Budget Motivation Speech
For the 2015/2016 Financial Year

By Hon. Katrina Hanse-Himarwa
Minister of Education, Arts and Culture
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Hon. Anna Nghipondoka
Deputy Minister
Ministry of Education, Arts and Culture


Introduction

Honourable Chairperson of the Whole House Committee

Honourable Members

1. First of all, let me express our sincere thanks to His Excellency the President of the Republic of Namibia for the trust he bestow upon me to lead the Ministry of Education, Arts and Culture, together with my Comrade Deputy Minister, Hon Anna Nghipondoka. I should also thank the Honourable Prime Minister and the Minister of Finance as well as Minister of Economic Development and National Planning together with experts who helped in drawing up this budget. The current, budgetary allocation is a testimony that after 25 years of Independence, the Namibian government will continue to invest in education and skills development of its people, as that is the key to economic growth and development.

   Congratulations on a job well done!

2. Before I share with you the priorities and plans for the Education Sector, allow me to express my appreciation to my predecessors and all the experts in the then Ministry of Education who worked tirelessly to prepare this budget which I am about to table in this August House. As we all know, the Ministry is renamed as the Ministry of Education, Arts and Culture and it came with the added responsibilities.

3. After 25 years After Independence, His Excellency, the President of the Republic of Namibia, has followed in the footsteps of his predecessors to attach significant importance to the education sector through increased investments to education. Whilst we still have some challenges to overcome, I assure the nation that the lift will no longer be a lengthy one as the investments we have made are beginning to show some efficient functioning in our schools system. It is just a matter of time before these investments will begin to pay off.

4. To my fellow Cabinet Ministers and Members of Parliament, My Deputy and I are not new to the sector, nor will we say we know it all. We pledge
to rely on your support and advise along the way. Education is indeed a dynamic and collective endeavor, a solid investment one can never regret having made. The bright future belongs to those nations who invest heavily in education. Namibia, therefore, is on the right track. The global village is all about a stiff competition and without sound education certainly, no nation can make it to the top. We owe it to ourselves and generations to come, to make a difference in our quest for an industrialised country. It is true and befitting to say, and I quote “That Education is the Greatest Equaliser” Nelson Mandela. No individual or a Nation will be able to compete in this most complicated and fast changing world without Education, skills acquisition and reskilling, if need be for Namibians to have a competitive edge among other nations.

5. Chairperson of the Whole House Committee, continuous investment in education, is not enough, but the challenge is the choices we as a nation are making. How productive is our education system, are we able to measure our investment in terms of its returns, and more importantly is our investment responsive to the needs of our country?

6. Today, I will share with you the Ministry of Education, Arts and Culture’s budget estimates for the next three years. I shall discuss the major challenges facing the education system. I shall then present you with an outline of the estimates to enable us overcome these challenges for the financial year 2015/16 programme by programme. In presenting the annual estimates, I shall outline major achievements and proposed activities to which we shall deploy the funds for which we seek approval and the support and advice of all members in this house will be greatly appreciated.

**Allocation for the Medium Term Expenditure Framework 2015/16-2017/18**

Chairperson of the Whole House Committee, we have estimated the total education expenditure in the Medium Term Plan for 2015/2016 – 2017/2018 at (N$35,994,678,000). An amount of N$3, 0 billion, representing 8% of the three year estimate of the N$35, 9 billion, is earmarked for development expenditure.
<table>
<thead>
<tr>
<th>ALLOCATION</th>
<th>2015/16</th>
<th>2016/17</th>
<th>2017/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPERATIONAL BUDGET</td>
<td>10,682,008,000</td>
<td>11,075,761,000</td>
<td>11,216,417,000</td>
</tr>
<tr>
<td>DEVELOPMENT BUDGET</td>
<td>639,681,000</td>
<td>1,162,715,000</td>
<td>1,218,095,000</td>
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<tr>
<td>TOTAL</td>
<td>11,321,689,000</td>
<td>12,238,479,000</td>
<td>12,434,511,000</td>
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</table>

**Budget for 2015/2016**

7. With regard to the allocations for the 2015/16 financial year, I am delighted to inform the house that the estimates for the Ministry of Education, Art and Culture total allocation is **N$11.3 billion, representing a nominal increase of 10% (1.04 billion)**. This represents an increase of 11% (N$1.08 billion) in the estimates for operational expenses to N$10.7 billion and a 1.06% decrease (N$39 million) in the estimates for development expenditure to N$639.6 million, compared to N$ 678.6 million in 2014/2015 financial year.
8. The requested funding will support six education sector programmes replacing previously nine programmes as follows:

<table>
<thead>
<tr>
<th>Programme</th>
<th>2015/16</th>
<th>Previous Year’s Allocation 2014/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Policy Coordination and Support Services</td>
<td>359,802,000</td>
<td>238,938,000</td>
</tr>
<tr>
<td>2. Pre-primary</td>
<td>238,391,000</td>
<td>339,249,000</td>
</tr>
<tr>
<td>3. Primary</td>
<td>6,607,253,000</td>
<td>5,826,836,000</td>
</tr>
<tr>
<td>4. Secondary</td>
<td>3,510,869,000</td>
<td>3,427,393,000</td>
</tr>
<tr>
<td>5. IALL (Arts and Culture included)</td>
<td>592,700,000</td>
<td>432,806,000</td>
</tr>
<tr>
<td>6. HIV/AIDS</td>
<td>12,674,000</td>
<td>10,005,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11,321,689,000</strong></td>
<td><strong>10,275,227,000</strong></td>
</tr>
</tbody>
</table>
Major Challenges Facing the Education Sector

9. Out of the total allocation of N$10.6 billion allocated for the operational budget to pre-primary, primary, secondary, adult education, as well as Arts and Culture, Head Office and Regions, N$8.0 billion goes towards Personnel expenditure, which is 75% of the total allocation for operational expenditure. These funds will remunerate over 37,743 funded posts out of the 39,207 approved posts on the structure.

10. The statistic above denotes that little is left for goods and services, subsidies and other transfers, and acquisitions of capital assets (operational), which shares the remaining 25% of the operational budget.

11. The combined allocation of Vote 10 for both operational and development budget is N$11,321,689,000 billion for 2015/16 financial year, which include the two new added Directorates of Arts and Culture. The Development Budget allocation for this vote is only N$639,681,000 million which is only about 0.05% of the total allocation. This speaks volumes that the allocation for capital project development is inadequate, compared to the needs on the ground such as shortages of classrooms, renovations, teacher housing, Libraries, Computer and Science Laboratories, and Sanitation Facilities.

12. However, I should acknowledge that execution of this capital project budget has not been satisfactory at all, due to various factors such as other line ministries (i.e. Ministry of Works and Transport) involved, consultant teams, and internal inefficiencies. Our Ministry wishes to address this in order to improve the efficiency and service deliveries in terms of infrastructure development, here my team and I will ensure that needed services are delivered even if it may mean asking the Ministry of Works to permanently provide us with a team that will focus mainly on helping us technically to improve on the time loss.

13. It is becoming increasingly clear that we have to closely monitor and supervise the teaching environment to ensure that every minute is devoted to teaching and learning. 'Time on Task' is the key to achieve the desired success and improvement of our education system.
14. It is time that we devote our time and effort in improving the educational outcome if we have to measure the resources we invest in the education system. Secondly, we also need to closely observe the learning environment and continuously strive to ensure that teachers utilize the most effective teaching and learning methods. In this regard, my team that just returned from Cambridge have identified a monitoring software that we hope to adopt for Namibia to closely monitor the performance of our system starting from the individual teachers all the way to my office. The software will allow us to monitor performance targets as determined by individual teachers in their specific subjects, individual heads of departments, principals, inspectors of education in their circuits as well as regions and head office in real time. It will help us to respond timeously to areas that require interventions and assist teachers where such assistance may be required.

15. We observe that the cost of services associated with education continue to rise and constitute a significant portion of our expenditure. We spend N$500 million annually on catering for 57,935 learners who are accommodated in 217 government school hostels. This is in sharp contrast to N$80 million that we spend annually on textbooks and learning guides and the N$640 million earmarked for development programmes during 2015/16. We shall have to critically look into more cost-efficient and cost-effective ways of running our school hostels.

16. Honourable Chairperson, of the Whole House Committee, Honourable Members, as a country geared, towards industrialization and a knowledge-based economy, a deliberate policy shift needs to be pursued to re-direct more resources to the most needed inputs that will have to improve the education system outcome in terms of academic performance, such as more resources to the provision of textbooks, learning materials, ICTs, science and laboratory equipment, as well as libraries. But, time on task is the key to success.

17. I am reliably informed that the performance of the Rukonga Vision School in the Kavango East Region is an example, it performed second to St. Boniface College in that region just in its first year of Grade 12 results. The hidden magic is once again “the time on task” which most of our teachers tend to neglect.
18. On the allocation of resources, Honourable Chairperson, and Members of this House, in addition, over the last year, we spent well over **N$100 million** providing one midday meal to learners as part of the National School Feeding Programme. The figure again overshadows the amount that we spend on textbooks and learning materials. With the declaration of the Drought Emergency in 2013, we had to expand the School Feeding Programme from the targeted figure of 270 000 beneficiaries to 310 000 learners at pre-primary, primary and secondary levels. This will probably, repeat itself again and may even increase, given the poor rainfall and decline in harvesting expected this year.

19. The point I am making, here is that as much as we are mitigating factors that will support our effort in keeping our most vulnerable children in schools, we should increase our investment in the educational inputs that will help us achieve our targets as outlined in the Medium Term Expenditure Framework.

20. We vow to closely monitor the School Feeding Programme to avoid possible wastage and to keep education costs within the available budget allocation though this has proven difficult particularly when responding to drought which our Ministry does not budget for and yet required to provide assistance.

21. For the financial year, 2015/16 Estimated expenditure for development programmes will amount to **N$640, million** compared to the 2014/15 allocation of **N$678 million**. The 2015/16 allocation on development programmes represents 5% of the overall estimates. The allocation to development programmes is an insignificant amount in light of the 1 300 traditional structures and 344 open air classroom recorded in 2013; therefore this remains a major challenge to the education system. However, I acknowledge that there is a significant increase in the total estimate allocation for 2016/17 and 2017/18 financial year. Of which we expect to receive N$1.1 billion and N$1.2 billion, respectively.

22. Today, Honourable Chairperson of the Whole House Committee and Members of the this August House, I take it upon myself and my deputy
and the entire Ministry team that we will do everything in our powers to start planning to achieve full implementation of our development budget for the next two financial years, that increase will not go to waste even if it may mean decentralizing such projects to Regional Councils to advertise, appoint and execute the capital projects earmarked for their regions. I am aware of other Acts and regulations including Ministry of Works that needs to be harmonized if this has to be achieved.

23. The time for competing for resources with our institutions of higher learning is now over, with the creation of the Ministry of Higher Education, Training and Innovation, we at the Ministry of Education, Arts and Culture will ensure to put all our efforts in ensuring that resources are fully utilized and the regions gets their fair share to implement the development budget, speedily and candidly.

Education Programmes

Chairperson of the Whole House Committee, I shall now share with you our most important achievements during the last financial year. I shall provide this house with an outline of the major activities to which we shall deploy the funds we seek for the financial year 2015/16. I shall also highlight urgent educational challenges that still need to be addressed.

Policy Coordination and Support Services

24. The programme Policy Coordination and Support Services comprises of policy coordination, planning and support services, Quality Control and Management and Infrastructure Development and Maintenance.

This programme policy coordination includes the office of the Minister as the political head of the Ministry and the budget allocation to this function is **N$5,520,000** for the financial year 2015/16. Planning and Support Services comprise of the overall education planning and coordination functions, systematic collection, analysis and use of education data from all programmes for accounting internally and
externally for the resources used and the results obtained. This programme has various interventions which promote evidence based planning, capacity building, coordination of decentralization process and monitoring and evaluation of education programmes. In this regard, technical and financial assistance was obtained from development partners in terms of studies, researches which contributed to different phases of the education system and to the planning function. The European Union has allocated N$ 115,801,000 for each of the financial years of 2016/17 and 2017/18 respectively to support the foundational levels of the education system.

25. Financial and Human Resource Management of the Ministry, including the functions delegated to Regional Councils, fleet management, provision of security services as well as general maintenance resort under this programme two functions are allocated a combined total of N$221,040,000.

26. The programme further comprises of quality control, management of education service, training, monitoring and auditing of functions in relation to the delegated functions at regional level, that allocation to this activities amounts to N$80,220,000.

27. Infrastructure development and maintenance is charged with the overall responsibility of ensuring the implementation of the development capital budget and maintenance of the existing infrastructure, the total allocation to this function is N$53,022,000.
28. Pre-primary Education remains the foundation of all education success, and to invest in education we need to start with pre-primary education. Research has proven that high-quality early learning can improve young children’s health, social, emotional and cognitive outcomes. Investing in pre-primary education is the best education investment we can make as a nation to lay a strong foundation. High-quality pre-primary education reduces grade repetitions and drop-outs. It reduces placements in special education. In the long term, it boosts access to tertiary education and graduation rates. In the final analysis, it will address the higher level of inequality in our society, and it will help us to build the most prosperous, stable society our country wish to achieve.
29. Today, parents have realized the benefits of the pre-primary school phase. They have noticed that children who attend the pre-primary classes tend to succeed more easily at the primary education level and further education than those who do not. In addition to the drive from parents, the increase in learner enrolment at pre-primary level can also be attributed to the implementation of a free basic education.

30. With the introduction of free pre-primary and primary education our ministry continue to exceed the target for pre-primary school enrolment of 22,000 by enrolling 24,659 children in 2014/15 and 34,000 in 2015/16.

31. An amount of N$238,391,000 million is allocated to the pre-primary education programme. The allocated budget will be utilized for the salaries of pre-primary teachers; the construction of preprimary classes; and learning and teaching materials, provision of playground facilities and other services related to Early Childhood Development Services.

**Primary Education**
32. With the introduction of free primary education, the majority of Namibian children are now attending school, regardless of their socio-economic situation. However, it is not just enough for children to have universal access to free primary education, but it is crucial that our children receive quality education and complete their primary education. Therefore, the Ministry will collaborate with other Ministries and stakeholders to ensure that there are a sufficient number of qualified teachers, classrooms and other condition of services that provide a conducive environment for learners and teachers in our schools.

33. The introduction of universal free primary education not only ensured compliance with Article 20 of our Constitution, but is also in line with UNESCO Education for All. It is our view that this introduction has resulted in a 3% increase in learner enrolment yearly basis and it is expected to increase. The introduction of universal free primary education continue to encourage parents to send their children to schools, hence the enrolment rate at this phase continue to increase meaning more teachers and infrastructure are needed in order to address the challenge.

Phasing out fees at primary education level goes hand in hand with ensuring that schools are provided with all basic necessities. During the financial year 2014/15, we disbursed N$135 million to schools for this purpose and the same amount is allocated for the financial year 2015/16. The disbursement benefitted 462,409 learners in grade 1 to 7 in a total of 1,723 schools and 6.9% of the schools are private with 5.9% enrolled. The funds provided at school level were utilized for minor maintenance of school buildings, school excursions, photocopying of learning materials and the purchase of stationery and other day-to-day school necessities.

34. A total number of 2,112,342 textbooks to the value of N$187.1 million for both primary and secondary levels were procured compare to 806,633 textbooks to the value of N$87, 4 million purchased during 2014/15 compare to N$85 million dollars spent in 2013/14.
35. In addition, more than 1 million English, Science and Mathematics textbooks and teaching material for grade 5 to 12 learners of government schools and some needy private school were procured under the MCA-Namibia programme to the total value of N$99 million.

36. A combined investment in textbooks by the Ministry and MCA-Namibia has yielded the desired results, reducing the learner/textbook ratio to 1:2 at primary level. The purchase of textbooks during 2014/15 have provided each and every learner at primary level with a textbook in the key subjects (English, Mathematics and Science) reaching the target ratio of 1:1. The Ministry will continue to invest heavily in the acquisition and distribution of textbooks to all learners until we reach our target of 1:1 ratio at all levels in all the subjects.

37. The Ministry continues to assess the performance of the primary education system by administering the Standardized Achievement Tests (SATS) for Grades 5 and 7 in English, Mathematics and Natural Science. These tests provide diagnostic information regarding learner performance on the assessed competencies.

38. Unlike in 2013, the 2014 Standardized Achievement Tests was administered to Grades 5 and 7 learners simultaneously at a cost of N$5 million. All learners in Grade 5 and 7 were tested, and a total of 57,443 grade 5 learners (51.7% male and 48.3% female) from 1,181 schools) and 48,025 grade 7 learners (48.6% male and 51.4% female) from 1,142 schools participated in SAT in 2014.

39. The grade 5 learners of 2014 obtained an average score of 44% (17.6 out of 40) in English second language, which shows similar result when compared to 2013 cohort of learners. In mathematics, learners on average scored 47% (18.8 out of 40) in 2014 which shows an improvement of 3% when compared to 2013.

40. Furthermore, the Grade 7 learners of 2014 have shown greater improvement across the SATs tested subjects. In English second language learners obtained an average score of 49% (24.5 out 50) which shows an improvement of 4% when compare to 45% (22.5 out of 50) in 2012. In Mathematic, learners obtained an average score of 48% (24 out of 50) in 2014 compare to 45% (22.5 out of 50) in 2012, while in Natural Science the performance have increased to 58% (29 out of 50) in 2014, when
compare to 54% (27 out of 50) in 2012. It is worth noting that there have been relatively continuous improvement of 3% to 4% in grade 7 Mathematics and Natural Science since the baseline in 2010.

41. Poor performance of learners in the Standardized Achievement Tests is a reflection of inadequate mastery of the assessed competencies by the teachers themselves, poor teaching methods or failure by the teachers to cover the assessed competencies in the syllabus. These shortcomings are addressed as part of the Continuous Professional Development Initiatives this programme will continue to be improved until best results are achieved.

42. Implementation of curriculum revision efforts will be a major development initiative during the 2015/16 financial year. The Ministry is currently training primary level teachers to implement the revised curriculum during 2015/16 financial year. The implementation include the printing and distribution of supporting teaching and learning materials to the value of N$154,5 million. The revised curriculum is being implemented through a phased-in process. It has commenced with the pre-primary and junior primary levels in 2015 and continue with implementation at senior primary level in 2016.

43. Other initiatives to be implemented during the 2015/16 financial year include in-service training for teachers by the Continuous Professional Unit. N$14 million is earmarked for this activity. Training will primarily focus on weaknesses in learner achievement as identified through the diagnostic tests.

44. The Ministry has also realized that the teaching of reading in mother tongue poses a challenge to teachers. Teachers will be trained on strategies and methodology to teach reading skills in mother tongue through the implementation of Early Grade Reading Assessment (EGRA) techniques at a cost of N$10 million, this is a continuous process to enable our teachers to achieve the desired competencies.
45. The English Language Proficiency Programme (ELPP) was rolled out during the 2014/15 financial year at a cost of N$20 million and the programme continue to be strengthened during the current financial year to the cost of N$6 million.

46. An amount of N$6,607,253,000 billion has been allocated to manage and bring improvements to the provision of education to 449 243 learners at primary level.

Secondary Education

47. The number of learners enrolled at the secondary phase country wide are 182 945 learners from grade 8 to 12 in a total of 694 schools, which is 8.2% of these schools are private and provide for 5.2% of the learners.

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

49. More demand for placement in secondary grades is expected to come with the implementation of free secondary education which is expected
to be implemented in 2016 academic year. Modalities are being worked out, but the Ministry promises to plan thoroughly to be able to provide for the expected increased demand.

50. On the national examination front, the quality output of secondary education show that the total number of school leavers who qualifies for entry into University remains low but increased significantly with 3,624 (from 7,300 in 2013 to 10,624 in 2014).

51. I am happy to report to this August House that the review of the secondary curriculum is well on tract, the short coming of quality learning outcomes need focused interventions to drastically improve academic performance. This calls for target training and capacity development of teachers as well as the resources for the pre-vocational oriented subjects mounting to a total of N$155 million needed for the fully implementation of pre-vocational education. In addition this, the demand for expansion of infrastructure remains a challenge at Grade 8 and 11.
52. The revision of the curriculum of basic education was a major initiative during 2014/15 financial year. Panels of experts in various subjects have accelerated the pace of the process of preparing content and teaching and learning materials. As I indicated earlier the revised curriculum will be implemented through a phased-in process which commenced already during the current financial year 2015/16 with junior primary (pre-primary – Grade3)

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

54. I am pleased to mention that an amount of N$3,510,869,000 billion is allocated for secondary education during the financial year 2015/16.
The Information, Adult and Lifelong Learning Programme comprises of Community Libraries and Information Services, Adult Education, Open and Distance Learning at NAMCOL, Arts and National Heritage and Culture.

Arts, and National Heritage and Culture are the newly incorporated directorates in the Ministry, since March 21, 2015, to form up the new Ministry of Education, Arts and Culture. This programme has an immense potential for contributing to the attainment of our national development goal of ensuring that all Namibian are functionally literate. The programme strives to open doors to knowledge, information and lifelong learning especially for the poor for whom Government information facilities is the only means of access to information and education. It further targets out-of-school youth and adults through open and distance learning programme at the Namibia College of Open Learning (NAMCOL).
57. The Directorate of Arts aims to develop and promote Namibian Arts on regional, national and international levels. It further strives to develop the creative arts industry and to transform Namibia into a creative, manufacturing country for the purposes of national identity, job creation and poverty alleviation. Arts Education and Training is offered on full – and part time basis through the College of the Arts, the National Extension Programme and other supported organization such as the John Muafange of Arts and the Otjiwarongo Arts Centres. Promotion of Arts entrepreneurship in visual and performance arts is done through exhibitions, production, workshops and festivals through National Theatre of Namibia( NTN), the National Art Gallery of Namibia and the National Arts Council of Namibia. N$61,358,000 million is allocated for Arts Education and Promotion activities for 2015/16 financial year.

58. The main purpose of the National Heritage and Cultural Programme is to identify, develop and promote the Culture and Heritage of Namibians for the purpose of nation-building, employment creation and nurturing of national pride, identity and unity in diversity.

59. Cultural festivals are organized on constituency, regional and national levels to bring Namibians together from all walks of life in order to promote unity and cultural diversity. These festivals have been improved in order to incorporate various cultural manifestations in Namibia. Other programme activities entail the collection, curation and preservation and conducts scientific research into the intangible cultural heritage and displays of our national heritage. In addition, the programme embarked on the identification and proclamation of historical, spiritual and cultural sites. The programme has also embarked on a project on the re-writing of the history of early liberation struggle by Namibian writers. An amount of N$95,389,000 million is allocated for the preservation, promotion and cultural exchange programme.
Community Libraries and Information Services activities under this programme enables the Ministry to provide free public ICT access to communities through public/community libraries and Community Learning and Development Centers country-wide.

Under this activities, three Regional Study and Resource Centers for Ohangwena, Oshana and Omaheke regions were completed under the MCA-Namibia Programme they are now open to the public. And three community libraries were expanded and renovated in the three regions namely, Omusati (Okalongo), Omaheke (Leonardville) and Otjozondjupa (Otavi) and the communities in the above regions have now easy and free access to learning and internet facilities.

Comrade, Chairperson, and Members of this August House, I am delighted to report that during the financial year, the number of libraries providing the public with computers and internet access increased from 52 to 64, bringing the percentage of government libraries offering free public ICT access to 80%. During the period under review 108 104 people accessed ICT through libraries.

However, I should note that lack of professional staff continues to be a constraint in improving the library network and its contribution to education, research and economic development. It also hampers the preservation of national documents and records. During 2013/2014 financial year, the Ministry addressed this problem through an enlarged structure which includes staff with IT competencies. This new structure will help facilitate the expansion of ICT through community libraries and the three Regional Study and Resource Centers.
During the previous financial year, 930,622 members of the public visited libraries country-wide. 116,241 adults have access to ICT in 60 libraries and 4,033 children under the age of 12 have access to ICT at the 3 Regional Libraries.

At the same time, 228,361 books circulated through 57 community libraries or Community Learning and Development Centers (CLDC). 38 Community Libraries are connected to the internet and 59 Community Libraries are equipped with ICT equipment, and 402 O/M/As staff members were trained in Record Management in 24 institutions.
65. Comrade, Chairperson of the Whole House Committee and Members of this August House, the program of Adult and Lifelong Learning enrolled 27,124 adult learners in basic and post literacy programmes, compare to 28,825 during the previous financial year, which was a decline by 0.9%.

66. Out of 27,124, adult learners enrolled in 2014, 13,749 which is 50.7% were tested and 11,524 (83.8%) achieved basic competence in reading, writing and numeracy skills.

67. Family literacy programme has expanded by 5% per region country-wide bringing the total number to 491 schools with family literacy programmes. I am also delighted to inform this August House that various training activities undertaken such as enrolment of 7,500 parents and caregivers of Grade 1 children enroll for the family literacy programme compare to 5,230 during the previous financial year.

68. Namibia's literacy programme efforts continue to gain momentum over the years, the 2013 UNESCO award is a testimony to our achievement. However, insufficient funding to this programme has hampered expansion and has delayed the implementation of a new bridging year programme to enable Adult Upper Primary Education graduates and Formal Education Grade 7 School leavers to progress to Grade 10. This bridging programme will be the focus of work in adult education during 2014/15.

69. The Namibia College of Open Learning (NAMCOL), continues to be a significant role player in efforts to provide out-of-school youth with life skills. In 2014, 11,345 part-time candidates sat for the Junior Secondary Certificate national examination, an increase of 9% compared to the previous year. In addition, 24,811 part-time learners sat for the National Senior Certificate Examination, and 2,413 enrolled for professional and vocation/technical education and training programme. The enrolment in the Certificate in Early Childhood Development was 998 and for the Diploma for Early Childhood and Pre-Primary Education was 310.
70. I am pleased to note that NAMCOL diversified and expanded its Open and Distance learning programmes and it is offering a wide range of professional and technical/vocational education and training programme (TVET), which is increasing in enrolment per programme.

71. The total allocation to this programme amounts to N$592,700,000 million, for the financial year 2015/16.

HIV/AIDS Management

72. Notwithstanding the decline, we shall continue to spread knowledge and skills on HIV/AIDS as well as the provision of psycho-social support to orphans and the vulnerable children. 157 national mater trainers on HIV and AIDS in education have been trained under the MCA-N programme,
and modules developed for this training have been accepted by UNAM as part of the training resources for teacher education and development.

73. The trained professionals are expected to continue building the capacity for the teaching professional and sustain the gains of MCA Namibia intervention. The funds required for training activities, development of information material, as well as counselling support, amount to N$12,674,000 million.

Conclusion

74. In conclusion, Comrade Chairperson and Members of this house, Namibia, continue to be among the leading Sub-Saharan African Country that is allocating enormous resources to education and training sector. However, skills deficit and lack of professionals in key areas of technical, scientific and others most needed skills continue to haunt our country. We are very grateful to the continuous technical and financial support provided by our development partners to make our dream of Education for All a reality.

75. It is worrisome to note that Namibia, like most of its peers in developing countries continue to lose its professionals to the developed nations. However, as we continue to invest more in our human capital as a nation we still hope to realize our dream and it’s a dream of knowledge-based economy.

76. Honourable Chairperson of the Whole House Committee and Members of this August House, it is now my pleasure, on behalf of the Education Team to humbly request this house to pass vote 10 for the amount of N$11,321,689,000 million.

I thank you