

Budget Motivation Statement

VOTE 10

2017/18 – 2019/20



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION,
ARTS AND CULTURE (MoEAC)

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. Katrina Hanse-Himarwa, MP
Minister of Education, Arts and Culture



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

Honourable Chairperson of the Whole House Committee,

Honourable Members of this August House,

1. I am privileged to present to you my Motivational Statement for **Vote 10** of the Ministry of Education, Arts and Culture (MoEAC) for the financial years 2017/18 to 2019/20. I will do this against the backdrop of achievements, challenges and recommendations emanating from the 2016/17 financial year which just ended.
2. Having said this, let me first of all ~~extend~~ **my warmest** appreciation to my Deputy Minister, my Permanent Secretary and my entire team at the Ministry of Education, Arts and Culture for their support, dedication and hard work. I also would like to extend my gratitude to the Honourable Minister and Honourable Deputy Minister of Finance as well as your Permanent Secretary and your entire staff for your usual support and for your intensive efforts during the consultation process that resulted in the successful finalization of our budget.
3. The consultation processes were indeed participatory and ensured that no-one was left out, in the spirit of Harambee, even though our initial expectations were not met with the allocations we have received. We congratulate you whole heartedly and pledge our full support to ensure prudent financial management and transparency in the conduct of our business.

Honourable Chairperson of the Whole House Committee,

Honourable Members,

4. Allow me to state the following which may seem to be obvious facts but which often are overlooked when the public judges our performance: that the Ministry -
 - a) Hosts one if not the largest number of the public servants with a total establishment of **Forty Five Thousand One Hundred and Eighty Three (45 183)**. Out of this, a total of

Forty One Thousand, Seven Hundred and Thirty Five (41, 735) positions are filled, of which **Twenty Eight Thousand, Six Hundred and Eighty Eight (28, 688)** are teaching staff. (Source: MoEAC, HR Statistics, February 2017).

- b) Has remained the biggest Vote in terms of the national budget, currently at 21% and that of the GDP.
- c) Its success requires full and active participation and ownership by all stakeholders due to its multisectoral nature and, lack of this, makes the Ministry fall short of its potential achievements. This is evident from our past performances where some stakeholder contributions and participation have been very slow and low.
- d) Serves as the second home for the socialization and upbringing of our children, meaning second to the parents. Thus my continuous plea to our parents and guardians to be our critical partners in the education of our future leaders. I must point out that the extent and nature of our collaboration with parents will determine the pace and future prospects of our children as future and current leaders, managers and entrepreneurs, and responsible, progressive citizens in general.

**Honourable Chairperson,
Honourable Members,**

- 5. Our vision and mission as revised in 2015, is a reflection of our focus in terms of our contribution to societal transformation, as our business is to deal with changing the minds, hearts, attitudes and perception of our people, particularly the school going population. Our collective slogan is therefor to deliver with speed for the prosperity of all Namibians.

Honourable Chairperson

- 6. Having highlighted the above, allow me to indicate that the achievements and challenges of our 2016/17 financial year are contained in our accountability and annual reports which

10. We have taken cognizance of the fact that the public is concerned about education outcomes and we are happy that with the formulation of the NDP5 through which we should be able to employ strategies that will enable us to achieve tangible results in the medium term,
11. Our line of thinking for the coming financial years is to be guided by concerns of value for money, working within the limited means at our disposal by setting core priorities on key result areas, promote public private partnership and stepping up efficiency measures.

Honourable Chairperson,

Honourable Members,

12. The budget of the Ministry of Education, Arts and Culture is sub-divided amongst the following six programmes, which are implemented through its three departments namely, Finance and Administration, Formal Education and Information, Adult and Lifelong Learning, Arts and Culture:
 - a) Policy Coordination and support Services,
 - b) Preprimary Education,
 - c) Primary Education,
 - d) Secondary Education,
 - e) Information, Adult and Lifelong Learning, Arts and Culture,
 - f) HIV/AIDS Management Unit (HAMU).
13. Having highlighted the above, allow me to present to you the 2017/2018 budget for the Ministry of Education, Arts and Culture as expressed in its Medium Term Plan and focusing on our six key programmes as follows:
 - 13.1 The overall budget ceiling of the Ministry of Education, Arts and Culture has been reduced by 3%, from a **Twelve billion, three hundred twenty two million, six hundred seventy four thousand Namibia Dollars (N\$12 322 674 000)** in the 2016/17

will be shared with various stakeholders through the relevant administrative channels and as such I will be brief. We have, however, incorporated some initiatives in the NDP5 and in our draft Strategic Plan for 2017/18 – 2021/22 in order to address some of the challenges that we encountered while implementing our annual plan for 2016/17 Financial year.

Honourable members,

7. It is imperative to mention that the Ministry of Education, Arts and Culture was allocated a total of **Twelve billion, three hundred twenty two million, six hundred seventy four thousand Namibia Dollars (N\$12 322 674 000)** in the 2016/17 financial year of which, **Eleven billion, seven hundred ninety nine million, six hundred sixteen thousand Namibia Dollars (N\$11 799, 616 000)** and **Five hundred twenty three million, fifty eight thousand Namibia Dollars (N\$ 523 058 000)** was allocated to the Operational and Development budget lines, respectively for the implementation of our various programmes as I will discuss herein after,
8. According to our February 2016 15th School Day statistics, the Ministry has recorded a total of **Seven hundred and seven thousand, eight hundred seventy eight (707, 878)** learners which comprises **Three hundred fifty eight thousand, eight hundred forty three (358, 843)** females and **Three hundred, forty nine thousand and thirty five (349, 035)** males,
9. Still using February 2016 15th School Day statistics, we have also recorded a total teaching staff of **Twenty seven thousand, eight hundred eighty six (27, 886)** which comprises **Eighteen thousand, one hundred and forty (18, 140)** and **Nine thousand, seven hundred forty six (9,746)** female and male teaching staff respectively, deployed in **One thousand seven hundred ninety six (1 796)** schools country wide.

financial year, to **Eleven billion, nine hundred seventy five million, six hundred seventy two thousand Namibia Dollars (N\$11 975 672 000)** in 2017/18 financial year.

Table 1: Estimated Budget Allocation, 2016/17 – 2019/20 MTEF

| | N\$'000 | | | |
|--------------|-------------------|-------------------|-------------------|-------------------|
| | 2016/17 | 2017/18 | 2018/19 | 2019/20 |
| Operational | 11 799 616 | 11 390 981 | 11 130 583 | 11 353 194 |
| Development | 523 058 | 584 691 | 874 857 | 833 582 |
| Total | 12 322 674 | 11 975 672 | 12 005 440 | 12 186 776 |

13.2 It is evident from the breakdown above that a slight increase of **12%** is observed for the development budget from **Five hundred twenty three million, fifty eight thousand Namibia Dollars (N\$523 058 000)** in 2016/17 to a **Five hundred eighty four million, six hundred ninety one thousand Namibia Dollars (N\$584 691 000)** in the 2017/18 financial year. This is however a massive budget cut from the Development budget ceiling of **One billion, sixty two million, seven hundred, eighty six thousand Namibia dollars (N\$1 062 786 000)** communicated during the 2016/17 – 2018/19 Medium Term Expenditure Framework.

13.3 The Operational Budget ceiling on the other hand has been reduced from an **Eleven billion, seven hundred ninety nine million, six hundred sixteen thousand Namibia Dollars (N\$11 799 616 000)** in the 2016/17 financial year to **Eleven billion, three hundred ninety million, nine hundred eighty one thousand Namibia dollars (N\$11 390 981 000)** in the 2017/18 financial year.

13.4 Thus in summary, of the total budget ceiling of **Eleven billion, nine hundred seventy five million, six hundred seventy two thousand Namibia Dollars (N\$11 975 672 000)** due for execution in the 2017/18 financial year:

13.4(a). **Eighty five percent (85%),** which is **Ten billion, two hundred, and three million, six hundred fifty thousand Namibia Dollars (N\$10 203 650 000),** are allocated

towards the payment of staff related expenditures (**remuneration, GIPF and Other Conditions of Service**),

13.4(b). **Five percent (5%)** namely **five hundred and eighty four million, six hundred ninety one thousand Namibia Dollars (N\$584 691 000)** is for **infrastructure development**,

13.4(c). **The ten percent (10%)** remaining is a balance of **One billion, one hundred eighty seven million, three hundred thirty one thousand Namibian dollars (N\$1 187 331 000)** for allocation to other priority areas, which is **One billion, five hundred thirty one million, nine hundred fourteen thousand Namibia Dollars (N\$1 531 914 000)** less than what was allocated for non-personnel and infrastructure related expenditures in the 2016/17 financial year.

Honourable Chairperson,

Honourable Members,

13.5 The detailed descriptions of the programmes are covered in the 2017/18 - 2019/20 Medium Term Expenditure Framework book (page 95) and is summarized as follows:

Table 2: 2017/18 – 2019/20 Budget Allocations per Programme

| | NS'000 | | |
|---|----------------|----------------|----------------|
| Programme | 2017/18 | 2018/19 | 2019/20 |
| Policy Coordination and Support Services | 218 503 | 258 246 | 266 493 |
| Pre-Primary Education | 167 939 | 172 980 | 178 167 |
| Primary Education | 7 729 616 | 7 804 371 | 7 978 889 |
| Secondary Education | 3 434 778 | 3 308 846 | 3 323 462 |
| Information, Adults, Life Long Learning, Arts and Culture | 422 748 | 458 845 | 437 548 |

| Programme | 2017/18 | 2018/19 | 2019/20 |
|--------------|-------------------|-------------------|------------------|
| HIV/AIDS | 2 088 | 2 152 | 2 217 |
| TOTAL | 11 975 672 | 12 005 440 | 12 86 776 |

13.5(A). Programme 1: Policy Coordination and Support Services

A(1). This Programme oversees the strategic planning processes of the Ministry and ensures that the national goals and objectives are aligned to the education section, through the coordination of educational research, legislative and policy development, programme planning, implementation and monitoring and evaluation. Equally important, it ensures that measures, guidelines and standards are in place for effective co-ordination and standards are set for the provision of support services. The programme also promotes the integration of ICT in education to ensure that technological innovations are mainstreamed in education for improved education outcomes.

This budget allocation we are motivating for this programme is **Two hundred eighteen million, five hundred and three thousand Namibia Dollars (N\$218 503 000)** for the financial year 2017/18.

Honourable Members,

A(2). As part of our achievements under this programme, the Ministry has ensured that NDP5 contains core strategies to strengthen the curriculum reform process and its alignment to our global and continental commitments. This will also be reflected in our Strategic Plan for 2017/18 to 2021/22.

A(3) With regards to specific programmes it is important to note that ICT programme of the Ministry was embedded as a cross-cutting strategy in NDP5 and the new Strategic Plan for the Ministry.

- A(4).** With decentralization being a major game changer in NDP5, the Ministry has a functional Decentralisation Committee which has conducted devolution readiness assessment for six Regional Councils which are; Erongo, Khomas, Oshana, Otjozondjupa, Kavango East and Zambezi.
- A(5).** On a continental level, the Ministry has also honoured the implementation of the Continental Education Strategy for Africa referred to as CESA 16-25, by setting up the multisectoral committee which submitted the Annual Report to the Africa Union Commission (AUC) in October 2016. Namibia thus appears for the first time in the Report of Annual Continental Activities, RACA 2016, which has been published by AUC.
- A(6).** The Programme Policy Coordination has also received technical and financial support from UNICEF and UNESCO during the financial year to strengthen capacity building and the production of research and study reports which are due to be launched in 2017/18 in particular the production of Education Management Information System, (EMIS 2015) and 15TH School Day Statistics for 2016.
- A(7).** With regards to our quest for accountability and efficient service delivery, the Ministry has launched its Customer Service Charter in February 2017 and it is being monitored for implementation by all departments and regional directorates.

Honourable Chairperson,

A(8). The major challenges nonetheless are that –

- i. The budget cuts will negatively affect the implementation of the ICT programme, especially the roll out of ICT equipment to educational institutions, support and maintenance of ageing equipment in schools, educational institutions and offices as well as the ICT skills training of educators and staff including training on the

school administration and time-tabling system. The absence of internet and Broadband connectivity has equally limited the pace of implementation of the ICT in schools and educational institutions.

- ii. Deployment of ICT to schools is still a difficult process because most of the schools are not electrified in rural areas and low internet connectivity remains a challenge.
- iii. Provision of physical infrastructure and renovation of existing ones to address space shortage and create a conducive environment for learning, understaffing and delay in the approval of the structure due to budgetary constraints across the board also remain a challenge,
- iv. This Programme coordinates education decentralization and it is also important to point out that our efforts to devolve will not gain maximum benefits unless other sectors come on board in a timely fashion.

13.5(B). Programme 2: Pre-primary Education

- B(1).** 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.
- B(2).** 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.
- B(3).** Pre-primary Education remains the foundation of all education success and achievements. Enrolment in the pre-primary grade increased from 32 732 learners in 2015 to 37 298 in 2016. This expansion means that this year (2017) roughly half the learners that entered Grade 1 would have been in pre- primary classes.

An amount of **One hundred sixty seven million, nine hundred thirty nine thousand Namibia Dollars (N\$167 939 000)** is allocated to pre-primary education programme.

13.5(C). Programme 3: Primary Education

- C(1).** This Programme develops essential literacy, numeracy and life skills, aimed at establishing self-confidence and self-worth through personal and social development in order to promote the growth and development of each learner as an individual and as a member of the school and society.
- C(2).** Primary education establishes a solid foundation for learning and understanding core areas of knowledge and personal development, preparing for junior secondary education and by the end of the primary phase, learners will have irreversible literacy and numeracy skills and have developed learning skills and basic knowledge in all the key learning areas.
- C(3).** Enrolment in primary education increased from 442 729 in 2015 to 499 455 in 2016. In Primary Education; teaching, learning and assessment cater for by about 59 % of the operational budget.

An amount of **Seven billion, seven hundred twenty nine million, six hundred sixteen thousand Namibia Dollars (N\$7 729 616 000)** is allocated to the primary education programme.

13.5(D). Programme 4: Secondary Education

- D(1).** This programme extends the learners' knowledge and skills and strengthens their values and attitudes while preparing learners for further education, 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
- D(2).** Enrolment in secondary level increased from 195 726 in 2015 to 208 423 in 2016 and is anticipated to increase to

215 000 in 2017 utilizing 30 % of the budget. Results at Junior Secondary Certificate levels improved from a pass rate of 54.3% in 2015 to 55.7% in 2016.

D(3). On the Harambee Prosperity Plan targets the following have been achieved:

- i. The Ministry recorded 50% of Grade 10 learners achieving 24 points score and above in six subjects surpassing the target of 48%.
- ii. Ministry also recorded an increase of 31% grade 12 learners who obtained 25 points and above in six subjects surpassing 30% target.

D(4). Overall, the National Grade 12 Examinations for 2016, produced over 6 000 learners who achieved a D in English and four other subjects with 25 points in making them eligible for admission to Tertiary Institutions of Higher Learning.

An amount of **Three billion, four hundred thirty four million, seven hundred seventy eight thousand Namibia Dollars (N\$3, 434, 778, 000)** has been allocated for the continuous implementation of the secondary education programme.

Honorable Chairperson

D(5). The above programmes undertook policy reforms to improve education and I would like to highlight the few key ones:

- i. The Education Act, 2001 (Act No.16 of 2001), has been revised through a wide consultative process to become the new legislation of education in line with global trends and local paradigm shifts.
- ii. Compulsory fees or contribution to primary education were abolished in 2013 in terms of policy of Access to Universal Primary Education, therefore contributing to the high enrolment in schools in primary phase; as part of this policy intervention. Equally, the abolished

secondary education fees in 2016 brought relief to many parents who could not afford such payments.

- iii. The contribution made through the School Feeding Program towards our Pillar of access cannot be underestimated especially during these times when we are still fighting to reduce hunger and poverty. The National School Feeding Programme continues to support more than 320 000 learners and plans are underway to finalise the School Feeding Policy towards diversification and to boost local economy by sourcing food items from local producers.
- iv. Serious implications are also foreseen in the roll-out of the revised curriculum for Grade 8 and 9, the implementation of which has commenced in the 2017 academic year for Grade 8 and 2018, for Grade 9, due to very limited funding especially in the area of textbook procurement and continuous professional development.
- v. Based on the outcomes of 2011 Education Conference and as directed by the Cabinet, Technical Subjects have been introduced in our quest to upscale technical and vocational skills of our people (Harambee Prosperity Plan). This requires a lot of resources and expertise which are costly.
- vi. The Ministry funds the implementation of the Diploma in Junior Primary Education In-Service Programme, in collaboration with the University of Namibia. This programme targets the unqualified and under qualified teachers teaching in pre-primary and junior primary phase.
- vii. In terms of challenges, long distances to educational institutions especially in marginalised communities make it difficult for young people to access education, while high school dropouts are a pertinent problem in the sector.
- viii. The Provision of education facilities, textbooks, other learning materials and funding towards continuous

professional development of teachers remain a challenge due to budget limitations.

13.5(E). Programme 5: Information, Adult and Life-Long Learning, Arts and Culture

E(1). This Programme is composed of four main elements Libraries, Adult Education and Lifelong learning, Arts and Culture to address equitable access to knowledge, information and lifelong learning as well as to identify, develop and promote the creative talents and artistic skills of Namibians ~~for the~~ purpose of income generation, employment, innovation, design and nurturing of pride and identity. The following have been the main achievements and challenges:

E(2). Libraries -

- i. Libraries recorded **One Million, one hundred four thousand, six hundred forty four (1, 104 644)** visits from the members of the public (Community, National and Special libraries) during 2016/17 compared to **Seven hundred six thousand, seven hundred eighty five (706 785)** visits in 2015/16. In the same year (2016/17) **Two hundred seven thousand, five hundred and nineteen (207 519)** members of the public accessed ICT through community libraries, National and Special libraries, compared to **One hundred forty eight thousand, six hundred and thirty nine (148 639)** in 2015/16. This increase is a big achievement. The majority of Namibians do not have access to ICT unless they visit libraries.
- ii. A total number of **eight thousand nine hundred fifty six (8 956)** community members and learners were reached by Mobile Libraries in Omaheke, Ohangwena, Khomas and Kavango East. This is ~~part of the~~ Ministry's effort to take information and learning resources to the people.
- iii. The Libraries and Archives directorate is characterized by a high staff turn-over because qualified personnel are not

available and those in the sector are attracted by better packages elsewhere. This has an effect on the effectiveness of Record Management in O/M/A/s which is part of the Accountability and Transparency component under the Effective Governance Pillar of the Harambee Prosperity Plan and an integral part of transparency in government.

- iv. Furthermore, it should be noted that most of the libraries and equipment are old and or outdated and have not been renovated or replaced due to budgetary constraints.

E(3). Adult Education -

- i. The family literacy programme has been implemented in 692 Schools and is aimed at preparing Grade 1 learners with the full participation of parents. This programme has the potential to serve as one of the key game changers for improved quality education through community involvement.
- ii. A total number of 16 227 adult learners successfully completed basic and post basic literacy programmes. The programme makes a significant contribution towards improving literacy rates in the country.

E(4). Arts and Culture -

- i. The review process of the National Heritage Act No. 27 of 2004 was completed. Subsequently, consultations were held with relevant stakeholders at national, regional and local levels. This will further enhance Namibia's capacity to provide for the protection and conservation of places and objects of heritage of significance and the registration of such places and objects.
- ii. By the end of 2016/17 financial year, **36 549** Historical National documents were digitized and are now accessible to the public.
- iii. The ministry under this project has also been able to build capacity of communities, cultural practitioners and

promoters in inventorying of Intangible Cultural Heritage elements.

- iv. A comprehensive process has commenced to prepare the sector to work on a nomination dossier in order to submit a request to UNESCO to consider Etosha Salt Pan as a World Heritage Site adding to the two already recognized Namibian World Heritage Sites namely; the Namib Sandsea and Twyfelfontein.
- v. Within the spirit of the Public Private Partnerships (PPPs), the sector has created positive partnerships for the development of an Arts and Culture Statistics framework for development. This tool is critical in ascertaining the sector's contribution to GDP and livelihoods.
- vi. In terms of challenges the Arts and Culture sector was integrated into the Ministry of Education, Arts and Culture at a critical stage when the Ministry is championing decentralization of functions to the Regional Councils, with regional structures not fully aligned.

An amount of **Four hundred twenty two million, seven hundred forty eight thousand (N\$422 748 000)** is being motivated for Information, Adult Education, Lifelong Learning, Arts and Culture programmes.

13.5(F). Programme 6: HIV/Aids Management Unit (HAMU)

F(1). The principal objective of this program is mainly to promote health and wellness education, reduce the incidences of HIV transmission, mitigating its social and economic impacts on the education system at all levels. During the 2016/17 financial year, the programme carried out various interventions at national, regional and school levels such as:

- i. The signing of a Memorandum of Understanding (MoU) between the Ministry of Education, Arts and Culture and the Ministry of Health and Social Services which resulted on the establishment of the National School Health Task Force, responsible for coordinating the implementation of school health programmes for in and out of school youth.
- ii. Awareness Raising programmes on Eastern and Southern Africa (ESA) Commitment of delivering a quality

Comprehensive Sexuality Education and Sexual Reproductive Health have been implemented in the country at various levels.

- iii. Furthermore, Life-Skills school curriculum has been reviewed to incorporate Comprehensive Sexuality Education and Sexual Reproductive Health services for learners.
- iv. In an effort to support young vulnerable girls to remain in school until they complete their basic education, a total number of 2000 orphans and vulnerable girls have been provided with scholarships (school uniforms, toiletries including sanitary products) through Forum for African Women Educationist Namibia (FAWENA), under my Chairmanship. FAWENA is a non-governmental organisation.

F(2). The following are some challenges that impacted on the effectiveness of overall execution of programmes:

- i. Although capacity building of Life-Skills teachers on HIV and Comprehensive Sexuality Education is improving, unintended pregnancy incidences among adolescents are on the increase. This is an indication that adolescents and young people are at risk of contracting HIV and other sexual transmitted diseases.
- ii. Lack or insufficient knowledge on Comprehensive Sexuality Education and Sexual Reproductive Health services among parents, and individuals in various institutions is a concern. This is a clear indication that capacity building interventions should be strengthened and carefully designed to address the knowledge gaps, imbalance on the Comprehensive Sexuality Education in the society while raising awareness on Comprehensive Sexuality Education among families, communities, churches and schools.
- iii. Harmful cultural practices, especially to young girls in some pockets of the Namibian society defeats the objectives of Comprehensive Sexuality Education e.g. child marriages,

assignment of children to take on adult responsibilities, taking care of families or animals.

In light of the above a motivation for **Two million, eighty eight thousand Namibian Dollars (N\$2 088 000)** is being made.

Honourable Chairperson, Honourable Members,

G. It is a fact that the downward revision of the 2017/18 budget is negatively impacting the mandate of Ministry of Education, Arts and Culture as it will affect implementation of our programme across the board as summarized as follows:

G(1). The universal Primary and Secondary Education Grants per learner are reduced significantly while the allocation towards subsidies to Non-governmental organizations and State Owned enterprises (SOE's), particularly the Namibian College of Open Learning (NAMCOL), a significant role player in the open distance learning in Namibia, will merely cover staff related expenditures such as remuneration and other benefits for the 2017/18 financial year.

G(2). A negative impact on learner outcomes is anticipated for the 2017 academic year due to the reduction in the budget allocation for textbooks, school stationeries and teaching aids. The desired ratio of 1:1 textbook to learner will not be achieved with the insufficient resource allocation.

G(3). During 2016, a total number of 63 988 learners across the country were accommodated in 226 Primary and Secondary Boarding Schools. I must however, point out Honourable members, that the implications of the budget cuts, are worrying for the hostel boarders and these require further consultation with the Ministry of Finance for additional budget allocations during the mid-term review.

Honorable Chairperson, Honorable Members

H). In spite of the above negative effects of the budget cuts, I as Minister of Education, Arts and Culture, together with my

team, fully support the objective of Fiscal Consolidation as a catalyst to financial sustainability in the long run. We have therefor urged all our staff members and programme managers as well as recipients of government grant-in-aid to strive towards becoming more innovative and creative in "doing more with less" while placing significant value of matters of Accountability and Transparency as good governance principles.

- I). In this regard, the Ministry is in the process of concluding our Public Expenditure Review to ensure that strict efficiency measures are brought on board and that every cent be accounted for with value addition. As I indicated before our needs are ever on the increase and in the midst of dwindling resources, we need to explore public private partnership for sustainable development.
- J). The Ministry has also embarked upon a Payroll Verification process for teaching staff, carried out during October 2016 and the exercise will be extended to all staff members during the 2017/18 financial year. This is aiming at improving the overall payroll administration within the Ministry and eliminate the risk of possible misappropriation of funds.
- K). Partnerships with the private sector, especially in the area of infrastructure development, teacher education and systems efficiency are welcome to bridge the current funding as well the technical capacity gaps in the social sector.
- L). In the meantime, the Ministry has reduced and in some cases ceased non-productive expenditures such as travelling allowances, furniture procurement and overtime and the recruitment process is very closely monitored, firstly to ensure that only very critical and budgeted vacancies are filled and secondly to ensure that the wage bill, that is taking 85% of the Ministerial budget allocation is not expanded.
- M). I am also confident that with the new financial management reforms such as the Public Procurement Act,

15 (Act 15 of 2015) and the projected recovery of the global, regional and the local economic climate, there could be improvement in allocative efficiencies by the mid-year, releasing additional funding to cover shortfalls in the most critical areas of basic education provision.

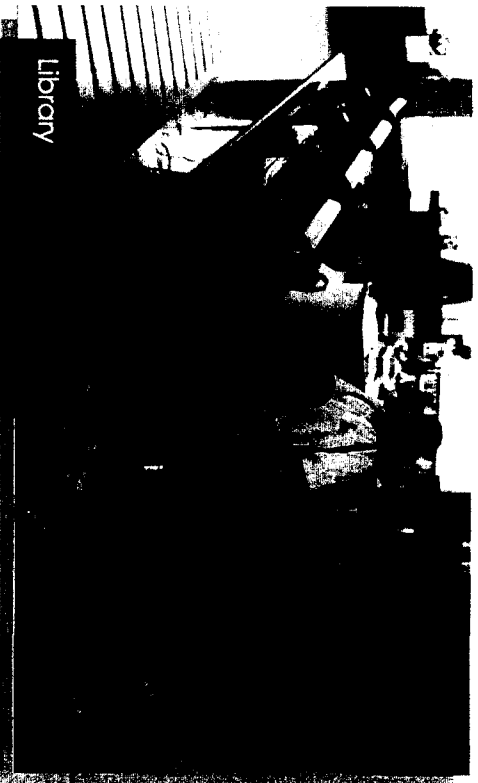
- N). Improvement in capital project management especially during the feasibility and documentation stages will also receive attention during the 2017/18 financial year to ensure that more of the budgeted funds is geared towards construction of the facilities. The Ministry has established a Capital Project Monitoring team which meets regularly and are in regular consultation with the Ministry of Works and Transport to ensure that procedures are followed, but most importantly that delays are reduced at all costs.

In conclusion, Honourable Chairperson and the Whole house Committee members

- O). It is worth noting that the Ministry is in the process of finalising its Annual Plan for 2017/18 bearing in mind its current state of decentralisation and plans to devolve, therefore adjustments are being effected to its Strategic Plan and MTEF to take into consideration new challenges and alignment of the Plans to the Performance Agreement of myself as the Minister. This will clearly outline structural and policy reforms to be undertaken and Public Private Sector frameworks over the MTEF period, to intensify its planned innovative approaches as part of its turnaround strategy to ensure that Education 2030 of the Sustainable Development Goals is realised.
- P). I would like to, at this juncture, extend my heartfelt appreciation to His Excellency, Dr. Hage G. Geingob, President of the Republic of Namibia, for providing exceptional leadership, continued guidance and diligent support as well as his hands-on approach in leading the Nation towards success and prosperity.
- Q). It is now my humble request that this August house discuss and approve Vote 10 to the value of **Eleven billion, nine hundred seventy five million, six hundred seventy two**

thousand Namibia Dollars (N\$11 975 672 000) due for execution in the 2017/18 financial year.

I thank you Honourable Chairperson and the Whole House Committee members and count on your support for the benefit of the Namibian Child.



Library



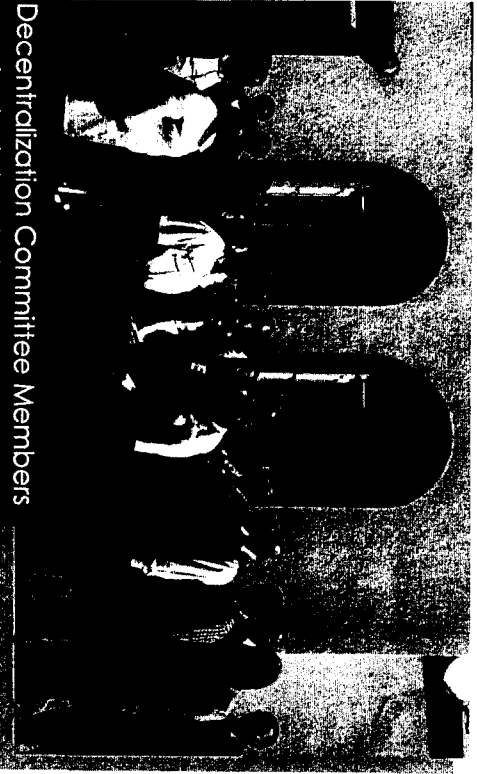
Hillside Primary School learners



School Feeding



Chairman Mao Zedong Secondary
School learners



Decentralization Committee Members
conducted devolution readiness
assessment in Erongo region



Customer service charter launch



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