMU	8 218	8 463	8 715
Total	12 794 882	13 360 826	14 633 404

Table 4: 2016/17 % Budget allocations per Programme

PROGRAMME NAME	FINANCIAL YEAR		
	2016/17	2017/18	2018/19
1. Policy Coordination and Support Services	6.70	6.23	7.06
2. Pre Primary Education	1.47	1.46	1.37
3. Primary Education	57.51	57.17	55.64
4. Secondary Education	29.31	30.37	31.23
5. Information, Adult and Life Long Learning	4.94	4.71	4.64
6. HAMU	0.06	0.06	0.06
Total	100	100	100

19.1 ***Policy Coordination and Support Services***

The programme Policy Coordination and Support Services comprises of policy coordination, planning and support services, Quality Control and Management and Infrastructure Development and Maintenance as well as Information Communication Technology .

This programme policy coordination includes the office of the Minister as the political head of the Ministry and the ***budget allocation to this function is Five million, five hundred and ninety three thousand Namibia Dollars (N\$5 593 000) for the financial year 2016/17 financial year.*** Planning and Support Services comprise of the overall education planning and coordination functions, systematic collection, analysis and use of education data from all programmes for accounting internally and externally for the resources used and the results obtained. This programme has various interventions which promote evidence based planning, capacity building, coordination of decentralization process and monitoring and evaluation of education programmes.

In this regard, technical and financial assistance was obtained from development partners for research purposes which contributed to different phases of the education system and to the planning function. ***The European Union has allocated an additional amount of One hundred and Nineteen million, thirty eight thousand (N\$119 038 000) for each of the financial years of 2016/17, 2017/18 and 2018/19*** respectively to support the foundational levels of the education system.

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, the *two functions are*

*allocated a combined total of **N\$32 938 000 (thirty two million nine hundred and thirty eighty thousand)**.*

The programme further comprises of quality control, management of education service, training, monitoring and auditing of functions in relation to the delegated functions at regional level. The allocation to these activities amounts to **N\$611 710 000.00 (six hundred and eleven million seven hundred and ten thousand)**.

Infrastructure development and maintenance is charged with the overall responsibility of ensuring the implementation of the development capital budget and maintenance of the existing infrastructure, **the total allocation to this function is N\$838 634 000 (eight hundred and thirty eight million, six hundred and thirty four thousand)**. I shall dwell more on this point towards the end of my Statement.

Information Communication Technology's main purpose is to implement the ICT in Education Policy and the integration of ICT's across the education system, ensuring that all schools and all other educational institutions are able to efficiently utilize Information and Communication Technologies (ICTs) to meet their overall educational objectives by: Equipping educational institutions with hardware, software, connectivity, curriculum, content and technical support; Educating administrators, staff, teachers and learners in ICT literacy and ICT integration across the entire curriculum. **An amount of fifty six million, two hundred sixteen thousand (N\$56 216 000) is allocated for this purpose.**

19.2 Pre-Primary Education



Pre-primary Education provides learning and educational activities with a holistic approach to support children's early cognitive, physical, social and emotional development and introduces young children to organized instruction outside of the family context.

The educational properties of pre-primary education are characterized by stimulation and interaction with peers and educators, through which children improve their use of language and social skills and to develop logical and reasoning skills.

Pre-primary Education remains the foundation of all education success, and to invest in education we need to start with pre-primary education. Therefore, with the introduction of fee free pre-primary and primary education our Ministry continues to make good progress in the provision of pre-primary education through increased enrolment of 28 659 and 32 793 learners in 2014/15 and 2015/16 respectively, representing a 14% increase.

A Masterplan for pre-primary education is being developed to accelerate the increase of learner enrolment and enrich the programs at pre-primary education levels.

An amount of Hundred and Eighty, Eight Million, Seventy Seven Thousand Namibian Dollars (N\$188 077 000) is allocated to pre-primary education programmes. The allocated budget will be utilized for the salaries of pre-primary teachers; in-service training of teachers, the construction of pre-primary classes; and provision of teaching and learning materials, provision of playground facilities and other services that relate to mitigating the transition of the integration of Early Childhood Development (ECD) into the formal schooling system. I must point out here that an ECD transitional plan is in place and budgetary implication for its implementation one it's transferred from the Ministry of Gender Equality and Child Welfare will be concluded by the end of 2016/17 financial year to enable operationalization in 2017/18.

19.3 Primary Education



Primary Education programme focuses on the learners of the age groups of 7 to 14 with emphasis on acquiring basic literacy and numeracy as well as acquiring skills that will assist them to understand themselves better as well as the world around them thus the basic formal foundation phase of education. During this financial year (2015/16), a total number of 454, 027 learners in grade 1 to 7 were enrolled in the Primary Education Phase.

The implementation of the Universal Primary Education grant removed the financial barrier of access to education. This brought about an average annual increase of learner enrollment up to 3% in most regions. Additionally to this, access to education is ensured through the provision of a mid-morning meal to more than 310 000 beneficiaries through the Namibia School Feeding Programme that amounts to more than N\$90 000 000 annually (ninety million). I should state further that for both our school feeding and hostel catering needs, amounts of N\$495 million and N\$87 million for 2015/16 was provided for, while amounts of N\$510

million and N\$104 million for 2016/17 financial year is provided for, respectively.

Efforts to improve quality of education included the provision of teaching and learning materials. However, performance in Mathematics and English as per Standardized Achievement Test results is still below 50% whereas for Natural Science and Health Education it is close to 60% in grade 7. The latest results show a noticeable improvement.

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 syllabi. These shortcomings are addressed as part of the Continuous Professional Development Initiatives which are geared towards the improvement of teaching and learning outcomes and it is an ongoing process.

Infrastructure provision continue to take a worrisome trend with close to 87% of infrastructure in very bad state of repair, this is coupled with the prevailing shortage of classrooms across the regions. Close to 3,000 classrooms are needed in the 2016/17 financial year. The reality on the ground is that more than 18,000 classrooms are made from temporary or traditional materials. Currently, the Ministry of Education, Arts and Culture is executing its mandate of educating the nation, especially the young ones in non-conventional classrooms that amounts to 13%. This adversely affects the quality of teaching and learning of close to 50,000 learners. In addition to this, close to 30% of these primary schools have inadequate access to fresh water and sanitation facilities. In order to address this challenge, the ministry have taken it upon itself to ensure that all new school constructions are equipped with sanitation infrastructure.

The curriculum for primary phase was revised and are being implemented with all learning support materials having been procured. Mother tongue instruction materials for Junior Primary have been developed and purchased as well. However, the successful implementation of revised curriculum requires intensive training of teachers thus putting a strain on financial resources due to the need for continuous professional development. Notwithstanding the already existing challenge for the provision of qualified teachers to satisfy the demand for competent qualified teaching force in mother tongue language teaching. The demand for qualified teachers is still not met. The vastness of the country often calls for multi-grade teaching and this lowers the teacher learner ratio which is interpreted at national level as if the staffing norm is lower than the approved norm.

Honourable Chairperson of the Whole House Committee,

Honourable Members,

In order to alleviate the situation of close to 4000 under and unqualified teachers, the Ministry has collaborated with the Ministry of Higher Education, Training and Innovation to introduce an INSET Diploma programme for distance learning for these teachers. This initiative will empower the serving teachers and provide them with relevant skills to teach at pre-primary to Grade 3. This is a deliberate and purposeful effort to provide an opportunity to enable the targeted teachers to upgrade their qualifications at lower primary levels as this is the area in which stronger foundation based on quality teaching needs to be built. The programme will start off in 2016 with an annual quota of 1000 teachers enrolled with the University of Namibia and will run over a period of four years. In the same vain, the Ministry will collaborate with other teacher training providers to ensure that their intake

base is broadened to increase the opportunities for teachers to obtain or upgrade their qualifications. This will contribute greatly to quality teaching and learning outcomes in the future.

During the financial year 2015/16, we disbursed N\$135 million to schools for the implementation of free primary education and the same amount is allocated for the financial year 2016/17. The funds provided at school level are utilized for minor maintenance of school buildings, school excursions, photocopying of learning materials and other day-to-day school necessities. At least 50% of these funds are to be used for teaching and learning materials therefore, it replaces the School Development Fund as the portion that was formerly contributed by the parents.

A total number of **One comma One Million (1,128,558) textbooks to the value of Eighty Two comma three Million (N\$82,266,853)** for both primary and secondary levels were procured. The delivery of textbooks the 11 regions indicate close to a 100% school coverage while some challenges are being experienced in the regions of Kavango West (40% delivery), Kavango East (30% delivery) and Omusati (70% delivery). The Ministry is however working to address the situation in this region.

Implementation of revised curriculum will be the major development initiative during the 2016/17 financial year. The Ministry has implemented the revised curriculum for senior primary phase during 2015/16 financial year. **The implementation included the training of teachers, printing and distribution of support teaching and learning materials to the value of N\$154, 5 million.**

Other initiatives that were implemented during the 2015/16 financial year included in-service training for teachers by the Continuous Professional Unit. Training primarily focused on the weaknesses in learner achievement as identified through the

diagnostic tests and these training initiatives will continue during the 2016/17 financial year as well.

Honourable Chairperson of the Whole House Committee,

Honourable Members,

The Ministry also came to the realization that the teaching of reading in mother tongue poses a challenge to teachers; therefore, a decision was taken for subject teachers on strategies and methodology to teach reading skills in mother tongue through the implementation of Early Grade Reading Assessment (EGRA) techniques. This is and will be a continuous process to enable our teachers to achieve the desired competencies.

The English Language Proficiency Programme (ELPP) was completed in 2015/16 and it is being evaluated to get the facts on lessons learnt and the way forward.

An amount of ***Seven Billion, Three Hundred and Fifty Eight Million, Five Hundred and Two Thousand Namibian Dollars (N\$7 358 502 000)*** has been allocated to manage and bring improvements to the provision of education to 454,027 learners at primary level.

19.4 Secondary Education



Secondary education extends the learners' knowledge and skills and strengthens their values and attitudes and prepares learners for further education and training and young adult life. It provides learning opportunities for learners to: acquire necessary knowledge, skills and attitudes for the development of the self and the nation; and build a foundation for technological and industrial development.

The number of learners enrolled at the secondary phase country wide are 203 798 learners from grade 8 to 12 in a total of 694 schools, of which 8.2% of these schools are private and provide education for 5.2% of the learners.

The through-put of learners to secondary is 60% and overall access at secondary level is 58%. Year after year the demand for spaces on Grade 8 increases, causing the Ministry to find fast alternative solutions to avail classroom spaces.

More demand for placement in secondary grades has been experienced with the implementation of free secondary education which was implemented during the start of 2016 academic year.

To affect this promise an amount of Sixty Million Namibian Dollars (N\$60,000,000) has been disbursed to the schools through their respective regional councils and directorates. An additional amount of Forty Five Million, One Hundred Thousand, Six Hundred and Twenty Eight Namibian Dollars (N\$45 100 628) will still be availed for this purpose.

Honourable Chairperson of the Whole House Committee,

Honourable Members,

On the national examination front, the quality output of secondary education shows that the total number of school leavers who qualify for entry into University remains low and stood at 29.8% in 2015. The national JSC examination only showed slight improved from 54.2% in 2014 to 54.4% in 2015. Regional Offices have been tasked in 2016 to devise strategies to improve learner performance by 2016 through regional stakeholders meetings; upgrading and implementing their regional improvement plans and monitoring the implementation of their annual work plans.

I am happy to report to this August House that the review of the secondary curriculum is well on track, the shortcoming of quality learning outcomes need focused interventions to drastically improve academic performance. This calls for targeted trainings and capacity development of teachers as well as the provision of resources for the pre-vocational oriented subjects amounting to **a total of N\$155 million** which is needed for the full implementation of pre-vocational education. In addition, the demand for expansion of infrastructure remains a challenge at Grade 8 and 11 levels.

The revision of the curriculum of basic education is a continuous major initiative during 2016/17 financial year. Panels of experts in various subjects have accelerated 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 starting with grade 8 in 2017.

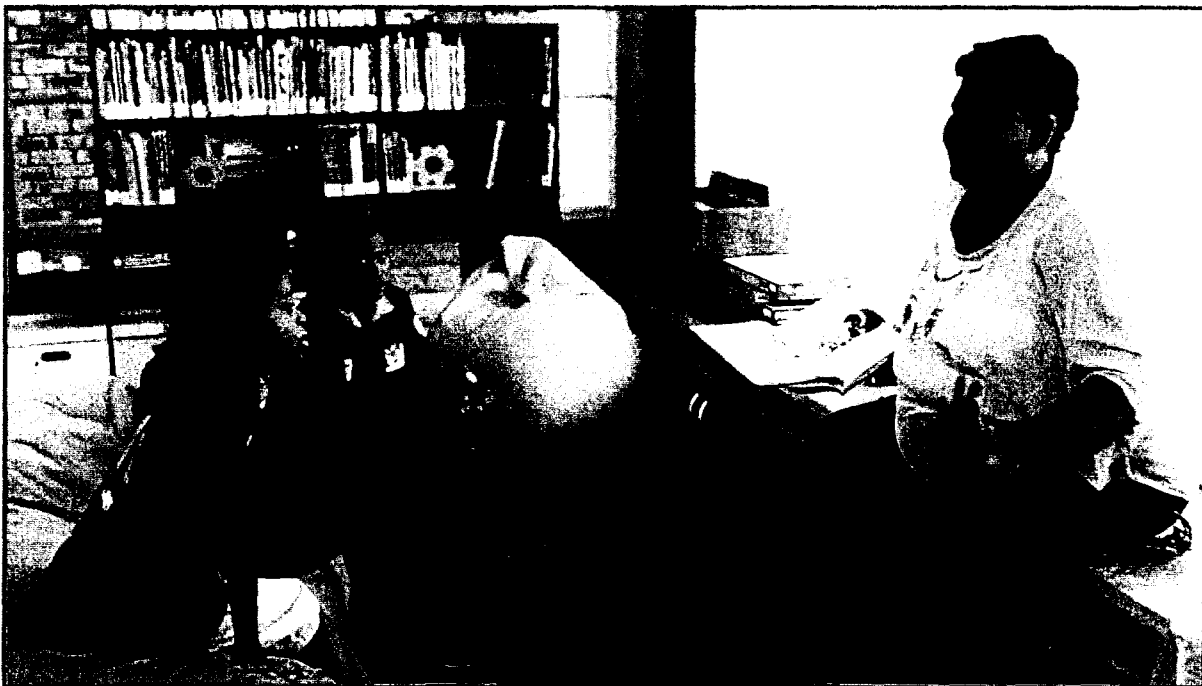
The amount allocated under the secondary education programme will be utilized for salaries, in-service training of teachers, provision of learning support materials, textbooks and other teaching materials as well as additions or improvement of teaching infrastructure

I am pleased to mention that an amount of **Three Billion, Seven Hundred and Forty Nine Million, Nine Hundred and Twenty Six Thousand Namibian Dollars (N\$3 749 926 000)** is allocated for secondary education during the financial year 2016/17.

19.5 Information, Adult and Life-Long Learning, Arts and Culture

Hon. Chairperson, Honourable Members

Allow me now to focus on the Information, Adult, Lifelong Learning, Arts and Culture programme, which houses the Directorates of Library & Archive Services; Adult Educations; Arts; Culture and Heritage.



Apart from ensuring that access to quality education is availed to all children, the mandate of the Ministry of Education, Arts and Culture spans further in ensuring that all Namibians of different backgrounds are given education opportunities and are exposed to information and programmes that will enhance their potential and abilities in various areas. To ensure access, opportunities are availed to the adult population through various adult literacy programmes, training in basic business skills and child care especially on the kind of assistance learners need the day they enter the school premises.

The mandate of education has further expanded to ensuring that natural talents and skills are developed, promoted, exposed and marketed. We also have the responsibility of ensuring that our cultural heritage is preserved, safeguarded and promoted to foster strong co-existence bonds in our diversified colourful nation.



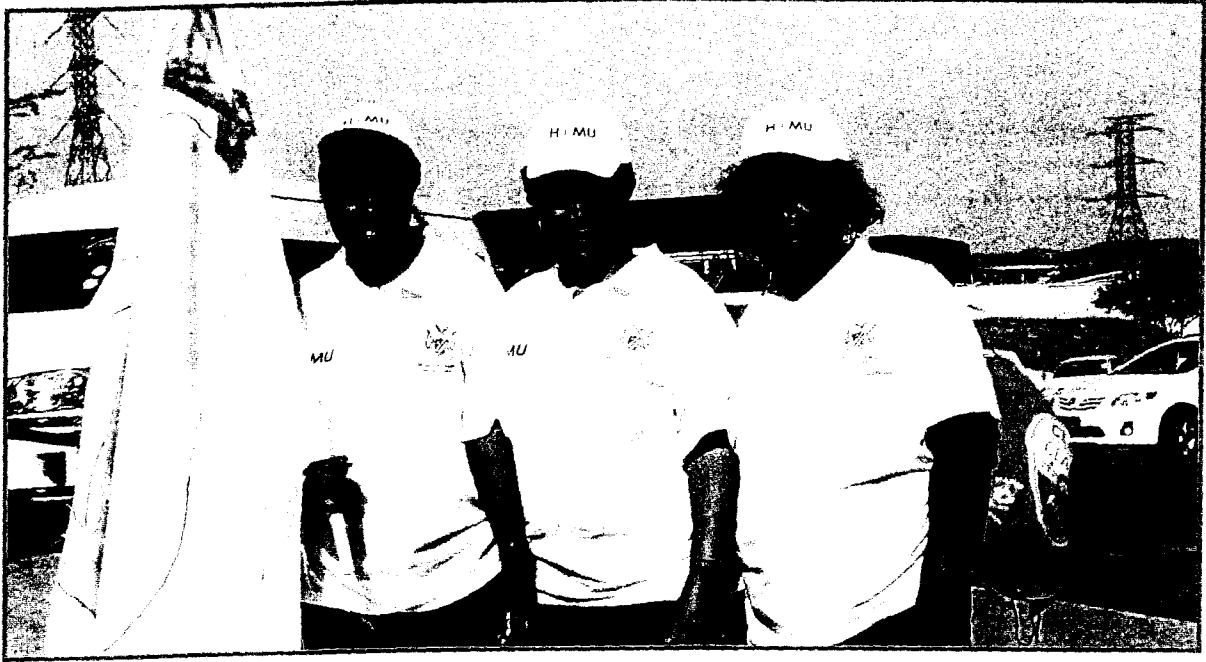
Let us also take note that as “information is power” and a paved way to knowledgeable society that we are aspiring to, in Vision 2030, through the library and archives services we are promoting and facilitating access to information both in print and electronic formats to our citizens both young and old,. This is done through our educational and the communities libraries. The Ministry of Education, Arts and Culture through this programme is entrusted to ensure that our historical and current national records and all information documents are preserved for future use by generations to come.

Honourable Chairperson of the Whole House Committee,

Honourable Members

All these are carried out through this programme which involves information, lifelong learning, arts and cultural heritage with an annual budget of **N\$632 547 000 (six hundred and thirty two million, five hundred and forty seven thousand)**. The impact on the Namibian citizens and its contribution towards the Harambee Prosperity Plan cannot be underestimated as most of the activities are close at the grassroots levels reaching a total of 1 274 092 people annually. This programme is a good vehicle for reaching our goals in our development plans as well as contributing towards the attainment of AU agenda 2060 and the UN Sustainable Development Goals (SDG) that we have started implementing in 2016.

19.6 HIV/AIDS Management Unit(HAMU)



The objective of this program is to reduce the incidences of HIV transmission, mitigating its social and economic impact on the Namibian Education system at all levels through life skills for learners and wellness programme for teachers.

Of critical importance in 2016/17 is refocusing the mandate of HAMU from school health to comprehensive sexuality education and workplace wellness programmes. **Therefore a motivation for Eight Million, Two Hundred and Eighteen Thousand Namibian Dollars (N\$8 218 000) is being made.**

Comrade Chairperson, Honorable members

Allow me now to say a few words and focus on the Development Budget funding for the Ministry of Education, Arts and Culture. During the current financial year, (2015/2016), **an amount of N\$591,893 million** was allocated for the construction of physical facilities of which **N\$90,896 million** was allocated to Basic Education Facilities, (BEF) and **N\$52,568 million** was allocated for Renovations Nationwide. The two budget lines are decentralized to the Regional Offices under the various Regional Councils and are meant to construct classrooms, administration offices, and

ablution facilities, libraries and laboratories, and to take care of minor renovations & maintenance at existing schools respectively. The rest of the budget is aimed at constructing new schools and other educational facilities throughout the country.

During the 2015/2016 financial year, two Secondary Schools (Kuissebmund SS in Erongo and Onawa SS phase II in Omusati Regions) and one primary school (Otjomise PS, Khomas) were completed with a total of 65 new classrooms. In addition, various school facilities were renovated and 270 additional new classrooms were added to various existing schools across the country. A total of 10 two- bedrooms teacher houses and 40 teacher bachelor flats were constructed and completed during the current financial year. We expect to build more of these classrooms and facilities during the coming financial year

For the coming financial year, we expect to start with the construction of among others, the following facilities: (a combined school at Omakange in Omusati; Shituwa SSS in Ohangwena; Ndoro Memorial and Schuckmansburg Hostels in Zambezi Region and Vooruitsig in Hardap). These are already out on tender and the Ministry of Works and Transport is busy with the evaluation process. We trust that there will be more to go out on tender in 2016/17 financial year.

In addition to the above, the Ministry also plans to renovate the following schools; Vaalgras PS in //Kharas Region; Tubuses CS in Erongo; Ernst Meyer in Omaheke and Linus Shashipapo SSS in Kavango West; while also continuing with ongoing works at various other schools. These schools were destroyed by strong winds and other natural forces including wear and tear. The majority of our schools were constructed many years before independence and have not been maintained and as a result, they are utterly depleted and renovation is crucial.

Furthermore, allow me to inform this house that implementation

of capital projects in the Ministry has been faced with numerous challenges thus, to this end the Ministry is exploring economically viable and sustainable procurement management approaches aim at expediting the implementation of all of its capital projects while ensuring value for money.

Honourable Chairperson of the Whole House Committee,

Honourable Members

Once again, I am particularly grateful to my colleague, Honourable Calle Schlettwein, for his understanding and support during the preparation of the budget. We did hint on advises pertaining to the economic downturn, but still managed to gain what will possibly see us through the 2016/17 Financial Year.

Having highlighted the few achievements and challenges, the Ministry is fully aware of the public concerns on the pace of development in the education and training sector. I should however, assure the House that our Ministry is doing all it can to speedily implement the needed changes as identified to bring about the needed improvement in the sector.

I am particularly aware that my motivation did not detail all activities outlined per programmes, but urges all members of the House to refer to the MTEF document in front of us when commenting on details. We are further looking forward to the continued support and assistance from our Development Partners for their generous contribution towards the education sector.

With these motivations Honourable Chairperson and Honourable Members, I, in advance thank all Honourable Members for your support and approval of Vote 10.

I Thank You