



**REPUBLIC OF NAMIBIA**

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**MINISTRY OF EDUCATION, ARTS AND CULTURE (MoEAC)**

**BUDGET STATEMENT**

**VOTE 10**

**FY2024/25**

**Presented**

**BY**

**Honourable Ester Anna Nghipondoka, MP,**

**Minister**

**27 March 2024**

combination of their NSSCAS and NSSCO results of the past 2 years.

- ✓ The above improvements are attributed to various deliberate and specific interventions, particularly, the regional academic improvement interventions which were undertaken in all fourteen regions. Each region was required to come up with Regional Education Performance Improvement Strategies (REPIS), which included intensified support for teachers at senior secondary level, training on practical subjects, examiners' reports and feedback workshops.
- ✓ Apart from these targeted interventions, attention was, and is also being given to getting the foundation phase right based on the commitments made in the form of the levers of change, as emerging from the 2022 National Conference on Education Implementation Plan (NCE-IP), the latter leading to negotiation for mobilising more domestic resources for national education transformation.
- ✓ The NCE-IP is a 7-year (2023 – 2030) costed prioritized plan with 10 key result areas (termed levers of change), ~~as was recommended in the 2022 National Conference on Education. The Prioritised Levers of Change~~ <sup>which</sup> are:
  - (i) Inclusive, quality education (Improved access to quality education),
  - (ii) Accelerated educational infrastructure development,
  - (iii) TVET curriculum review and strengthening,
  - (iv) Strengthening and expansion of the Family Literacy programme,

- (v) Transform pre-service teacher education programmes and Continuous Professional Development (CPD) for Teachers, to respond to curriculum demands in schools,
- (vi) Professionalization of the teaching profession,
- (vii) Unlock the potential for sustainable development for Lifelong Learning, Arts, Culture and Creative Industries,
- (viii) Expansion of digital learning and transformation,
- (ix) Education Financing,
- (x) Education Transformation through Organisational Development.

✓ This Ministerial Implementation plan, as approved by Cabinet in 2023, has a dedicated Implementation Unit in the MoEAC, and will serve as our guiding tool to bring about the much needed transformation in education. Therefore, our budget speaks to this plan and is fully aligned to the levers of change, as mentioned above, to systematically address the challenges we face in education.

\* Having shared this brief background, allow me this opportunity to highlight some of the **achievements realised during the 2023/24 financial year**. *by way of accounting for the 16,909,939 000 of which 98.99% was executed so far.*

In the area of Primary Education, teachers were capacitated *through the interventions* in the following areas to improve on numeracy and literacy skills acquisition.

1.1 **Jolly Phonics Training:** Grade 2 teachers were trained on Jolly Phonics, which is a continuation of the work, which started in 2022 with Grade 1 teachers. This initiative enables the enhancement of foundational literacy skills and ensuring a

standardized approach to literacy education across the country with increased capacity of teachers to accomplish their tuition functions. This approach is thus envisaged to reduce achievement gaps among learners from different socioeconomic backgrounds.

By providing all children with a strong start in education, regardless of their circumstances, it eventually brings about an equitable society. Over time, this leads to reduced disparities in educational outcomes, income levels, and overall well-being. This initiative is going to be expanded to all Grade 3 teachers in the coming year.

- 1.2 **Early Grade Reading Assessment (EGRA):** Apart from rolling this out to all languages of teaching and learning in the junior primary phase, more training of teachers on the EGRA programme was conducted, empowering teachers with tools to assess and support early literacy development. This tool also helps teachers to identify challenges in early literacy, to institute interventions, and to ensure mastery prior to moving on to higher grades.
  
- 1.3 **Teaching at the Right Level:** Many reports of learners not mastering basic competencies in both literacy and numeracy have been received and to address the numeracy component, the Ministry has embraced the "Teaching at the Right Level" programme. This intervention programme assists

learners to catch up where they may have been left behind, enhancing experiential teaching methodologies for improved learning outcomes, especially for numeracy and mathematics.

The Ministry has also developed an Assessment Tool for identifying learners with learning difficulties, enabling targeted support for learners facing barriers to learning at the foundational phase.

#### 1.4 **Continuous Professional Development (CPD) of Teachers** *Across all faces and mainly at SS level*

This is an ongoing intervention which was intensified following the dictations of the stakeholders during our 2022 National Education Conference. Through this intervention, the Ministry trained five-hundred and ninety-five (595) teachers for the NSSC Advanced Subsidiary Mathematics, Accounting, Computer Studies, Economics, Business Studies, Chemistry, Biology and History. This includes NSSC Ordinary level subjects which are Mathematics; Arts and Culture; Thimbukushu and Home Economics.

One hundred and three (103) teachers and Education Officers received training in 2023 on the content of examiner's reports, to provide marking feedback and ensure that during the teaching and learning process, similar errors that have been observed during the national markings are not

repeated. It is believed that this training greatly contributed to the improvement of the final results at NSSCO and NSSCAS levels in 2023.

Fifty-two (52) teachers were trained on ICT integration using Microsoft 365. Eighty (80) facilitators for Junior Primary (Grade 1-3) were inducted on the revised syllabuses (minor) while eighty-eight (88) facilitators for Pre-primary were trained.

Eighty (80) School Principals, Senior Education Officers (SEOs) and Heads of Departments (HODs) for various schools offering Home Sciences and Technical subjects from all regions were trained. Sixty (60) novice and mentor teachers from Oshana, Omusati, Oshikoto and Erongo were also trained.

One hundred and twenty (120) teachers for Junior Primary from Erongo, Khomas, Otjozondjupa and Omusati were trained through EduConservation program, which aims to create nature conservation awareness among youth as part of SDGs.

Eight (8) Junior Primary (Grade 1-3) and fifteen (15) Senior Primary syllabuses were revised and approved by the National Examinations, Assessment and Certification Board (NEACB).

## 1.5 **Infrastructure Development:**

The provision of a conducive teaching and learning environment is vital to the attainment of positive education results. For this reason, the Ministry continues to invest significantly in the rehabilitation and development of physical education facilities, countrywide. To this end, the Ministry has constructed a record number of 510 classrooms and 70 Ablution facilities through a procurement agreement with August 26 Construction (Pty) LTD during the 2023/24 financial year.

The emergency classrooms construction is part of an exemption authorisation granted by the Minister of Finance and Public Enterprises. I am pleased to share with this auspicious house that, this is the first time that the ministry has managed to construct so many classrooms in a single financial year within a period of four months.

The timely completion of the construction of the above classrooms have eased the recurrent learners' enrolment woes for mainly Pre-Primary, Grade 1 and Grade 8 learners, when the schools re-opened in January, for the 2024 academic year. Given the success of the Ministry's engagement with August 26 Construction (Pty) LTD and the persisting need for additional classrooms in various regions, the construction of 512 classrooms under the same arrangement have commenced. It is hoped that while the burden of classroom

shortage will be reduced, access to education for the Namibian child will significantly improve in the current and subsequent years.

The Ministry has also completed the construction of a Primary School at Otavi, as well as the School Hall and Kitchen at Tsaraxa-Aibes Primary School in Otjiwarongo. Four school hostels in the Kavango West region (Satotwa and Simanya Combined Schools) and Zambezi region (Liselo and Masokotwani Combined Schools), have been completed as grant support from the government of the People's Republic of China, to whom I would like to say thank you very much, for this uniquely kind gesture.

*The above infrastructure development goes along with continuous expenditure on major projects on the Development Budget*

#### 1.6 **Expansion of Access to Adult Education Programmes:**

The Ministry continues to expand access to adult education programmes across our nation, reaching marginalized communities, rural areas, and urban centres alike. A total of eighteen thousand, nine hundred and ninety-four (**18,994**) adults were enrolled in basic and post literacy classes; and about five thousand, two hundred and twelve (**5212**) parents and caregivers of Grade 1 children have so far enrolled for the Family Literacy Programme (FLP) at **325** primary schools that implemented the programme. In brief, FLP is a concept built on the notion that a parent is the child's first teacher. This programme aims to expose parents to the Grade one curriculum, and to equip them so that they are able to assist



the children at home with homework. FLP is one of the best practices that was emphasised during the 2022 National Conference on Education.

Through innovative outreach initiatives and community partnerships, various skills development trainings were given to eighteen thousand, one hundred and sixty-one (**18,161**) community members across all regions, through the Community Learning and Development Centres (CLDCs). A total of **69** entrepreneurs received start-up capital in the form of soft loans, through the Adult Skills Development for Self-Employment (ASDSE) Scheme, to help them start and/or grow their businesses.

**Quality Improvement:** The Family Literacy Programme (FLP) curriculum was revised to align it with Grade 1 curriculum and ensure relevance to the current beneficiary's needs. The review was conducted by **60** Education Officers and Grade 1 teachers from all regions. In addition, **42** selected regional adult educators were capacitated in the FLP revised curriculum as Trainers of Trainers (ToTs) in order to further capacitate their regional counterparts. Furthermore, to ensure equitable, inclusive and quality adult education for all citizens, **8** visually impaired promoters received training in teaching methodologies.

## 1.7 **Enhancing access to information through libraries and Archives**

Access to information is an indispensable component for any society committed to democracy and good governance. Our Ministry facilitated access to information and knowledge through Libraries and Archives, in support of education, learning, and research and empowered our citizens with the skills and competencies necessary to actively participate in a globally competitive knowledge economy.

A total of seven hundred and forty-four thousand, nine hundred and eighty (744,980) general public members including learners, students and researchers were recorded using Libraries and Archives services from all 65 Public libraries, the National Library and the National Archives of Namibia.

In support of literacy and numeracy, a total of 131,477 learners participated in organised reading activities at School and Public Libraries.

In terms of facilitating access to ICT, decreasing the digital divide and promoting equity in technology access, a total of 276,407 public members were recorded using computers and internet at libraries.

## 1.8 **Revision and Drafting of the National Arts Fund Act of 2005:** The Arts Council of Namibia (NACN), received U\$30,000.00, which is equivalent to N\$559,800.00 from the UNESCO-Aschberg

programme, for the revision and drafting of the National Arts Fund Act of 2005 and its regulations. Some of the objectives of the National Arts Fund are to raise funds from any source to promote and develop arts, to grant scholarships and financial support relating to arts, as well as expand, improve, upgrade and develop arts activities and related educational services for the socio-economically disadvantaged communities.

The process for revision and drafting has already started and the Ministry of Justice has prepared the first draft that will be workshopped during regional consultations to be conducted over the course of the 2024/25 financial year.

- 1.9 39 new bursary recipients were approved in 2024, through the National Arts Council of Namibia amounting to N\$1,090,823.98, while 78 project grants were approved to a tune of N\$1,046,051.35 over a three (3) grant cycle. These bursaries are meant for Namibians who would like to pursue career paths in the creative and cultural industries like Graphic Design, Visual Arts, Performing Arts, Content creation, Arts Management, etc.

The Council also initiated a very successful National Literary Festival of Namibia that saw the participation of 247 participants and 30 facilitators/organizers. The Festival

**Personnel Expenditure**, as in the previous financial years, still takes up the largest share of the education budget and for this year, 2024/25 financial year, it stands at 79%. I must highlight therefore that, the percentage of personnel expenditure of the Budget has remained constant between the two financial years of 2023/24 and 2024/25. This can be ascribed to the Ministry's efforts of instituting payroll efficiencies through mandatory annual payroll verification exercises and monthly payroll monitoring. The Ministry intends to intensify and expand its efficiency consideration measures to cover all its other operation areas during the 2024/25 financial year, in order to possibly free funds for spending on other critical priorities.

The Ministry of Education, Arts and Culture will continue with the implementation of ~~six~~ <sup>six</sup> of its key Programmes during the 2024/25 financial year extending through to the 2024/25 – 2026/2027 Medium Expenditure Framework. These programmes and their corresponding budget allocations are highlighted in **Table 1** here below.

**Table 1**

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Programme	2024/25	2025/26	2026/27
a) Policy Coordination and Support Services <i>Ministry, PG, Admin</i>	996,163	1,015,586	1,042,133
4 b) Pre-Primary Education	816,543	841,040	866,271
5 c) Primary Education	11,213,859	11,278,140	11,499,280

celebrated the nation's literary heritage and fostered the growth of its authors.

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

**Honourable Members of this August House**

The African Union (AU) declared the year 2024, as the year of Education under the theme “***Educate an African fit for the 21st Century: Building resilient education systems for increased access to inclusive, lifelong, quality, and relevant learning in Africa***”, urging Member States to allocate at least 20% of National Budgets to Education.

The Namibian Government's commitment towards the education of the Namibian child is unquestionably visible in that, the largest share of the national budget, 21.85%, goes to education.

The allocation to the Ministry of Education, Arts and Culture for the 2024/25 financial year is thus ***Eighteen Billion, Three Hundred Eighty-One Million, One Hundred and Forty Thousand Namibia Dollars*** (N\$18 381 140 000). I must however point out here that, 95% or ***Seventeen Billion, Four Hundred Eleven Million, One Hundred and Forty Thousand Namibia Dollars*** (N\$17 411 140 000) of this allocation caters for operational expenditure, while the remaining ***Nine Hundred and Seventy Million***, which is 5% of the total budget allocation, caters for the capital expenditure of the Ministry.

Programme	2024/25	2025/26	2026/27
6 d) Secondary Education	4,842,936	4,978,529	5,179,435
7 e) Information, Adults, Life-Long Learning, Arts and Culture	509,695	520,914	532,428
8 f) HIV/AIDS Management UNIT	1 944	2 000	2 057
<b>TOTAL</b>	<b>18 381 140</b>	<b>18 636 209</b>	<b>19 121 604</b>

**Honourable Chairperson, Honourable Members**

**2. Key Highlights for 2024/25 Financial year:**

Allow me to further highlight some of the key policy interventions of this Financial Year, 2024/25, as follow:

**2.1 Increase in the allocation of Universal Education Grant (UEG):**

The Universal Education Grant will be increased from N\$200 to N\$300 for pre-primary and Primary schools, per learner, and from N\$300 to N\$400 for Secondary schools, per learner. The Grant will be transferred directly to schools from the central coffers at national level. I am pleased to indicate that, for learners with special education needs, these amounts will be five times this allocation. However, the increase in funds allocation to schools, means that, we also need to strengthen our financial controls and safeguards at school level. Hence,

capacitating school management on the grant utilisation accompanies this increased resource allocation.

- 2.2 **Hygiene Project:** The health and hygiene of a school child is very fundamental to their learning success. For this reason and more, an allocation of N\$15 per learner has been allocated and will be transferred to schools to enable them to procure hygiene products, such as sanitary pads, toiletries and other health essentials for the learners. This mainly aims to inclusively support both the vulnerable girl and boy child.
- 2.3 **School Stationery:** The timely provision of correct teaching and learning support materials aids the attainment of desired teaching and learning results. Given this desired ideal, the allocation per learner for stationery is N\$100 for pre-primary and primary schools learners, and N\$150 per learner in secondary school. It must be noted that this allocation supplements the universal grant money transfers to schools, and should thus be sufficient to cover the basic stationery needs of the learners.
- 2.4 **The support offered by the Ministry to Community and Church Hostels** will continue with the payment of an allowance of N\$22 per boarder, per day, to cover the meals of hostel boarders. An additional amount of N\$15.50 per square metre will be paid to Church Hostels for maintenance. A Cross-

Sectoral Committee for improved monitoring and quality assurance of these community hostels will be established and regular checks and controls in terms of financial audits, as well as ensuring the health and safety of learners, will be conducted.

- 2.5 **Textbooks:** An amount of N\$40 million is set aside in the budget to procure textbooks for all school phases. These funds are geared to assist the Ministry to gradually attain the 1:1 learner textbook ratio.
- 2.6 **School and Hostel Feeding Programmes:** Provision of food to schools in terms of the School Feeding Programme and hostel food supplies are one of the main cost drivers in the MoEAC. Nonetheless, the provision of mid-morning maize meal to 468 000 learners at primary schools will continue as a vital school attraction and retention mechanism for learners, ensuring that they enrol and remain in school. For this purpose, an allocation of One hundred and twenty-three million, and ninety-seven thousand (N\$123 097 000.00) has been set aside. In 2021, the Ministry introduced the Home Grown School Feeding Programme at 29 schools in seven (7) regions, and we are planning to strengthen and expand this programme to more schools across the country. Meanwhile, the provision of foodstuff to about 68 000 hostel boarders received an



allocation of six hundred and fifty-nine million, one hundred and twenty-seven thousand (N\$659 127 000.00).

## 2.7 **Strengthen Quality Assurance and policy implementation support.**

The quality assurance policy, **National Standards and Performance Indicators for Schools (NSPI)** were revised and aligned to the revised National curriculum for Basic Education and other policies. This review was necessitated through the enactment of our Basic Education Act, 2020 (Act No. 3 of 2020). It is thus intended to assist the transformation of the quality assurance of schools' administration and governance. In addition, it will also enable further capacity building of school board - and regional education forum members as part of improved social accountability.

The revised policy also implies that **National External School Evaluations (NESE)**, as well as **Regional External School Evaluations (RESE)** will be re-launched as part of the quality assurance efforts. The resulting monitoring and evaluation reports will close the feedback cycle, not only to improve, but also to share best practices from school to school. An amount of \$13 million has been set aside for this purpose.

- 2.8 **The legislation towards professionalization of the teaching profession through establishing a Teacher Regulatory Body** is at an advanced stage. This will certainly uplift the standards of teaching and improve the status and image of the profession. It will reinforce the Code of Conduct for Teachers and school board members. There are still segments of the teaching work force that are being consulted on this to create a common understanding of its establishment.
- 2.9 For the procurement of consumables, materials and minor equipment for Science subjects with practical components such as Biology, Agricultural Science, Physics and Chemistry, as well as Pre-vocational subjects such as Hospitality, Fashion & Fabrics, Arts & Design, Design & Technology, Motor Mechanics and Bricklaying, N\$14 million is set aside. These funds would enable the teachers to conduct practical lessons and thoroughly prepare learners for the NSSCO and NSSCAS final exams. A total of 352 schools will benefit from these funds.
- 2.10 An allocation of N\$10 million has been set aside in order to cement the collaborative efforts between Ministry of Higher Education, Technology and Innovation and Institutions of Higher Learning towards **Up-skilling and re-skilling of teachers**. This aims to ensure the continuity of CPD for teachers, to respond to the needs of the reviewed curriculum. Primarily included therefore, is the needs for capacity building

of teachers for practical technical and vocational subjects at schools.

**Honourable Chairperson, Honourable Members**

Allow me to highlight some programme specific priorities of the Ministry.

*Program*

**3. Policy Coordination and Support Services**

**3.1 Infrastructure Development**

In addition to the current on-going capital projects, as per the Development Project Book, the Ministry intends implement the following projects:

- i. 512 additional classrooms at existing schools in all fourteen regions at a cost of two hundred million (N\$200,000,000.00). An exemption was granted by the Minister of Finance for the Ministry to make further use of the services of August 26 Construction (PTY) LTD to construct these classrooms which are expected to be completed during the second half of 2024. Once these classrooms are completed, the ministry will have achieved more than a quarter of the initial backlog indicated in 2019, of 4,550 classrooms. This will significantly reduce the backlog of classrooms that exists nationally, thus providing a welcome relief.

- ii. The Ministry will also start with the construction of schools and hostel facilities earmarked as follow:
  - a. the Construction of a Boarding school at Bravel PS, Kavango West;
  - b. the Construction of Hostel facilities at Drimiopsis, Omaheke;
  - c. the Construction of Hostel facilities at Otjivanda SS, Otjozondjupa;
  - d. the Construction of Hostel facilities at Nkurenkuru SS, Kavango West;
  - e. the Construction of Hostel facilities at Onamutayi SS, Oshana;
  - f. the construction of Havana PS, Khomas;
  - g. the Construction of a Boarding School at Ehangano, Oshikoto;
  - h. the Construction of Katima Mulilo Modern School, Zambezi;
  - i. the construction of hostel blocks, a dining hall and ablution facilities at Ashipala SS, Omusati;
  - j. the construction of Otjomuise Primary School Phase 2, Khomas;
  - k. the construction of a Boarding School at Aussenkher, //Kharas;
  - l. the construction of Primary School at Oshakati South, Oshana;
  - m. the Construction of a Boarding Secondary School at Epembe, Ohangwena Region;

- n. the embankment of three severely flood prone schools (Nankuntwe, Muzii and Mpukano), Zambezi region and
- o. the construction of a NAMCOL center in Walvis Bay, Erongo region.

### **3.1 Roll-out of ICT to Schools**

The increased investment in ICT roll-out in schools is vital to ensure the continuity of teaching and learning at all times, especially given our experiences during outbreak of COVID-19 in recent years. The ministry has thus far commenced with the procurement of various ICT equipment which includes, 41 Clever Touch Interactive Smart Screens, for distribution mainly to schools offering Advance Subsidiary Level, while 42 Computer Laboratories will be equipped with computers, Servers and WiFi, at selected three schools per region. This exercise will be carried out in each financial year, moving forward, as per our NCE-IP.

The need for a solid ICT governance framework in education is very vital hence, the ministry is hard at work to finalise its ICT policy. Once finalised, this ICT policy in education should provide a legal bedrock for the transformation of our education by focusing on the much needed digitisation of our basic education curriculum and other educational content accessible both online and off-line, the enhancement of ICT capacities for both teachers and learners and also ensuring connectivity in schools countrywide.

#### ④ **Pre-primary Education:**

- 4.1 Inadequate funding to pre-primary education has been seen as a major barrier, preventing governments, including Namibia to achieve quality-learning outcomes at the later years in the education system.
- 4.2 Education spending in Namibia is centred on primary and secondary education with a mere 3% of funding going to pre-primary education. A gradual increase in budget allocation to pre-primary education has however been observed, with an increase to 3% during 2023/24 financial year from a mere 1.7% in 2018/19. This allocation is increase with a further 1% to 4% in 2024/25 financial. The aim is to gradually increase funding to foundation learning over the MTEF period to reach a 10% share of the education budget to pre-primary education.
- 4.3 **Pre-primary Classrooms:** The Ministry targets to increase the percentage number of children having access to one year of pre-primary education from the current 56% to 70% during the 2024/25 FY. The European Union (EU), as part of Budget Support to the Namibian Government, has availed N\$70 million towards the construction of 150 pre-primary classrooms. The budget support from the EU, will supplement the Ministry's resources earmarked for the construction of the classrooms and thus improve access to pre-primary.

- 4.4 Further collaboration with development partners, such as the UN agencies and Development Workshop Namibia in this area, will enable the Ministry to build the capacity of teachers in the junior primary phase and improve the coordination with other line managers and ministries in preparation for the Improved delivery of early childhood development and education.
- 4.5 The recruitment of additional Pre-primary Teachers is required and included under this initiative. For this reason, the Ministry has budgeted for the recruitment of 200 pre-primary teachers.

## **5 Primary Education: Ministry's plan to reduce Grade 1 and Grade 4 repetition**

- 5.1 *National Standardized Achievement Tests (NSAT's)* - In order to have early detection mechanism, and to be able to give feedback and take remedial actions during the teaching and learning process at primary phase, the Ministry has decided to re-introduce National Standardized Achievement Tests in English, Mathematics for Grade 5 and English, Mathematics and Science for Grade 7.

The administration of NSAT'S was ceased due to the reform of the curriculum which required that new assessment items needed to be developed on the revised Syllabus content.

Many administrative preparatory activities which mainly include re-programming, software development and item setting workshops for English and Mathematics teachers are earmarked for this financial year at a cost of N\$5 million.

- 5.2 **Numeracy and Literacy:** The Ministry will rollout training to approximate 2500 grade 3 teachers on foundational literacy skills through Jolly Phonics. The aim is to enhance foundational literacy skills and ensuring a standardized approach to literacy education across the country. More teacher capacity building is also planned to strengthen early numeracy through the collaboration with institutions of higher learning and interventions such as teaching at the right level. We will be working with our partners in order to develop early literacy and numeracy materials for our hearing and visually impaired learners.
- 5.3 The Ministry will also develop and implement a national assessment to measure early literacy and numeracy at Grade 3 level to measure these basic competencies at the end of the Junior Primary Phase.
- 5.4 Integrated School Health and Safety Programme aims to ensuring holistic well-being of learners, including addressing barriers to entry and health concerns as well as giving the required psycho-social support to learners at all levels. Continued training and monitoring of the implementation of this programme is planned for this financial year.



- 5.5 Training on National Safe School Framework, Physical Education, and Sports with concerted efforts of promoting a safe and active school environment. The commencement of the implementation of the Integrated Physical Education and School Sports (IPESS) policy is also prioritised for this year. MoEAC budgets N\$ 2 per learner towards the implementation of the policy objectives including strengthening physical education at school level.
- 5.6 The Ministry will prioritise strengthening basic pre-vocational Subjects by increasing schools offering basic pre-vocational subjects for learners with special educational needs and disabilities, as well as formalising the qualifications of the trainers.(Extend –plans for 2024/25).
- 5.7 Education Special Needs Assistants have been approved by cabinet and there will be concerted work in this area to ensure additional support to our learners with special educational needs and disabilities.

## **6 Secondary Education**

- 6.1 The Ministry continues to collaborate with the Namibia College of Open Learning (NAMCOL) and other service providers in the area of Digital Learning Content development and on-line learning as well as teacher capacity development in developing digital resources and facilitate e-learning utilizing

NotesMaster. Digital Transformation is one of the ten (10) key levers of change of the Implementation Plan of the NCE recommendations.

- 6.2 It is also planned to develop a Digital/Blended Learning Framework which will regulate and embrace modern teaching methodologies.
- 6.3 The Ministry in collaboration with UNICEF embarked on Business Re-Engineering of national examinations and assessment data management system to the extent that new hardware and software that is tailor made and fit for purpose is developed. This will enable the Ministry to execute functions online and makes it competitive with the latest global trends. Further, this system will aid the ministry's efforts to advance the timely electronic release of NSSC results and other examination related services through customer service portal.
- 6.4 ***In Service Training of Teachers:*** The Ministry continues to disseminate Examiners Report and give training to subject experts on its use to respond to the capacity development needs of teachers. Like the initiative of 2023, training is planned for this financial year as well, whereby in total 250 Education Officers and Subject teachers at poorest performing schools are earmarked.

- 6.5 Three hundred and ninety (390) teachers/educators should be trained in the following subjects with the technical assistance of Cambridge International and national facilitators in the following NSSCAS subjects: Physics, Agricultural Science, Accounting, Computer Science and Entrepreneurship. For AS level Biology and Chemistry, the training was conducted in 2023.
- 6.6 Two-hundred (200) NSSCO teachers will be trained by national facilitators in the following subjects: History, Biology, Motor Mechanics, Accounting, and English First Language. Hundred and eighty-five (185) national facilitators for Junior Secondary (JS) from all regions will be trained in Thimbukushu First Language, Setswana First Language, Virtual Arts, Life Science, Agricultural Science, Geography, History and Fashion and Fabrics.
- 6.7 The Ministry will also conduct impact research studies on the implementation of Textbook Policy, with reference to procurement and use in Namibian schools to achieve 1:1 learner-textbook ratio; as well as the impact of ICT training on integration of Microsoft 365 in teaching and learning. Finally, monitoring and support exercises will be carried out in four regions.

## **7 Information, Adults, Life Long Learning, Arts and Culture:**

### **7.1 Adult Education**

Expansion of Family Literacy Programme (FLP): The Family Literacy Programme will be expanded to more schools during the 2024/25 financial year. A study to assess the impact of the FLP in the communities will be conducted.

Training of community members in various skills development will be offered through the CLDCs in all regions across the country. Literacy classes will be provided in all regions, with the infusion of skills development element to ensure the provision of functional literacy skills at the community level.

### **7.2 Library and Archive Services**

7.2.1 The issue of literacy and numeracy poses a significant challenge within our nation. As a ministry, we are currently devising strategies to fortify reading programs offered in libraries, ensure the functionality of school libraries and amplify the delivery methods. It is imperative to establish distinct platforms that enable children to develop their literacy and numeracy skills. This will ensure that all children are equipped to master these skills early in life and to the best of their abilities.

7.2.2 ICT devices supplied to libraries: Libraries are playing an instrumental role in bridging the digital divide, particularly in

providing access to Information and Communication Technologies (ICTs) to those members of the public who cannot afford them at home. Additionally, these institutions offer information and ICT literacy training, which helps reduce the gap between the "haves" and "have-nots" and facilitate and promote communication between citizens and the government. To enhance ICT services in these institutions, an allocation of N\$3 million has been made to procure computers for libraries. This funding will undoubtedly help improve the quality of ICT services provided by libraries, furthering their mission of improving digital access and equity. It is also imperative to highlight that in addition to the provision of computers, there is a need to ensure that our libraries have reliable Internet connectivity for our citizens to be where the whole world is. I would like to quote Ms. Elizabeth Andreson, CEO of Digital Poverty Alliance who said *"Being online is no longer a luxury, whether it is banking, finding cheaper deals, finding health care, booking GP's appointment, everything is really moving online"*. Libraries are the only places where all citizens can have opportunities to improve their lives.

**7.8 Preservation and restoration of records of national importance:** We extend our commendation to the National Library and National Archives of Namibia for their dedication towards the preservation of records of national importance for posterity. As we transition into the fourth industrial revolution, it is imperative to establish platforms

that enhance the accessibility of these records, which can be achieved through digitization. The two institutions are home to records that have withstood the test of time, some of which dates back over a century, thus necessitating meticulous restoration. This undertaking requires substantial financial investment, staff capacity building, and skill development.

Having talk about the above it is now my humble request that this August house **discuss and approve Vote 10** to the value of <sup>Eighteen</sup>~~Seventeen~~ **Billion, Four Hundred Eleven Million, One Hundred and Forty Thousand Namibia Dollars** for execution in the 2024/25 financial year.

**I thank you**

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