



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE (MoEAC)

BUDGET STATEMENT

VOTE 10

FY2023/24

Presented

BY

**Honourable Ester Anna Nghipondoka,
Minister of Education, Arts and Culture**

Monday, 27 March 2023

Honourable Chairperson of the Whole House Committee,

Honourable Members of this August House

1. I am privileged to present to you the introductory Budget Statement for **Vote 10** of the Ministry of Education, Arts and Culture (MoEAC) for the financial year 2023/24. I will do this against the backdrop of the Global drive concerning the Transforming Education initiative and our National priorities in this regard.
2. As we approach yet another challenging year, we commit to employ our efforts and resources as a team, supported by all our stakeholders, to the transformation of our education, to ensure the attainment of significant positive teaching and learning outcomes.
3. Before I proceed, **Honourable Chairperson of the Whole House Committee, Honourable Members**, let me extend my warmest appreciation to our Deputy Minister, Hon. Faustina Namutenya Caley, our Executive Director, Ms. Sanet L. Steenkamp and the entire team of the Ministry of Education, Arts and Culture, for their continuing dedication, support, and hard work. I also would like to

extend my gratitude and warm regards to all our esteemed stakeholders, and in particular, to the Honourable Minister and Deputy Minister of Finance and Public Enterprises and your entire staff. Also, our extended appreciation goes to the Director General of the National Planning (NPC) and his team for the usual support and for the continuing efforts in the consultation process that resulted in the successful finalization of our budget.

4. The budgetary consultations were objective and very informative as always. Herewith, we therefore would like to pledge our full commitment to ensure prudent financial management and transparency in the conduct of our business.

Honourable Members,

5. Our priority of needs in this financial year are among others, informed by the expectations of our stakeholders, stemming from the wider national consultations which the Ministry undertook in preparation of the National

Conference on Education which was concluded in August 2022, and the World Summit on the Transforming Education agenda, as well as the short term interventions to improve on learner performance at all levels, which was negatively affected by COVID-19 interruptions, since 2020, and many other factors which rendered our education system less resilient to external shocks. Our aim is therefore to reach out to the needs of all our customers, in particular, all learners, especially those with special needs and the rest of those with other vulnerability status.

6. Our extensive consultations, leading to the 2nd National Education Conference and the Transforming Education Summit, unearthed some grey areas in our education undertakings which requires my team, in its entirety, to revisit its commitment to a renewed social contract and further, reminded us of the need to re-double our efforts in order to improve on the quality of our basic education and especially, on the weak results recorded in our National Senior Secondary Certificate examinations for Ordinary and Advanced Subsidiary level in 2022.

7. Let me use this opportunity to inform this August house that, the NEC's recommendations have been summarised and condensed into ten (10) key generic recommendations (levers of change) for ease of practical implementation. I will be referring to the same as I progress in my statement and they are as follow:

- a) *Provide improved access to equitable inclusive education,*
- b) *Accelerated educational infrastructure development,*
- c) *Review and Strengthen the TVET curriculum,*
- d) *Strengthening and expansion of the Family Literacy programme,*
- e) *Transform pre-service teacher education programmes to respond to curriculum demands in schools and provide continuous Professional Development (CPD) for Teachers,*
- f) *Professionalization of the teaching profession,*
- g) *Strengthen Arts, Culture and Creative Industries and unlock their potential for sustainable development,*
- h) *Expansion of digital learning and transformation,*
- i) *Education Financing,*

j) *Education Transformation through Organisational Development.*

8. The above recommendations are clearly captured in the NCE Implementation Plan (IP), which was presented to Cabinet and subsequently endorsed with the directive that, a High-Level National Conference on Education Task Force be established and should comprise of Executive Directors/ Accounting Officers of Ministries of Education, Arts and Culture; Higher Education, Technology and Innovation (Institutions of Higher Learning); Information and Communication Technology; Sport, Youth and National Services; Finance and Public Enterprises; Justice; Ministry in the Presidency; Works and Transport; Gender Equality, Poverty Eradication and Social Welfare; National Council of Higher Education and National Planning Commission, to oversee the implementation of the levers of change, through respective Technical Committees. The combination of the Task Force aims at ensuring proper coordination of functions towards addressing the NEC recommendations, which stretch over different O/M/As. The plan will be specific on the key performance indicators

by way of measurable inputs, versus expected outputs, and will be implemented over a period of eight years, starting from the 2023/2024 Financial Year. The identified IP activities will be short, medium and long term in nature.

Honourable Members of this August House,

9. The allocation to the Ministry of Education, Arts and Culture to the tune of ***Sixteen Billion, Seven Hundred and Eighty Million, One Hundred and Sixty-One Thousand Namibia Dollars (N\$16 780 161 000)***, constitute 22.5% of the National Budget. It thus remains high when compared to allocation of countries in the Eastern and Southern African Region (ESAR). Therefore, we surely believe that it will contribute to our commitment concerning the transforming education agenda.

10. Our Operational Budget allocation which stands at ***Sixteen Billion, Two Hundred and Three Million, One Hundred and Sixty-One Thousand Namibia Dollars (N\$ 16 203 161 000)*** takes up 96.6% of our total allocation, of which the bulk (79.7%), goes towards the defrayal of

personnel expenditure, thus leaving only about 20% for other operational expenditures.

11. The Development Budget allocation of **N\$577 million** is 3.4% of the total budget allocation to the Ministry and will mainly cover on-going commitments, primarily on education physical facilities rehabilitation and construction.

**Honourable Chairperson of the Whole House Committee,
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) **Pre-primary Education,**
- c) **Primary Education,**

- d) Secondary Education,**
- e) Information, Adult and Lifelong Learning, Arts and Culture,**
- f) HIV/AIDS Management Unit (HAMU)**

13. Primary Education accounts for the largest share of the budget at 64.4%, while Secondary and Pre-primary Education takes up 24.7% and 3.5%, respectively.
14. The budget allocation to Information, Adult, Lifelong Learning, Arts and Culture is 3%, whilst 4.4% of the total budget will be administered at the national level for policy coordination and regional support programmes.
15. The detailed descriptions of the programmes are covered in the 2023/24 – 2024/25/26 Medium Term Expenditure Framework book and is summarized as follow:

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Programme	2023/24	2024/25	2025/26
a)Policy Coordination and Support Services	745 653	759 353	749 701
b)Pre-Primary Education	580 545	588 077	595 719
c)Primary Education	10 801 886	10 867 659	11 252 300
d) Secondary Education	4 143 669	4 247 904	4 351 730
e)Information, Adults, Life Long Learning, Arts and Culture	508 408	516 783	525 255
TOTAL	16 780 161	16 979 776	17 474 705

Honourable Chairperson of the Whole House Committee,

Honourable Members,

16. Having stated the above, which reflects the total actual apportionment of our total allocation, allow me to now share with you a summary of some spending priorities of the Ministry which are aligned to the key recommendations of the 2022 National Conference on Education.
17. The largest share, (79.8%) of the budget allocation to the Ministry goes towards the defrayal of **personnel** expenditures. The allocated **Thirteen Billion, Three Hundred and Eighty-Seven Million, One Hundred and Seventy Thousand Namibia Dollars (N\$13 387 170 000)** to personnel expenditures will cover salaries of over 38,300 employees, comprising of 35,800 teaching, and 2,500 unified (non-teaching) staff.
18. This budget portion also includes **Two Hundred and Nine Million Namibia Dollars (N\$209,000,000)** which is set aside to **recruit additional 850** teachers at pre-primary,

primary and secondary school levels. These additional teachers are required in order to reduce the current overcrowding in classrooms as well as to improve access at Pre-primary, Grade 1 and Grade 8 level. It should be noted here that according to our preliminary assessment of the 15th school day statistics for 2023, the total learner enrolment for 2023, compared to 2022, has increased from **Eight Hundred and Nineteen Thousand, Seven Hundred and Forty-Nine** (819,749) to **Eight Hundred and Sixty-Four Thousand, Six Hundred and Thirty-Two** (864, 632) learners. This is an increase of **Forty-Four Thousand, Eight Hundred and Eighty-three** (44, 883) learners. This implies additional teacher needs for our schools and consequently, an increased wage bill.

Honourable Chairperson of the Whole House Committee,

Honourable Members,

19. With personnel cost accounting for a larger share of our budget, there is an urgent need to invest more in strengthening the capacity of our teaching staff to

ensure the enhancement of skills levels, and consequently realise improvement of output quality. One of the 10 key recommendations (levers of change) of the National Conference on Education (NCE), the **"transforming pre-service teacher education programmes and Continuous Professional Development (CPD) for Teachers, to respond to curriculum demands in schools"**, is covered under this allocation.

20. The Ministry's salary bill keeps on increasing yearly mainly due to the increase in learner enrolment each academic year. Subsequently, when you have more learners, you would also need more teachers for these learners. Furthermore, in order to contain the wage bill, the Ministry carries out monthly payroll monitoring and also annually conducts staff verification in order to ensure payroll efficiencies.
21. Therefore, in partial fulfilment of this recommendation, the Ministry has set aside **N\$ 10 million** to support the **Continuous Professional Development (CPD)** of teachers in NSSCO & NSSCAS subjects, within which

learners mainly performed poorly during the 2022 national examinations.

22. The NSSC 2022 exam results indicated that a considerable number of learners did not perform well in subjects with practical components (papers) such as NSSCO and NSSCAS Biology, Physics and Entrepreneurship, Business Studies, Mathematics, Economics and History. In an effort to improve the science laboratories and to better equip them, the Ministry has allocated an amount of **N\$ 14 million** to that effect.
23. Further, in line with the NCE-IP, as well as the remedial plan which my Ministry had an opportunity to present to His Excellency, President Hage G. Geingob of the Republic of Namibia, teachers from over 230 senior secondary schools will benefit from training workshops earmarked to upgrade their teaching and learning approaches, subject content knowledge and assessment skills. The CPD interventions are partly informed by the Examiner's Report of 2022 which was

shared with regions for analysis and crafting of regional continually relevant interventions. This will significantly contribute towards improving the NSSC results for 2023 and onwards, in terms of number of learners exiting on NSSCO level with better grades and/or proceeding to AS Level.

24. A major revised curriculum for Junior Primary (Pre-Primary, Grade 1 – 3) was introduced in 2015. Namibia follows a 5-year curriculum review cycle but due to the fact that we came out of a major curriculum reform and the impact of the outbreak of the COVID-19 pandemic, minor revisions, ~~without financial implications~~ (for instance, getting new textbooks, training of all JP teachers, etc.), took place in 2022 and is continuing in the 2023 academic year. This was informed by monitoring and support school visits done from 2016 to 2021.
25. In the same vein, induction training workshops of 250 regional facilitators are planned during the 2023/24 financial year for Junior Primary (JP) phase due to the

minor revision which was conducted during the 2022/23 FY and the revised JP curriculum will be implemented in the 2024 academic year, after 7 years of implementation of the reformed curriculum for JP phase.

26. The revised Junior Primary curriculum, integrated with the roll-out of Jolly Phonics, would greatly contribute towards improving literacy at the foundation level, as advocated in the recommendations of the 2022 National Conference on Education.
27. Due to budgetary constraints, the Ministry was unable to conduct Regional External School Evaluation (RESE), as well as the National External School Evaluation (NESE) programmes, during the past couple of years. These two programmes serve as important diagnostic and developmental tools for improving school performance. Therefore, in an effort to revive the National Standards and Performance Indicators for Schools in Namibia and re-operationalising RESE and NESE programmes, regions have included these programmes in their Regional Improvement Plans and have budgeted for them

accordingly. This also includes on-going performance dialogues between school Principals and their circuit Inspectors and respective Chief Education Officers at Deputy Director level.

28. Given their importance, school level monitoring and evaluation is one of the identified key areas of improvement that will also be strengthened through training of newly appointed Education Inspectors and School Principals, with the focus on mandatory school self-evaluation from which the School Development Plans originate, as well as Plans of Action for Academic Improvement. Inspection reports and developmental support to individual schools will be feeding into the performance dialogues and reviews.
29. School community members and school board members are key stakeholders and will form an integral part of teaching and learning, and will also be mobilized to be actively involved in the education of the children because, as a Ministry, we strongly believe that education is a shared responsibility.

30. The funding to 238 **Government School Hostels** increased to over **Six Hundred and Eighty Million (N\$680 million)** for the 2023/24 financial year. The budgeted amount is to provide balanced meals to 62 660 boarders in Government hostels.
31. An amount of **One Hundred and Thirty Million Namibia Dollars** (N\$130 million) is set aside for the **National School Feeding Programme**. The aim of school feeding is to contribute to equitable access to quality learning and education for all Namibian Children. School feeding is a significant safety net, addressing hunger, especially for food insecure households. The focus is on the health and nutrition of learners through the provision of a fortified maize meal which contributes to their ability to function optimally in school. A total of 461,829 primary school learners are currently benefitting from the programme and this number is expected to increase, given the increase in learner enrolment for 2023.
32. The funding per learner for the **Universal Primary and Secondary Grant** will remain at N\$200 and N\$300,

respectively, for the 2023/24 financial year. However, learners at Special/Resource schools will receive five times more, which is N\$1 000 per learner for Pre-primary and Primary and N\$1 500 per learner for Secondary level. This increased allocation is necessary in order to ensure the proper resourcing of these schools and enhance the quality of their teaching and learning environment. It is a fact that the teaching and learning materials for learners in resource schools are very costly, compared to the mainstream schools. Hence, the need for a bigger allocation.

33. Furthermore, in pursuit of the 1st key objective of the NCE, namely; **"Improved access to quality education"** the Ministry has set aside funding for the procurement of materials necessary to enhance teaching and learning outcomes. I must indicate here that, the procurement of **textbooks** for all phases of the revised curriculum is concluded. The budgeted funds of **Forty Million Namibia Dollars (N\$40 million)** will cover the gap to reach the desired textbook to learner ratio of 1:1.

34. In order to avoid the random and late delivery of academic resources to schools, the Ministry, through its Regional Directorates, will procure **school stationery** in bulk for distribution to schools in preparation of the 2024 academic year. The total stationery budget for the 2023/24 financial year amounts to **Eighty-Eight Point Seven million** Namibia Dollars (**N\$88.7 million**).

Honourable Chairperson of the Whole House Committee,
Honourable Members,

35. The provision of education comes with unavoidable costs. Ministry spends over **Five Hundred and Seventy Million Namibia Dollars (N\$570 million)** annually on **water and electricity bills**. In order to lessen this burden, the Ministry has commenced with consultations with utility providers to negotiate for preferential rates. Conversion from monthly billing (post payment) to pre-paid water and electricity at schools and regional office level has also commenced and will be expanded during the coming financial year. The introduction of pre-paid

meters has resulted in huge savings in monthly utility expenses for schools that have succeeded in implementing prepaid measures.

36. On the other hand, the extension of support to other key players in the basic education sector is an imperative aspect which the Ministry cannot negate. There are 115 **private** community owned hostels or church based, which are receiving financial support from the Ministry. The Ministry has set aside **One Hundred and Six million (N\$106 million)** for transfer to these community hostels. These funds will be utilized for the provision of meals to boarders as well as for allowance to cooks preparing the learners' meals. The rate payable is N\$22 per boarder per day.

Honourable Chairperson of the Whole House Committee,

Honourable Members,

37. **The expansion of digital learning and transformation** is another key lever of change as per the NCE-IP. The advent of COVID-19 saw the intermittent disruption of

face-to-face teaching and learning. The majority of our schools were under complete shutdown when it comes to teaching and learning through face to face, mainly due to the lack of or absence of information technology (IT). This is an area that now, more than ever, requires considerable investments in the procurement of necessary IT infrastructure. The NCE-IP identified key investment areas such as, the expansion of ICT coverage in schools, provision of assistive devices to learners with disability, provision of digital literacy (competence and skills) for teachers, acquisition of appropriate and relevant technologies and devices for schools.

In the same vein, the Ministry has also identified the need to establish partnerships with relevant stakeholders to ensure provision of access to connectivity for learners in rural schools. The creation of a Digital Learning Hub (DLH) for learners is also another key aspect encompassed in the NEC-IP. The DLH is sort of a one stop IT arrangement that offers a range of equipment, software, and platforms to enable academics to develop their own learning resources, as well as our own in-house development

team to facilitate and create interactive learning tools. We believe that investing in these and many more, will ensure unhindered access to quality education to all our learners at all appropriate times, regardless of the prevailing adverse natural factors. Pursuant of this ideal, an allocation of **Thirty million (N\$30 million)** for the 2023/24 financial year was made.

38. **The investment in educational infrastructure development, Honourable Chairperson of the Whole House Committee, Honourable Members, is another critical area of our education transformation plan,** based on the 10 key recommendations of the NCE. The Ministry continues to battle with a huge backlog in educational infrastructure, which amongst others, include classrooms, learner and teacher accommodation, ablution facilities, laboratories, libraries, Arts and Culture facilities, across the 14 regions.

39. In an effort to effect a significant dent to the backlog in the need for permanent classrooms, which is estimated at 4,479 nationally, according to our Accelerated Infrastructure Development Plan (AIDeP), the Ministry, as

a matter of urgency, intends to construct 510 classrooms and 70 ablution facilities at existing schools in all 14 regions through public-to-public procurement engagements, as provided for under section 34 of the Public Procurement Act, (Act no.5 of 2015).

The public to public entity procurement is preferred as a means to expedite procurement and ensure that a significant number of classrooms are completed, at least before the end of the second quarter of the 2023 academic year, so as to alleviate the current dire situation of classrooms overpopulation in some schools, country wide, especially schools in our urban areas. The other aim is to ensure that the Ministry has sufficient classroom space to accommodate the ever growing number of our learners, come 2024 academic year.

40. An amount of **Three Hundred million Namibia Dollars (N\$300 million)** is set aside to complete the following ongoing projects

- Construction of Hostel facilities at Schuckmansburg Combined School (Zambezi Region);

- Construction of Hostel facilities at Ndoro Memorial Combined School (Zambezi Region);
- Construction of Hostel facilities at Pendukeni I. Ithana Secondary School (Omusati Region);
- Construction of additional hostels and classrooms at Himarwa Ithete Secondary School (Kavango West);
- Renovation and Upgrading of Oshikunde Combined School (Ohangwena Region);
- Renovation and Upgrading of Tubusis Primary School Erongo Region);
- Construction of a Primary School at Swakopmund (Erongo Region);
- Construction of a Primary School at Otavi (Otjozondjupa Region);
- Construction of a Primary School at Mix Settlement (Khomas Region);
- Construction of a School Hall and feeding scheme at Tsaraxa-Aibes Primary School, in Otjozondjupa Region
- Construction of the Ohangwena Regional Education Directorate Offices in Eenhana.

41. A further amount of ***Sixty-Two Million Namibia Dollars (N\$62 million)*** is set aside to complete COVID-19 projects in Zambezi; Khomas, Omusati and Erongo Regions that started but were not completed during the 2022/23 financial year.
42. The Ministry will, through the Central Procurement Board of Namibia (CPBN), also commence with the procurement of works for the construction of the following new schools and hostel facilities:
- Construction of a Modern School in Katima Mulilo
 - Construction of Havana PS in Khomas;
 - Construction of Otjomuise PS in Khomas
 - Construction of a Boarding school at Bravel PS (Kavango West Region);
 - Construction of Hostel facilities at Drimiopsis (Omaheke Region);
 - Construction of Hostel facilities at Onkumbula CS (Oshikoto Region);
 - Construction of Hostel facilities at Otjivand SS (Otjozondjupa Region);

- Construction of Hostel facilities at Onamutayi SS (Oshana);
- Construction of a Boarding School at Ehangano (Oshikoto Region);
- Construction of additional Hostels; Teacher houses; dining hall; ablution facilities and the renovation of classrooms at Ashipala SS (Omusati Region).

43. The Ministry managed to complete three (3) projects under its Development budget for the 2022/23 financial year, namely, the Construction of Havana Senior Secondary School in Khomas region; Construction of Otuzemba Primary School in Kunene region and the Renovation and Upgrading of Vaalgras PS in //Kharas.

Under the African Development Bank (AfDB) funded projects, the Ministry successfully practically completed the construction and or renovations of fifteen (15) projects, namely; Caprivi Senior Secondary School and Mavuluma Secondary school, Zambezi Vocational Training Centre (Zambezi region); Andara Combined School and Linus Shashipapo Secondary school

(Kavango East region); Oniipa Primary school (Oshikoto region); Onesi Secondary School (Omusati region); Andimba Toivo ya Toivo (Oshana region); Omuhonga Primary School and Brownfeld Agricultural High School (Kunene region); Ernst Jager Combined School (//Khras region); Khai-khanagab Vocational Training Centre (Hardap region); University of Namibia Veterinary School (Komas region); Epukiro Senior Secondary School and Ernst Meyer Primary school (Omaheke region). You might have noticed the inclusion of projects falling under the Ministry of Higher Education, Training and innovation, this is because the Ministry of education, Arts and Culture has been the implementing Agency of these projects.

***Honourable Chairperson of the Whole House
Committee,***

Honourable Members,

44. Another key lever of change, as per the prioritised recommendations of the NCE, is the **“strengthening of**

arts, culture and creative industries and unlock their potential for sustainable development and lifelong learning".

45. In partial fulfilment of this recommendation, the Ministry's Arts and Culture budget for 2023/2024 financial year will focus on creating a more favourable operating environment for the Cultural and Creative Industries (CCIs) to thrive. The aim is to improve service delivery at public arts and culture institutions, in particular the Ministry's only existing public arts training institution, College of the Arts (COTA).
46. COTA has been going through a trying few years and the necessary efforts are being instituted to improve and restore the College's diminishing image and reputation. Targeted interventions are aimed at improving the service offering and delivery at the College, which include the provision of Continuous Professional Development (CPD) for staff members. This will be guided by a dedicated training plan with clear and attainable short-to-medium term interventions aimed to improving

teaching capabilities, enhance capacity and service delivery at the College.

47. Furthermore, there is a budget provision to review the Colleges' current structure and operating frameworks. This is while the College is mandated to provide services aimed at developing and enhancing skills for the Cultural and Creative Industries, it remains challenged since it has no clear establishing frameworks, nor is it registered with appropriate bodies. Providing the formal frameworks and registration is expected to attract the appropriate capacities and provide the appropriate environment for the College to flourish. The relevance of COTA cannot be over-emphasised, especially in the current digital environment that requires unique creative competencies and skills.
48. A budget allocation amounting to **Five hundred and Sixty-Nine Thousand, Nine Hundred and Twenty-One Namibia Dollars (N\$569,921)** is set aside for Regional Offices to carry out school and community arts activities in the regions. Additionally, with the Ministry's re-introduction of arts and design subjects in the school

curriculum, there is a commitment to support the formal education sector through the regional structures. This will be through Regional Arts Officers who are expected to provide practical support to art teachers in public schools, to enable them to implement the arts and design curriculums, especially because not all teachers responsible for the art subjects are skilled artists.

49. The Ministry will also provide annual practical training workshops for public school Art teachers across the country, to improve the teaching of the arts and design subjects in the formal school system.
50. The National Arts Council of Namibia (NACN), which administers the National Arts Fund, also prioritises bursaries for persons pursuing arts specific teaching qualifications, to encourage and increase the number of qualified arts teachers.
51. Furthermore, to support cultural programmes, the Ministry made budgetary allocation totalling **Seven Hundred and Fifty-Five Thousand Namibian Dollars (N\$755,000)**. This

allocation is provided to support the school culture clubs and initiate other programmes in the regional offices to safeguard and transmit traditional knowledge and expressions from older generations to the younger generations for continuity, e.g. The Traditional Life Skills Program.

52. Arts and Cultural Public Enterprises and Organisations will receive a total of ***Thirty-Nine Million, Three Hundred and Twenty-Five Thousand Namibia dollars (N\$39,325,000)***. These are namely; National Arts Council of Namibia (NCN), National Theatre of Namibia (NTN), National Arts Gallery of Namibia (NAGN), Museum Association of Namibia (MAN), Heritage Council of Namibia (HCN), National Library Information Council (NLIC) and Pan African Centre of Namibia (PACON). Through these institutions, various programmes and activities will continue to be conducted to promote and market Namibian cultural heritage and arts in its diverse forms. This signifies the Government's continued commitment to support the growth of the Cultural and Creative Industries (CCIs).

53. The Namibia College of Open Learning (NAMCOL) remains pivotal as a transition belt for learners failing to transition to tertiary education during their secondary level formal education. Therefore, investment in this institution cannot be overemphasised. NAMCOL has registered over 25,000 NSSCO and NSSCAS learners for the 2023 academic year to benefit from the face-to-face sessions which are conducted from Mondays - Fridays, in addition to contact sessions during block tuition that will be extended over Saturdays, not to interfere with school operations. In order to augment current teaching and learning means throughout NAMCOL, the strengthening of Notesmaster Learning Management System awareness among tutors, teachers and learners, as well as the appointment of Notesmaster trainers in the regions to train tutors, teachers and learners to enable them to access additional learning resources will also be a priority for the 2023 academic year. Therefore, an allocation of **One Hundred and Twenty Million Namibia dollars (N\$120,000,000)** is set aside for NAMCOL.

54. As I draw towards my conclusion, Honourable members of this August House, a budget of **N\$2 million** is set aside to enhance and expand the Family Literacy Programme in line with the NCE recommendations. This programme is among the key levers of change, as it recognizes the influence that parents have on their children, and it focuses on disadvantaged communities with the goal of providing parents of grade one learners with the necessary skills to support learning at home through parent and child interaction. This is done in recognition of the influence that parents have on their children.

The program is based on a curriculum that was developed specifically for the conditions that exist in Namibia, and which is heavily dependent on the skills that young children should have mastered in the year leading up to their first year of schooling, as well as during their first year of schooling.

While we explore any means to scale down on some of the outdated approaches of this programme through our internal efficiency realisation drive, we would in this year

still employ 80 Family Literacy Promoters for 5 months (last quarter of 2023/24 FY – January to March) and (first quarter of 2024/25 FY - April to May).

Finally, Honourable Chairperson of the Whole House Committee, Honourable Members,

55. It is worth noting that the Ministry is in the process of finalising its Annual Plan for 2023/24 and also reviewing its organisational structure. Bearing in mind the Ministry's current state of decentralisation and plans to devolve, adjustments are being effected to our existing Strategic Plan, taking into consideration the key levers of change as they were identified, subsequent to the successful hosting of the NCE. This will clearly outline structural and policy reforms to be undertaken, where necessary, over the course of the MTEF period.
56. Having expounded on the above, it is now my humble request that this August house **discuss and approve Vote 10** to the value of **Sixteen Billion, Seven Hundred and Eighty Million, One Hundred and Sixty-One Thousand**, for execution in the 2023/24 financial year.

I thank you profoundly, as I count on your continuous support for the benefit of the Namibian Child.
