STATE OF EDUCATION, ARTS AND CULTURE ADDRESS BY HONOURABLE KATRINA HANSE-HIMARWA

Windhoek November, 9th 2015

**THE EAGLE TEAM: “Deliver With Speed for the Prosperity of All Namibians”**
1. INTRODUCTION

1.1 This is the day the Lord has made, and that gives me joy to be with you this morning to share the state of Education, Arts and Culture in Namibia.

I have been tasked by H.E. Dr Hage G. Geingob effective from 21 March 2015 with the responsibility of Education, Arts and Culture and I deemed it fit to together with my team to share with the Nation some important information concerning our Ministry and the state of it.

You will understand that our Ministry is one of the largest if not the largest in terms of the scope and importance of the national responsibilities, thus it will never be easy to give you all information about what we do, how we do it and why we fail or succeed and how we address our challenges, but we shall share as we move forward.

Our President is an advocate of transparency and that is one of the reasons we called you together today.

Education is everybody’s business and it is important that we all realise that soonest. The sooner we realise that education is a collective responsibility, the faster we move in the same direction of success and prosperity.

I want all of us to be overly concerned about how we can move Education, Arts and Culture forward.
It's about time that we have clarity and confidence in what we want, and where we want to be in the next five years and beyond. It is time that we believe in in the cause, we must live for the purpose that is bigger than ourselves, we must be ready to take Education, Arts and Culture forward by:
- Believing in the cause that creates conviction.
- Believing in our collective vision to fuel our inspiration.
- Believing in our people as that will build motivation.
I believe once we possess enough conviction we will be willing and able to set the standards necessary for us to lead effective change. I am convinced that it is my job and most importantly our job to determine the standards for the people we lead and this is just one small step towards better Education, Arts and Culture.

We shall come together annually to brief the nation on where we are. We may not have all the answers to our challenges all the time, but moving together we shall collectively find answers and solutions for our Education, Arts and Culture.

1.2 Allow me now, to state that the Ministry of Education, Arts and Culture (MoEAC) was established with the key objective of providing quality and inclusive education, and training for national development.

1.3 Our mandate and activities as a ministry are inspired and guided by our Constitution – Articles 19 and 20 and also our National Vision Statement – Vision 2030. The Education and Training Sector Improvement Programme (ETSSIP) represents the education and training sector’s response to the call of Vision 2030.

1.4 Pursuant to the National Objectives as highlighted in our national vision and NDP4, we continue to strive for continuous improvement in inclusive quality education, teaching and learning, improved learning outcomes, and the production of an educated and skilled workforce needed for a productive and competitive Nation.

1.5 I must also state that, significant improvements have been made over the past years by my predecessors and as such my task as a team leader of this Ministry is to build on the foundation that have been laid down by them.
Master of Ceremony,
Distinguished Invited Guests,
Ladies and Gentlemen,
Fellow Namibians

Having highlighted the above, I now would like to share with you some key issues pertaining to the state of our education as at the current moment. My address will cover various projects and programmes being implemented by this ministry. I will also highlight some of our achievements so far, the numerous challenges that we are faced with as a ministry and our suggested interventions thereof. It is our expectation that many of the concerns that we receive on a daily basis which often comes in various forms and at various platforms will be addressed.

2. ORGANIZATIONAL SETUP

2.1 Structure and Personnel Matters

The Ministry is currently busy reviewing its structure, the exercise which was necessitated by the abolition of the Ministry of Education and the subsequent creation of the Ministry of Education, Arts and Culture and the Ministry of Higher Education, Training and Innovation respectively. The Ministerial structure addresses and supports the strategic intent by means of enabling the required staff compliments to deliver the required services to the Namibian people.

Our staff compliment has shown a gradual increase over the years with totals of 33 428 during 2012/2013 financial year; 35 815 in 2013/2014; 35 158 in 2014/2015 and currently (2015/16) we are at 37 627 respectively. Out of 37 627 staff members, 32 271 are permanent staff and 5 356 are temporary staff. The teaching force totals to 27 325 teachers with 22 869 permanent and 4 456 temporary teachers respectively.

Currently our vacancies stand at 6 638 of which 5,131 are for teaching positions and 1,507 are none teaching and unified staff positions. All vacant teaching posts have been advertised in our ministerial annual teaching bulletin for 2015 and are in the process to be filled. The wage bill of the Ministry currently stands at N$ 8 093 236 000 out of the total annual appropriation or budget of N$ 11 321 689 000 for 2015/16 financial year (71% of the total annual budget).
It’s now public knowledge that new leadership has been appointed in the ministry namely; the Minister and Deputy Minister (March 2015), the Permanent Secretary (July 2015), Deputy Permanent Secretary of Finance and Administration (June 2015) and the Director of Finance (May 2015).

In line with the above changes and in order to ensure the inclusion of all key functions of this Ministry, we have revised our Mission and Vision statements to the following:

**Mandate:** “To educate and train for sustainable national development & promote arts and culture”...

**Vision:** “To be the Ministry of excellence in providing quality inclusive education and promoting Arts and Culture for the prosperity of the Nation”...

**Mission:** “To provide accessible, equitable and inclusive quality education for a tolerant skilled, productive and competitive nation, to promote and preserve arts and culture for nationhood and unity in diversity”...

### 2.2 Performance Management System

In our strive to elevate the quality of service rendered to our customers, the ministry embarked on the implementation of Performance Management System a decision was made that all senior and middle management up to the Chief level must sign performance agreements for 2015/2016 financial year. This is the first time in the history of the ministry that this exercise is implemented up to the said level and we thus record same as a milestone and a foundation for the full implementation of PMS in 2016/2017 financial year.

During the week of 27 to 29 October 2015, the ministry held a planning workshop firstly to review our second quarter performance and secondly drafted our annual management plan for 2016/2017. These activities are key stepping stones to improved performance and accelerated service delivery in the Ministry.

### 2.3 Challenges

- The large number of vacant teaching posts (5,131) remain a serious challenge and the ministry is unable to attract qualified teachers, especially at remote areas where most of essential services are scarce. This high figure is due to a shortage of qualified teachers in the country to cater for the market demand and as such we are forced to recruit unqualified teachers and retired teachers in order to alleviate the situation.
• The cumbersome process of acquiring work permits to recruit foreign teachers poses a serious challenge and at times discourages Regional offices to embark on this process and thus, ends up in appointing unqualified teachers.

• The full implementation of Performance Management System at school level remains a challenge especially when it comes to the signing of performance agreements for teachers and school management.

2.4 Intervention

• The Ministry will need more financial resources to be able to advertise the teaching positions widely at national and international level and abroad at least biannually.

• The Ministry is in the process to promote a workable platform with the involvement of key stakeholders in the recruitment of foreign teachers e.g. NQA (accreditation), Ministry of Home Affairs (work permit), and Ministry of Labor (exception without understudy).

• The ministry recognizes the need to ensure that the environment at the remote schools is attractive enough for qualified teachers. This is achievable through provision of essential services (i.e. teachers housing, water, electricity etc.).

• The Ministry will lobby for targeted state scholarships instead of loans for improvement of teaching qualifications and urge parents to encourage our children to enroll for teaching profession qualifications.

• The Ministry will work hard to ensure the full rollout of the performance management system by way of signing performance agreements up to the level of school management.

Master of Ceremony,

Ladies and Gentlemen,

Distinguished Invited Guests,

Our key programmes and projects include the following:
3. PROGRAMMES OVERVIEW

3.1 EARLY CHILDHOOD DEVELOPMENT AND PRE-PRIMARY EDUCATION

The Ministry of Education, Arts and Culture (MoEAC) fully recognizes the importance of Early Childhood Development (ECD). Provision of ECD services during the First 1000 Days of infancy lays a strong foundation for quality education in our education system. It is therefore against this background that NDP4 pronounces the transfer of ECD from the Ministry of Gender Equality and Child Welfare to the Ministry of Education, Arts and Culture. Pursuant thereof, a transition plan has been developed through the collective involvement of the two Ministries and it is envisaged that the transfer of this programme will take place before April 2017.

Currently there are 32,793 learners in 1,125 pre-primary class groups. The Ministry continues to roll-out pre-primary classes in a pro-poor approach. So far we have revised the curriculum for pre-primary and this is being implemented this year (2015). The monitoring and support is being carried out in the regions. In order to monitor the school readiness of pre-primary learners, a school readiness test is administered annually. The pre-test is administered at the beginning of the school calendar year, while the post-test is administered at the end of the school calendar year.

3.1.1 Challenges

The Ministry continues to experience the following challenges:

- shortage of qualified teachers for pre-primary education,
- limited learning support material (story books) in vernacular languages,
- most needy children do not have classroom space and teaching takes place in dilapidated facilities,
- non-existence of playgrounds and playground equipment,
- limited parental and community involvement, and
- limited psycho-social support to learners.

3.1.2 Interventions

The Ministry in collaboration with the Ministry of Higher Education, Training and Innovation approached the University of Namibia to develop a diploma programme for serving teachers in Pre-Primary. We have also made provision for a decentralized budget intended for the procurement of Pre-Primary learning support material in the local languages. The Ministry continues to collaborate
with development partners, the European Union and UN Agencies such as UNICEF and UNESCO to provide technical and financial support for establishing model ECD Centres and pre-primary classes.

3.2 PRIMARY EDUCATION
With regards to this programme, there are 467,748 learners enrolled in the primary phase (grades 4 to 7) in 1723 primary and/or combined schools. With the introduction of primary education grant, the learner enrolment has increased with an average of 3% annually.

The junior primary curriculum was reviewed and implemented this year (2015). As per the Language Policy for Schools of 1992, Home Language remains the medium of instruction in pre-primary up to grade 3, while English is taught as a subject from grade 1 to 3. English Language as a medium of instruction begins in grade 4.

Further initiatives under this programme involve the senior primary curriculum which will be implemented in 2016. I must mention however that, the review of the senior primary curriculum has significant cost implications related to namely; salaries of additional teachers, construction of new (additional) classrooms, in-service training of school principals and teachers, purchase of textbooks, purchase of tools and equipment for pre-vocational subjects for grades 5 to 7. Therefore in order to meet all these requirements, a budgetary provision for an amount of N$240 million has to be made in 2016/2017 financial year.

Master of Ceremony, Ladies and Gentlemen, Fellow Namibians, another critical element under this programme is the health and nutrition which is critical to the performance of learners. School feeding has been a critical element for providing nutrition and elevating short term hunger of learners since its introduction by the World Food Program in 1994. Currently a total number of 330,000 learners in primary school phase benefit from school feeding program, which costs the Ministry about N$90 million a year. The program depends on high-level parental participation to provide cooking service to schools. The decentralization of the School Feeding Program to Regional Councils is planned as from April 2017, depending on the readiness level of each region.

In order to monitor the overall learner performance in the primary phase, the Ministry has introduced the National Standardized Achievement Test (NSAT). The tests are administered in grades 5 and 7 focusing on Mathematics, English
and Natural Science subjects. The results of the 2014 NSAT in grade 5 show that the national average percentage in English is 44%, Mathematics 47%, while in grade 7, the national average percentage in English 49%, Mathematics 48% and Natural Sciences is 58%. These percentages reveal weak learner performance in the primary phase.

3.2.1 Challenges

The Ministry under this programme is faced with numerous challenges which include; the limited financial resources to cater for the full implementation of the revised senior primary curriculum, high demand for classroom space; hostel accommodation and staff deployment to all schools. In addition, the repetition and dropout rates are high. Learner discipline remains a challenge. The long distances that many learners have to travel to and from school remain a challenge. More than 20% of schools have inadequate access to water and sanitation which adversely affect school attendance and health of learners and ultimately contribute to poor learner performance. Poor service delivery for the school feeding programme, low to zero capacity of some suppliers leads to non-delivery of maize blends at times.

3.2.2 Interventions

In an attempt to address the above challenges, the Ministry has made budgetary provision for the implementation of the revised senior primary curriculum and renovation of hostels. The Ministry has developed annual plans aiming at improving academic performance of learners. The Ministry would like to request parents and the community at large to join hands to support schools to instill good moral values and behaviour among the children. A programme for the training of school community members and learners on how to participate in school self-evaluation and school development plans as well as plans of action for academic improvement is being piloted in the regions of Hardap and Ohangwena. This programme builds the capacity of community members to take part in school governance through improved competency of school board members, school manager’s accountability and learners’ participation.

3.3 SECONDARY EDUCATION

There are 201,531 learners enrolled in the secondary phase (grade 8 to 12) in 694 schools including private schools. The throughput of learners to secondary is still below 60% and overall access at secondary is 58%. As per the Cabinet
Resolution 9th/17.06.14/001, the Government of the Republic of Namibia abolished the compulsory payment of school development fund to secondary schools by 2016. This means that at all public schools except for private schools and NAMCOL, learners will not pay school development fund.

In order to implement this policy, in compensation thereof, the secondary education grant has been disbursed to the Regional Councils for the start of 2016 academic year; in particular an amount of N$30 million has been made available for the 2015/16 financial year for fee free secondary education implementation from January to March 2016. A further budgetary provision of N$120 million is still requested from treasury for the 2016/17 financial year.

Allow me to also inform you that the junior secondary curriculum was reviewed and will be implemented as follows: grade 8 in 2017 and grade 9 in 2018. The duration of the Junior Secondary phase has changed from three years to two years. Grade 10 has moved to the Senior Secondary phase in order to create more study time for senior secondary subjects. Technical and Home Sciences subjects are introduced in the junior secondary phase.

It should be noted however that, the review of the junior secondary curriculum also has cost implications related to salaries of additional teachers; construction of new workshops for Technical subjects and renovation of old workshops; purchase of new machines, tools materials and equipment, purchase of textbooks, and in-service training of school principals and teachers. In line therefore, a provision of an amount of N$250 million has to be made available in the financial year of 2017/2018 for the implementation of the junior secondary curriculum.

Further, the senior secondary curriculum was reviewed and draft syllabuses were developed. The duration for the senior secondary phase has changed from two years to three years. The Senior Secondary phase will start in grade 10. The National Senior Secondary Certificate Ordinary Level (NSSCO) will be a two-year course, while the National Senior Secondary Certificate Higher Level (NSSCH) will be a one-year course. Grade 11 will be the first exit point in the schooling system. Learners who exit the schooling system at this level will have an internationally recognised certificate. The NSSCH will be benchmarked against Cambridge Advanced Subsidiary (AS), because the Higher International General Certificate of Secondary Education (HIGCSE) does not exist any longer. It should be noted here that, the review of the senior secondary curriculum also has significant cost implications related to salaries of additional teachers for new subjects; construction of new classrooms and hostel blocks due to the change in the school phase structure whereby grade 10 has become part of the senior
secondary phase; purchase of textbooks, in-service training of school principals and teachers. The costing of the implementation of the senior secondary curriculum still need to accurately worked out.

**Fellow Namibians, Ladies and Gentlemen**, let me shed light on the national examinations. A **total number of 37,651 full-time candidates were registered for the Grade 10 national examinations compared to 35,592 in 2014.** This **represent an increase of 2,059 (5.8%) when compared to 2014 candidates.** For the part-time candidates a **total number of 11,468 candidates were registered in comparison to the 10,754 in 2014.** This represents an **increase of 714 (6.6%) when compared to 2014 candidates. A total number of 56 deaf and blind candidates were registered for the 2015 examinations compared to 53 in 2014.**

For the Grade 12 National Examinations: Let me first begin with Grade 12 Ordinary Level. A **total number of 20,261 candidates were registered for the examinations compared to 19,392 in 2014.** For part-time candidates, a **total number of 27,158 candidates were registered for the 2015 examination compared to 25,540 in 2014.** For Grade 12 Higher Level, a **total number of 13,825 full-time candidates were registered for one or more subjects on Higher Level compared to 12,079 in 2014.** For the **part-time candidates only 144 candidates were registered when compared to 85 in 2014.** The date for release of the results for 2015 national examinations will be announced in due course.

Allow me this opportunity Ladies and Gentlemen to also inform you that the government as per **Cabinet Resolution 9th/17.06.14/001 resolved to abolish examination fees for grades 10 and 12 learners in 2016 academic year.** This means all learners in public schools except for those in private schools and NAMCOL will sit for their examination free of charge in 2016. This policy change is a welcome relief to the parents who sometimes struggle to pay for examination fees for their children.

### 3.3.1 Challenges

Similar as eluded to before in the primary education programme, the Ministry is faced with limited financial resources to cater for the implementation of the revised junior secondary curriculum, the high demand for classroom space, hostel accommodation and staff deployment to all schools. In addition, the repetition and dropout rates are high. Learner discipline and the implementation of the policy for the prevention and management of learner pregnancy remain a challenge.
3.3.2 Interventions

The Ministry is exploring further opportunities for alternative funding to strengthen provision of quality inclusive education. Through the review of the Education Act, 2001 (Act No. 16 of 2001), a provision is made for greater parental and community involvement to foster learner discipline in schools. Material for advocacy, guidance and counselling is being prepared for the improved prevention and management of learner pregnancy.

Fellow Namibians,

Ladies and Gentlemen,

3.4 SOME FACTS ON THE SCHOOL SYSTEM

The education school system is characterized by a total number of 1,018 primary schools, 498 combined schools, 196 secondary schools and 11 other school settings. The total number of teachers deployed at these schools are 24,660. These schools accommodate the learners as follows:

1. Pre-primary - 17,572
2. Primary - 415,454
3. Secondary - 182,945
4. Other - 1,856

Total 617,827.00

3.5 SHORTAGE OF QUALIFIED TEACHERS IN PRE-PRIMARY AND JUNIOR PRIMARY EDUCATION

Our recent statistics on un-qualified and under-qualified teachers shows that about 60% of the 4,500 of un- and under-qualified teachers are teaching in the junior primary phase (pre-primary to grade 3). This implies that insufficient numbers of teachers who specialise in the junior phase of education have been trained and some of those trained have been deployed at senior grades. We therefore recognise the importance of paying particular focus on the upgrading of qualifications of the un-qualified and under-qualified teachers in the junior primary phase. The shortage of qualified teachers especially at the foundation level of the education system is seen as one of the factors preventing Namibian
learners from achieving the expected levels of numeracy and literacy in the early years of their schooling. The two Ministries of Education have agreed to approach the University of Namibia to develop and implement in-service teacher education diploma program for serving un- and under-qualified teachers in junior primary education.

The development and implementation of the _diploma program is estimated to cost_ the Ministry of Education, Arts and Culture _an amount of N$ 36 000 000.00_ over a period of seven years.

### 3.6 INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Our Government embraces ICTs as one of the pillars to achieve a socio-economic society. Amongst the many competing priorities, the Ministry has over the past years recognised the power of Information and Communication Technology (ICT) and its potential contribution to quality teaching and learning.

We recognise that ICT has a key role to play in the education of the child of today and tomorrow and to empower the educators.

ICT in Education programme Tech/Na! aims to expand and maintain access to ICT at educational institutions and to date we have _deployed and trained 352 out of 1,032+ targeted schools_ that have electricity. This represents about one third (32.1%) of primary and secondary schools that are currently equipped with some form of ICT (hardware, software). About 37% (N=386) of those schools that have electricity, have internet connectivity through an agreement with Telecom Namibia for provision of unlimited flat rate internet solution for the education sector.

“Free” internet services for educational institutions and clinics even with the arrival of the West African Cable System (WACS) are still not a reality. We are engaging the Ministry of ICTs and Telecom Namibia and are working on this initiative to continue to provide a subsidized flat rate and find solutions to urgently provide “FREE” internet access to Schools and Educational institutions through the XNET and Telecom Namibia as a partnership.

The Ministry continues to conduct ICT skills based training for teachers to successfully complete the Intermediate level ICT Literacy Certification. About 30 schools, approximately (600 teachers) have so far been trained and of which, 26
schools were supported and deployed by the Millennium Challenge Account Namibia (MCA-Namibia). The total number of teachers that has been trained and assessed to date is 5,392. Over 300 ICT Literacy Training (ICDL) incentives laptops have been distributed to those teachers that completed their Modules successfully as part of the Laptop Incentive Training programme.

The Educational Management training programme for the deployment and training of schools in School Management, Administration and Timetabling (referred to as the SchoolLink system) has been completed successfully. 103 Regional Master Trainers-of-Trainers including Advisory Teachers and officials were trained. Regional Master Trainers completed training for 559 schools up to date. All master trainers were provided with laptops, projectors and a 4G devices for internet access.

The Ministry will continue to lead the implementation of ICTs in Education by consistently working together with all our partners in education ensuring that we operate not as a separate island of activity, but joined together as a cohesive network of partners.

3.7 HIV & AIDS PREVENTION AND AWARENESS

The scourge of HIV & AIDS remain one of the major threats to the national development of the country and the Ministry of Education, Arts & Culture. The Ministry has through its HIV & AIDS Management Unit (HAMU) scaled up various activities and programs at both national and regional levels aimed at addressing this challenge. Some of the activities carried out in all 14 regions include Health and Wellness Campaign Week, Edu-Sector Health Day Commemoration, World Aids Day Commemoration, Window of Hope for primary school learners, My Future is My Choice for secondary school learners at schools.

3.7.1 Challenges
The Ministry continues to experience limited inter-ministerial coordination with key stakeholder ministries such as the Ministry of Health and Social Services, Civil Society Organizations and Development Partners on programme implementation, monitoring and evaluation of programmes.

3.7.2 Interventions
The Ministry will continue to strengthen coordination between Head Office and the Regional Education, Arts and Culture directorates, between the Ministry of
Health and Social Services and Civil Society Organizations and the Development partners. The Ministry will through targeted interventions improve its strategy for monitoring and evaluation of programs.

3.8 INFORMATION, LIFELONG LEARNING, ARTS AND CULTURE
The objectives of this programme are to ensure that all Namibians are functionally literate as well as ensure equitable access to knowledge, information and lifelong learning.

3.8.1 COMMUNITY LIBRARY AND INFORMATION SERVICES
Under this programme the Ministry provides free public ICT access to communities through public/community libraries and Community Learning and Development Centers country-wide.

3.8.1.1 Achievements:
Three (3) US Government sponsored regional libraries in the Omaheke, Oshana and Ohangwena (regions) are connected to broadband (fast internet). These libraries serve as information hubs for these regions. Attached to these three regional libraries are Mobile Libraries Units, purposely built in order to serve communities in the remotest areas to fulfill the mandate of the MoEAC of providing access to information and educational resources to communities.

Two Regional Libraries (Outapi Regional Library and Ngoma CLDC) are currently under construction in the Omusati & Zambezi regions. Plans are also underway to expand the Katutura Rossing Community Library in order to turn it into a Regional library, with community halls and computer laboratory for the public.

This is a clear indication that education doesn’t only take place in the classroom. The Ministry is building libraries to extend learning beyond the school premises.

I am pleased to inform the nation that communities and Namibian citizens fully embrace and utilize the knowledge hubs, that is, the libraries as well as ICT facilities.

- From January 2012 – August 2015, libraries recorded 2,801,585 (2.8 million) visits from members of the public. During the same period, 370,664 adults accessed ICT through 60 GRN libraries, including libraries in some Ministries.
- From October 2014 – August 2015, 26,504 children under the age of 12 accessed ICT at the three (3) regional libraries. The Ministry would like to increase this number as well as make sure that our children are taught basic ICT skills in libraries before they enter schools.
It should also be noted that from January 2012 to August 2015, library users took out 563,161 books in 57 community libraries/CLDC’s.

The empowerment of citizens is critical for skills development and nation-building. It is for this reason that the Ministry collaborates with development partners to enhance lifelong learning. A UNESCO funded library project trained ninety-nine (99) girls in basic IT in Omaheke and Ohangwena regions respectively. Training in Oshana region started in October 2015. In addition, one hundred (100) librarians have benefited from a training on leadership and IT coordinated through Finnish Library Association and Mortenson Center (USA).

It is also worth-noting that, with the advent of information communication technology, libraries continue to embrace multi-media tools which have diversified the dissemination and preservation of indigenous knowledge. As a library project, DVDs on indigenous knowledge of the Oshiwambo food processing have been produced through funding from the National Commission on Research Science and Technology. The purpose of this project was to transcribe the audio-visual (DVD) into a book in order to preserve indigenous knowledge. The Ministry would like to continue with this project until all Namibian indigenous knowledge are captured.

3.8.1.2 Challenges:

- The shortage of professional Librarians and Archivist in the country (Head Office and Regional level): The country has a limited number of graduates in this field as the institutions of higher education are not producing sufficient professionals in this field to meet the high market demand.
- Internet connectivity: the slow internet connection is hampering service delivery to the public. Broadband or fast internet is not affordable. The cost is also too high and sustainability cannot be guaranteed. As a result, teleconferencing facilities at the Regional Libraries are underutilized, due to slow internet.

3.8.1.3 Interventions:
The Ministry have approached the University of Namibia (UNAM) to increase intake of students and introduce distance education for its Library and Archive programmes. Meanwhile, the recruitment of professionals from outside Namibia especially SADC (member states) has started. Advocacy for school learners to take
up librarianship and archival science as areas of choice has started. Schools would be visited in March 2016.

3.8.2 ADULT AND LIFELONG LEARNING
The objectives of this programme are to ensure that all Namibians are functionally literate by providing learning opportunities for adult and out-of-school youth, adults and all citizens to acquire, retain and apply literacy skills to enable them to participate in the social, economic and political development and to improve their livelihood.

3.8.2.1 Achievements:
Adult education programmes have improved learners’ future prospects, as demonstrated by the real-life success stories whose newly acquired literacy skills transformed their lives. Being able to read and write also increased individual’s self-confidence and self-efficacy. In return, it stimulates empowerment.

Through adult education, parents are now able to help their children with school work, writing and reading letters to relatives as well as retrieving and sending messages through the use of mobile phones and use electronic finance systems when accessing money.

Fellow Namibians, it gives me pleasure to report that, to date 723 730 adult and out-of-school learners benefited since its inception in 1992 with an annual enrolment of 28 000 learners.

Namibia’s Literacy programme efforts continue to gain momentum over the years. The programme was awarded the UNESCO Confucius Literacy Prize in 2013 for its excellent programmes.

To accelerate lifelong learning, a Cuban-supported programme, the “Yes I Can” has been experimented in Khomas, Kavango and Oshikoto regions. This enabled many educationally marginalized communities to improve their literacy skills through modern technology such as audio/ videos and TV programmes. A total of 613 participants benefited since the inception of the “Yes I Can” programme.

The Family Literacy Programme has expanded over the years. A total of 692 Centres across Namibia were established in rural schools to assist parents and caregivers of Grade 1 learners on aspects that a parent need to know to improve the learning of a child. To date a total number of 220 350 parents and caregivers of Grade 1 children enrolled for the family literacy programme since its launch in 2005.
To sustain literacy skills and to provide for learning throughout life, 13 Community Learning and Development Centres have been established throughout the regions. All centres have internet connection.

Workplace literacy has been launched to expand and diversify the provision of adult learning programmes at workplaces in order to increase desired productivity and competitiveness.

Meanwhile, to support government strategies of poverty alleviation, the MoEAC has embarked on Adult Skills Development for Self-Employment programme. This programme provides capacity building in business management skills and informal sector promotion by exposing the entrepreneurs to business ethics, banking procedures and creation of employment. To date, 4900 entrepreneurs have received training.

3.8.2.2 Challenges:
- The main challenges facing adult education programmes are socio-economic conditions, forcing learners to discontinue with courses.
- Equally important, attracting males to adult education programmes remain a challenging task. The lack of qualified literacy promoters and facilitators is hampering the effective implementation of adult education programmes.

3.8.2.3 Interventions:
The Ministry has set-out interventions, to develop targeted programmes for marginalized groups. This include:
- The development of greater advocacy drive to draw males into the sector—both as learners and as literacy promoters
- Explore viable learning approaches and methods of delivering of literacy content. More importantly, the Ministry is calling on local authorities in Namibia to take ownership of adult education programmes as a vital vehicle for rapid development.

3.8.3 NAMIBIAN COLLEGE OF OPEN LEARNING

The Namibian College of Open Learning (NAMCOL) provides study opportunities for adults and out-of-school youth. NAMCOL has thus lived up to its mission of providing wider access to quality educational services for needy learners and other customers using a variety of open learning methods.
NAMCOL’s core activity has traditionally been its programme of Secondary Education (SE), which enables those who cannot or do not wish to attend formal schools to study for either the Junior Secondary Certificate (JSC or Grade 10) or the Namibia Senior Secondary Curriculum (NSSC or Grade 12).

The College remains the largest educational institution in Namibia with more than (40 000) learners enrolled during the (2015) academic year.

NAMCOL, whose activities are decentralized, has a presence in most communities with more than 100 tutorial centres spread across the country - and it adopted a four-region structure to oversee the implementation of programmes at regional level.

As part of its programme diversification, NAMCOL has introduced various professional programmes of which the outcome is a certificate or diploma which will enable learners to advance their studies at institutions of higher learning. In addition, the College is offering Technical and Vocational Courses at its main campus in Katutura.

3.8.3.1 Achievements

- **NAMCOL Bookshops**: The NAMCOL has Bookshop markets and sells a range of NAMCOL study materials to formal schools, NAMCOL learners and members of the general public.

- **Computer-Based Learning Centres**: The ten (10) NAMCOL Computer-Based Learning Centres are modern, congenial study environments, equipped with state-of-the-art computers. There ten accredited ICDL Training and Testing Centres in Windhoek, Ongwediva, Rundu, Katima Mulilo, Keetmanshoop, Gobabis, Eenhana, Outapi, Ondangwa and Otjiwarongo. These are few accredited centres in Namibia which offers the ICDL (International Computer Driving License) Training and testing takes place on a regular basis.

- **E-Learning**: NAMCOL recognises the use ICTs as an important tool to enhance access, strengthen operational systems, and improve delivery systems. In terms of course delivery, the College affirms the use of print as the primary medium. Audio and video contents are also developed to add value to the print-based materials provided to learners.

- **NAMCOL has also adopted two Learning Management Systems**, Moodle and Notesmaster. The Notesmaster Namibia platform aims to address the challenge of shortage of relevant and good quality digital resources and
their effective integration into the classroom. So far, the college has developed interactive content in eight (8) Junior Secondary Certificate subjects.

Recently, the College received the World Summit Award from the United Nations World Summit on the Information Society in collaboration with UNESCO for its Notesmaster Life Science project, in the category “Learning and Science”.

Over the years, the college developed **radio and television programmes** in various subject areas to support the print-based materials which are given to learners. To date, NAMCOL has produced about 500 radio and 290 video lessons that are aired on local radio and TV stations. The radio lessons are being broadcast on the different radio stations of the NBC and in more than seven (7) community radio stations, while television lessons are being broadcast on NBC and One Africa televisions. In September 2014, the College in partnership with NBC and NETV through initial funding from the Ministry of Education established EDU TV, which is channel six (6) on the NBC digital decoder.

**3.8.3.2 Challenges**

- Poor public perception about Open and Distance Learning (ODL) remains a key challenge to the institution. There is still the perception that ODL is an inferior approach to delivering education. Despite that, the nation recognises the important role the College plays in providing a safety net to those who have not experienced success in the formal education system. The negative perception demoralises learners and that contributes to learners achieving low grades.

- Learners’ attitudes and commitment towards class attendance and submission of assignments have always been a concern to the institution. A considerable number of learners do not attend contact sessions on a regular basis and therefore drop out before the examinations.

- The compilation of enrolment projections remains one of the most significant challenges for the College. Demand fluctuates from year to year and past trends are not always reliable indicators. It remains a challenge, though, to strike a balance between adequate provision to satisfy demand but ensuring at the same time that scarce financial resources are not unnecessarily tied up through surplus stock on the shelves.
Funding to NAMCOL does not commensurate with high number of learners the College serves. That contribute to learners not getting effective support services to enable the college to push more learners to achieve the higher grades (C and above).

3.8.4 ARTS, PROMOTION AND DEVELOPMENT

3.8.4.1 National Arts Extension programme

The National Arts Extension program has provided arts education on primary level to school going children and out-of-school youth in 22 centres across the country in Music, Visual Art, Ceramics, Community Drama and Dance benefiting more than 3 500 young people in 2014. The skills of well over a thousand choristers, composers and choral leaders were developed through the National Choral Network with participation of nine regions where the Western Youth Choir from Erongo emerged as national winners.

3.8.4.2 Arts Education and Training

The College of the Arts has during 2014 continuously provided quality and affordable arts training to students on the levels of post grade-12, secondary and primary arts education in the areas of performing arts, visual arts and media arts. Training on post-grade 12 levels has been offered through the presentation of six Accredited Applied Arts Diplomas and one Applied Arts Certificate to more than 230 full time students annually. Sixty two (62) students received accredited diplomas in the various Applied Arts Diplomas courses in 2015.

Approximately 980 students have received general tuition as extra-curricular activities for skills training in various music instruments in Classical- and Modern Music, Theory, Ballet, Modern-, Contemporary- and African Dance, Visual Arts, Ceramics and Drama Studies.

Choral music has provided opportunities for musical learning for approximately 70 school-going children in Windhoek through the COTA Youth Choir and 20 Children in the Children’s Choir.

Approximately 28 productions and workshops were hosted in the last six months with 1116 participants and about 13, 683 members of the community and society as audience.
3.8.4.3 Arts Promotion and Creative Industry Development

- National Art Gallery of Namibia: One of the highlights was the Art Inside project, which is being implemented by the National Art Gallery of Namibia, a State Owned Enterprise under the Ministry. The initiative aims to purchase artworks and crafts produced by Namibian artists to be placed in GRN premises. The objective of the project is to campaign for and promote the role of the artists in our nation and encourage support for their work, beginning in the public arena.

- The John Muafangejo Arts Centre hosted three resident artists from Ireland, Nigeria, and Zimbabwe. The aim of the programme is for the artists to share their skills with artists, host workshops, studio productions and hold exhibitions over a three month period. The centre also ran a mentorship programme over the course of the year, using local art facilitators to train selected artists, giving them space to produce and exhibit their products.

- Capacity building, skills development and support towards Namibians in the arts fraternity remains a priority for the Ministry. Through the National Arts Fund, 80 Namibians continue to receive scholarships to pursue tertiary studies in Arts at local and international institutions and over 100 projects have been supported.

- The National Theatre of Namibia (NTN) is an active partner in providing an enabling environment for the development of the Arts industry. Audience attendance continued to increase as a result of diversification of the programme. A total number of 15 000 patrons visited the theatre during 2014.

- In addition, various partnerships have been formed to use arts as a platform to carry messages to the public. For example, Land Matters Project with the Ministry of Land Reform and Colmar Tourism Fair that is currently underway in France where Namibia is the guest of honour. Other major projects among others are the Namibian Annual Music Awards (NAMAS) and the Last Band Standing.

3.8.4.4 Challenges

- An ongoing increase in awareness of the value of arts education is experienced unfortunately, due to space and staffing constraints, that only few people can be accepted and their abilities and talents nurtured and groomed.
The lack of emphasis on arts in schools remains the biggest hindrance to development in the arts field, especially to the arts industry. Therefore, promotional capacity of the Arts State Owned Enterprises needs to be strengthened.

3.8.4.5 Heritage Sites, Cultural centres/ villages, festivals and Museums

To date, the ministry have registered about 128 National Sites including historical places and monuments on the National Heritage Register of which two of the sites are inscribed on the World Heritage list. These sites are administered by the National Heritage Council as immovable heritage as per the National Heritage Act, Act 27 of 2004.

Communities living in the catchment of the heritage sites benefit economically through Cultural Heritage Tourism industries for example, through sales of branded NHC accessories, crafts, restaurant and entrance fees and employment as tour guides.

Furthermore, the National Museum of Namibia was established for preservation and promotion of tangible materials, underwater and intangible aspects of the cultural and natural heritage of Namibia.

Additionally the Independence Memorial Museum was opened in March 2014 to display and document the history of the Early Resistance and the Independence Struggle. Besides, the completion of exhibitions at Owela Display Centre fulfills an essential educational role for Namibians and tourists as it aims at presenting the history and livelihood of different people of Namibia.

The Ministry through the Culture Programmes is organizing annual Traditional Culture Festivals at constituency, regional and national level. The aim of the festivals is to nurture unity in diversity, fostering peace and tolerance of Namibian cultures. This year national festival will be held in the /Kharas Region from 8 to 12 December 2015. You are all invited to the official opening on the 9th of December 2015 at the Keetmanshoop Stadium.

Master of Ceremonies, Ladies and Gentlemen, the Ministry of Education, Arts and Culture is responsible for providing policy and legal framework as per ratified international conventions for example the UNESCO 1972 Convention on the Protection and Promotion of World Cultural and Natural Heritage. This Convention is being administered by the National Heritage Council. The Ministry
gladly notes that through this Convention, Namibia has nominated two (2) sites that are now inscribed on the World Heritage List. These sites are Twyfelfontein World Heritage Site and Namib Sand Sea. Furthermore, the discovery of the Shipwreck in 2008 provided Namibia with the opportunity to ratify the UNESCO 2001 Convention on the Protection and Promotion of Underwater Cultural Heritage. The shipwreck increased Namibia’s significance on the global heritage map.

Likewise, Namibia ratified the UNESCO 2003 Convention on the Intangible Cultural Heritage (ICH). In this regard I am happy to inform you that Namibia documented about 13 ICH elements from different regions. Out of these 13 elements, one element called Oshituthi Shomagongo also called Marula Festival was nominated to be considered on UNESCO World Heritage List during the 10th Session of the Intergovernmental Committee for the Safeguarding of the Intangible Cultural Heritage. This 10th Session will be held in Namibia from 30 November to 04 December 2015. The session is expected to host about 900 delegates from all over the world and will consider 45 elements from different countries across the globe.

**Challenges:**

- This programme is challenged, firstly by an inadequate operational structure coupled with lack of adequately qualified personnel particularly in the social and natural scientist field.

- Secondly, lack of emphasis on cultural heritage among the youth including children in schools remains the biggest hindrance to development in the heritage sector field, indigenous languages usage in developmental agendas, recognition and consideration of cultural heritage as one of enablers in poverty alleviation.

- Thirdly, a shortage of staff accommodation for Culture officers in the regions.

### 3.9 POLICY AND LEGISLATIVE MATTERS

Distinguished Guests, Ladies and Gentlemen, it should be noted that the area of Arts, Culture and Heritage is very diverse and broad and to improve on coordination and streamlining, The Ministry is in the process of revising the Arts and Culture Policy to be renamed Arts, Culture and Heritage Policy. As we are
speaking people are in the regions consulting on the second draft. Your input is welcomed and will be highly appreciated.

Fellow Namibians, in an attempt to ensure the relevance of our policies and legislations to the current challenges and demands of our education, we at the Ministry of Education, Arts and Culture has embarked on a full-scale nationwide consultations aimed at reviewing the current Education Act, 2001 (Act No. 16 of 2001). An issue paper was in this regard developed and shared among stakeholders. It is our hope that the draft bill will be table in Parliament this financial year still.

The Language Policy for Schools and the School Cluster Policy were also reviewed through wider consultations with stakeholders. Both policies were finalized and tabled at Cabinet.

3.10 TEENAGE PREGNANCY, LEARNER DISCIPLINE AND TEACHER CONDUCTS

The main goal of the Education Sector Policy on the prevention and management of the learner pregnancy, is prevention. The management section of the policy is necessary for where prevention measures fail and learners become pregnant. There are certain views that the policy promotes learner pregnancy, but it is important to stress that the purpose of the policy is to provide access to education. The policy strives to provide this access within a cultural context, thus if the community does not feel that the learners should be seen pregnant in schools, it is upon their initiative to deal with the situation in an alternative manner. But it is the responsibility of the ministry to provide the opportunity for access to education. We will embark on a review process of the policy in order to make it more user friendly and that its assimilation within our society is with the focus on access to education, which is a socio-economic enabler for all. The Learner pregnancy policy will soon be brought for debate in Parliament.

3.11 TEACHER CODE OF CONDUCT

Ladies and gentlemen, the recent shocking incident that led to the tragic loss of our learner’s life has recalled our focus on teacher’s code of conduct. I have made it clear on several occasions that the relationship between teachers and learners have no room in the education system. As from 2014, a significant number of teachers have been recorded as having had unbecoming and unprofessional
relationship with school girls much of it is coupled with violence or death in the end.

Therefore, the Ministry strongly advocates for the school environment to be a place of safety, where the learners and teachers feel that they are protected, listened to, acknowledged, valued and have access to support services. This however, will never be realized, if we do not combine our efforts as members of the community, parents, private sector and if we do not embrace a multi-sectoral approach of collective mechanisms to keep violence, bullying, excessive teasing, humiliation and moral decay under check and addressed timeously.

The Ministry recognizes the importance of psychological well-being of all learners, and through the Regional School Counselors and Life Skills teachers, as well as the teacher counsellors, we provide psycho-social support to the learners at school levels. We reiterate once more, that the well-being of our nation should be the responsibility of each and every citizen.

As families, as friends and as colleagues, we need to take hands in creating a society with a greater culture of care that will respond to early warning signs. As part of the efforts to address the social problem of violence in schools, the Ministry of Education, Arts and Culture is currently working with UNICEF and the European Union to implement an anti-bullying campaign, which was launched in Rehoboth in July 2015. It is envisaged that the campaign will among others, create an enabling environment for learners to feel safe at schools and at the same time create a culture of caring amongst learners, teachers and the community.

3.12 COORDINATION AND SUPPORT SERVICES

3.12.1 Decentralisation

The Ministry of Education, Arts and Culture has delegated some functions to the regional councils and is now preparing to devolve. We have so far held various consultative workshops which led to the collective development of a monitoring instrument called Sector Specific Service Delivery Standards (SSSDs), to assess the readiness levels of regional councils and to identify areas of support to the staff members of the Regional Council as well as the Decentralisation Committee.

3.12.2 Capital Project Management

Currently, there are 76 education capital projects being implemented by the Ministry which range from construction of schools, classrooms, teachers’ houses,
community libraries and others. These projects are at different stages of completion (namely; feasibility studies, design/documentations, tendering, under construction and retention). Apart from the Basic Education Facility (BEF), Renovations and teacher houses, the Ministry identified 12 capital projects which will be decentralized to the RCs in the next financial year (2016/17). The aim is however to gradually decentralize all our capital projects to the regions, depending on the readiness level of the various Regional Councils.

3.12.2.1 Achievements

While the management of our capital projects faces several challenges from a project management perspective, we expect to complete about 10 projects (Extension and renovation of the Directorate of National Examinations and Assessment, National Institute for Special education (NISE), Oshikunde Phase 1, Onawa Phase 2, Anamulenge Circuit Office, Okahao PS; Ongwediva JSS, Ohangwena, Oshana and Omaheke Libraries) in the current financial year.

3.12.2.2 Challenges

- The inability of contractors to complete the contracts within stipulated time frame due to capacity problems.
- The unavailability of land to implement registered and documented projects.
- Most of the education facilities are very old and in a dilapidate state and needs major renovations, as they were build prior to our country’s independence.

3.12.2.3 Interventions

The Ministry is in the process to introduce an internal procurement policy to serve as a guiding framework to manage its internal procurement activities and processes. The Ministry is further considering to engage the sister Ministry of Works and Transport in order to collectively address challenges related to the implementation of capital projects. The process to decentralize capital projects to the regions have commenced with consultations with various Regional Councils and the subsequent development of an action plan on how this activity should be executed.

The Ministry has further revised and or reformed its internal procurement institutional setup in order to ensure improved transparency and accountability of all our procurements. We are also planning to develop an infrastructure development and rehabilitation plan in order to ensure the quantification of infrastructures required and or the needed in the various regions in terms of rehabilitation and development of new ones. Given the huge financial demands involved in terms of the infrastructure needs of the Ministry, we are engaging the
National Planning Commission (NPC) and the Ministry of Finance (MoF) for improved budgetary provision to the Ministry for educational infrastructure/facilities rehabilitation and development.

3.13 PARTNERSHIP IN EDUCATION AND COMMUNITY INVOLVEMENT

We are very grateful to our development partners such as UNICEF and UNESCO for having supported human resource development and training in data base analysis and revamp of the EMIS data management systems for the timely production of our Annual Education Census Reports. Equally important the EU has pledge and indeed allocated funds to the tune of Hundred and Fifteen Million, Eight Hundred and One Thousand Namibia Dollars (N$ 115,801,000) per financial year, covering from 2016/17 and 2017/18, to contribute to early child development and Pre-Primary which are two critical areas to be focused on in order to build foundations for solid competencies development for us to reach Vision 2030.

3.14 FINANCIAL MATTERS

Ladies and Gentlemen, let me spend a few moments of my time to briefly share with you some information on financial resource allocation to our various programs.

We have seen the gradual increase of the budget allocation to the Ministry of Education, Arts and Culture from a mere Four Hundred and Sixty Eight Million, Nine Hundred and Seventy Two Thousand (N$468 972 000) at Independence to Eleven Billion, Three Hundred and Twenty One Million, Six Hundred and Eighty Nine Thousand (N$11 321 689 000) in the current financial year, 2015/16.

Despite the increase in the budget allocation over the years, a large portion of the allocation has consistently been apportioned towards the payment of operational expenditures which are mainly staff related. The personnel related expenditure (i.e. staff remuneration, GIPF, Other Conditions of Service) for the financial years 2012/2013 – 2015/16 was Five Comma Five Million (N$5 519 093 516); Seven Comma One Million (N$7 145 200 384); Eight Comma One Million (N$8 125 034 784) and Eight Comma One Million (N$8 093 236 000) respectively, while the total Ministerial budget allocation for these periods were Nine Comma Four
Million (N$9 415 973 000); Ten Comma Seven Million (N$10 747 560 000); Thirteen Million (N$13 068 166 000) and Eleven Comma Three (N$11 321 89 000) respectively. The payment of staff expenditures made up an average of 64% of the total allocated budget to the Ministry, impacting negatively on the implementation of Ministerial capital projects.

Similarly, the **budget allocation towards Capital expenditures only makes up 6% of the total budget allocation for the 2015/16 financial year, a trend that has been observed in the past financial years, whereby the proportion of the Development budget allocation towards the total Ministerial budget was only 3%; 5%; 5% and 6% for the 2012/13 – 2015/16 financial years respectively therefore, making the ministry one of the least funded ministries in terms of capital projects.** The above allocation impedes the development of critical infrastructure such as construction of schools and school hostels, classrooms, libraries as well as sanitation facilities.

Future increase in the budget allocations towards infrastructure development is therefore critical to ease the burden on the existing infrastructure as well as construct new ones to address the demand due to increase in the number of learners resulting from the implementation of the Fee Free Primary and Secondary Education. An increase in the Operational budget allocation for staff related expenditures is also vital to address the overspending which has been a yearly occurrence for the past two financial years. The implementation of yearly Payroll Audits (Payroll verifications) will however ensure the correctness of the wage bill.

**3.15 CONCLUSION**

In conclusion ladies and gentlemen, fellow Namibians, I want to thank all institutions and individuals who continue to support our course to ensure that we realise our mission of becoming a Ministry of excellence in providing quality inclusive education and promoting Arts and Culture for the prosperity of our Nation.

We all know that education is not an event but rather a lifelong process that requires the continued participations of all. It is therefore our hope and expectations that with your continued involvement in the process of education, we should as a collective be able to achieve our goal to educate and train the Namibian child and equip them to be masters of their destiny.

May I therefore take this opportunity to call upon all good Samaritans nationally and internationally to offer the Ministry support in whatever form possible in
order to help and build the education of the Namibian child.

I THANK YOU ALL