

# Transforming Education

Improved office efficiencies in the MoEAC: A Call to Action  
National Conference on Education  
Windhoek  
3 August 2022



## Why the need to attain efficiencies

There are several processes within the Ministry that have been deemed inefficient

- The procurement process is cumbersome causing delays in service delivery
- There is a decrease in the amount allocated to learners resulting in schools having little amount versus needs
- There is a lack of alignment between the financial year and the calendar year which creates frustrations around planning
- Current model of equitable distribution of education funding per child is not working and needs to be reviewed. Many issues raised during the regional consultations and in the 2011 National Conference on Education talk to the Ministry not operating optimally
- Learners repeating classes result in high inefficiencies across the system

## Stating the Problem: Head Office

- Lack of a clear vision and defining strategic direction for the Ministry that all staff know and live. This can lead to being over-responsive to donors
- Head office generates a lot of policy which is often not fully implemented at school level
- National standards and performance indicators need updating – and last NASP visit to schools was some years ago
- Too much systemic focus on access and not enough on quality
- Silo effect with units not communicating and co-planning adequately
- Being responsive to requests for response to newspaper headlines and other immediate concerns leading to a reactive environment with lack of respect for plans and planning
- A tendency to overload managers who are trusted to deliver even if the extra work is not directly related to their function
- Many key posts are vacant which undermines effective coordination and delivery
- Lack of adequate transport

## Stating the Problem: Regional offices

- Weak or poorly managed regions allow schools to be weak
- Regions often have dual duplicated lines of communication
- Many key posts are vacant which undermines effective coordination and delivery
- Too little time is spent by regional officers in school. Instead a lot of time is spent crisis managing
- As a result of crisis management plans are not implemented as intended
- Planning is largely done for compliance
- Lack of delivery on planned activities leads schools to work in spite of the regional office. This works for some schools but leaves weak schools exposed and exaggerates weaknesses
- The result is low quality delivery, high levels of frustration and a lot of wasted time

# What would transforming office processes entail?

Organisational Development is the alignment of financial and human resources to the objectives and priorities of the organisation:

- Agree a vision for a transformed national education system, which best meet the needs of the schools and the regional education offices
- Align HO processes to meet those needs and reduce crisis management
- Identify the capabilities that are required in Head Office and regional offices to support the vision
- Identify the key processes within the Ministry, analyse weaknesses and strengths. Process map key functions
- Align finances and responsibilities with function
- Review processes and gradually build capacity within the Ministry and regional offices to achieve the necessary actions

**RESULT: Greater efficiencies, happier more productive officers, and cost saving**

# Way Forward

