

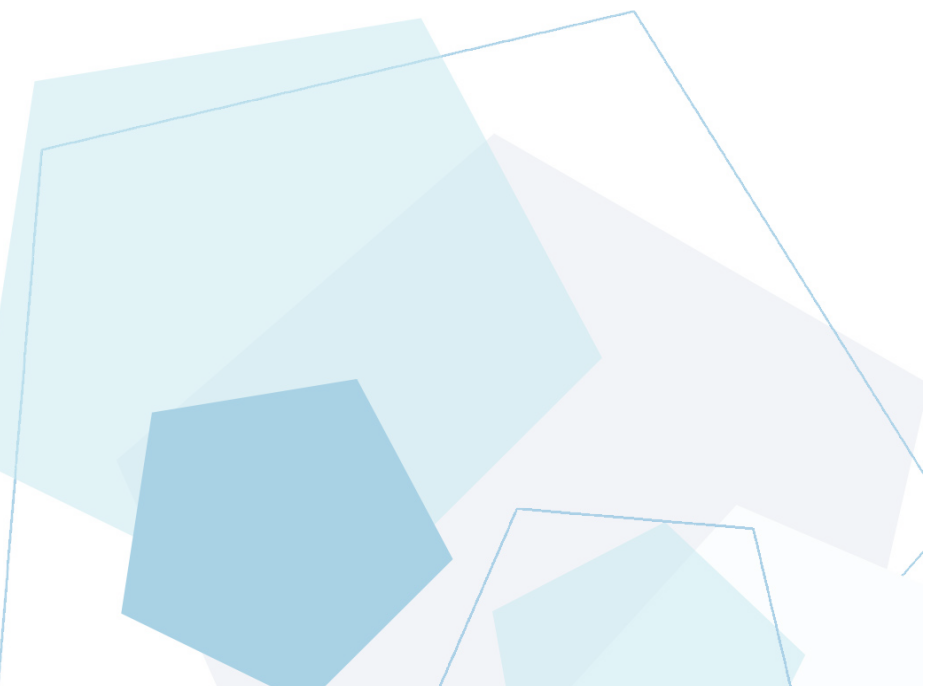


Republic of Namibia

STRATEGIC PLAN

2017/18 - 2021/22

Ministry of Education, Arts and Culture





Republic of Namibia

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ABBREVIATIONS AND ACRONYMS

CESA	Continental Education Strategy for Africa
DFA	Department: Finance and Administration
DFE	Department: Formal Education
DLLAC	Department: Lifelong Learning, Arts and Culture
ECD	Early Childhood Development
EMIS	Education Management Information System
ETSIP	Education and Training Sector Improvement Programme
ICT	Information Communication Technology
IECD	Integrated Early Childhood Development
MoEAC	Ministry of Education, Arts and Culture
M&E	Monitoring and Evaluation
NDP5	Fifth National Development Plan
NIED	National Institute for Educational Development
OMAs	Offices, Ministries and Agencies
OPM	Office of the Prime Minister
PAD	Directorate: Planning & Development
PESTLE	Political, Economic, Social, Technological, Legal and Environmental
PMS	Performance Management System
PQA	Directorate: Programmes & Quality Assurance
PS	Permanent Secretary
SACMEQ	Southern and Eastern Africa Consortium for the Measurement of Educational Quality
SL	Second Language
SP	Strategic Plan
SWOT	Strengths, Weaknesses, Opportunities and Threats



FOREWORD

The Government of the Republic of Namibia through the Office of the Prime Minister (OPM) continues to emphasize the need for all Offices, Ministries and Agencies (OMAs) to fully implement the Performance Management System (PMS). The PMS is a public service initiative introduced to ensure the pursuit of a common vision of the organisations' reasons for existence and objectives. The system enables all functional levels to find their fit within the OMAs; and understand and recognise their contribution to the overall mandate of the organisation, with the main aim of improving the management of all business activities and enhancing the organisation's performance.

The Ministry of Education, Arts and Culture (MoEAC) has fully embraced the PMS as its vehicle to achieve a performance-oriented culture. This will promote operational efficiency that will ensure that the Ministry delivers on its mandate and contributes to the attainment of the national goals and objectives as outlined in Vision 2030 and the National Development Plan (NDP5). It is worth noting that the Ministry has achieved number of strategic initiatives outlined in NDP4. It also has ensured that gaps and new challenges identified in NDP4 were included in NDP5.

It should also be noted that despite a few notable challenges (such as, the pace of decentralisation, financial constraints, human resource capacity and weak planning, monitoring and evaluation (M&E), particularly of capital projects), the implementation of the 2012 – 2017 Strategic Plan (SP) which was developed under the then Ministry of Education was satisfactorily met. These weaknesses and gaps were taken into consideration in the development of the new Strategic Plan.

Cognisant of the broader challenges that our country is faced with, the Ministry's focus will be on ensuring financial prudence and accountability, as well as strengthening the monitoring and evaluation of programmes and projects. It is imperative to ensure that the Ministry optimises its financial and human resources in order to achieve the desired outcome as per set targets and objectives.

Education is a process that requires the full involvement of all stakeholders; therefore, in the spirit of Harambee, a consultative and participatory process was followed in the development of this Strategic Plan. The hope is that the participatory approach in the development of this Strategic Plan will incentivise all our stakeholders to participate fully in the implementation of the Strategic Plan. Doing so would assist the Ministry to "deliver with speed for the prosperity of all Namibians." Together we can achieve our strategic objectives and targets towards improvements in our teaching and learning outcomes.

Katrina Hanse-Himarwa, MP
MINISTER



ACKNOWLEDGEMENTS

The development of a strategic plan requires commitment, dedication and vision from all role-players, especially given the significance of the Ministry in terms of its personnel numbers and the numerous stakeholders from whom we had to gather inputs.

The Ministry would therefore like to acknowledge the following stakeholders for their contribution in the formulation of this important plan:

- The Minister and Deputy Minister of Education, Arts and Culture for their leadership, direction and unwavering support to the entire management team of the Ministry;
- All senior managers and staff members of the MoEAC for their commitment and dedication to the process;
- The Steering Committee that put in many hours of work to provide guidance towards the completion of the Strategic Plan;
- The Office of the Prime Minister for resource support, guidance and advice in the development of the final plan;
- All our esteemed development partners for their input; in particular, UNICEF for offering the financial and technical support required for the development of this Strategic Plan; and
- All the participants in our regional stakeholder consultations that took place in Ondangwa and Mariental during March 2017.

The support the Ministry received from all sectors of our society is evidence of the commitment to quality education and a dynamic arts and culture environment in Namibia.


Sanet L. Steenkamp
PERMANENT SECRETARY



EXECUTIVE SUMMARY

The Ministry of Education, Arts and Culture 2017/18 - 2021/22 Strategic Plan builds on previous Strategic plans that have been implemented since Namibia's Independence in 1990. These include the Strategic Plan of 2001-2006; the Education and Training Sector Improvement Programme (ETSIP) 2005 -2020; and the Strategic Plan of the then Ministry of Education for 2012 - 2017. Through a situation analysis and consultation with a broader spectrum of stakeholders, the Ministry identified three themes for the 2017/18 - 2021/22 Strategic Plan; namely: Quality, Equity and Efficiency.

Under the first Pillar of **Quality**, this Strategic Plan envisages that Namibian learners will achieve much better results in national examinations because of the improved motivation, and professional knowledge and skills of teachers. This implies improved continuing professional development, the provision of sufficient textbooks and other learning resources, including ICT, assistive technology for children with disabilities, and a conducive learning environment. Arts and culture are seen as an integral part of providing quality education through the school curriculum. Schools that embrace cultural diversity through the arts and other social platforms provide for a vibrant learning school community.

Under the second Pillar of **Equity**, access is implied. Therefore this Strategic Plan foresees that the education system will play a role in redressing the imbalances of the past and ensure access of the estimated 10% of primary school age children who are currently out of school. Standards of education in remote rural primary schools will be brought on par with schools in urban areas. The number of learners gaining access to senior secondary education will be fairly balanced between rich and poor, amongst regions and sexes. The rollout of pre-primary education in the regions will be equitable in the allocation of qualified teachers, teaching and learning support materials, and infrastructure. Implementation of inclusive education will bring all children into the education system, considering their particular abilities and needs. Lifelong learning will provide opportunities for those individuals and marginalised communities with an educational backlog. This Strategic Plan will ensure that everyone in Namibia has equal access to arts and the fundamental right to express their culture through the arts. Dedicated arts, culture and heritage programmes will increase the number of Namibians promoting art and culture and earning a living in emerging culture industries.

Under the third Pillar of **Efficiency**, this Strategic Plan will ensure that all staff members have performance agreements in line with the Performance Management System. A coordinated response with clear accountability structures and prudent resource management will drive quality, equity and efficiency. Efficient deployment of teachers will receive priority attention, including through a review of post allocations to schools, and through a reduction in repetition by learners. Arts and culture staff members in the regions will be increased and upskilled, particularly to increase the number of Namibians who make a living in emerging cultural industries. The Ministry will be more efficient in issuing statistical and annual reports, and using such reports for planning and budgeting purposes. A rolling master plan for the development of physical infrastructure with accompanying standards will be put in place. Maintenance of school infrastructure will be improved, partly through engagement of schools in minor maintenance routines. The process of decentralisation and devolution will proceed as per the Government's Decentralisation Implementation Plan 2016-2021. Legislation and



policies in the pipeline will be brought to completion. Relationships with NGOs, the private sector, and local and international partners will be strengthened.

This Strategic Plan is built around five strategic objectives:

- a.) *Improve core skills in numeracy and literacy in basic education*
- b.) *Promote arts and culture for sustainable development*
- c.) *Ensure inclusive and equitable quality education for all*
- d.) *Enhance Organisational Performance*
- e.) *Ensure effective regulatory framework and compliance*

The achievement of these strategic objectives is measured by the following 19 Key Performance Indicators:

QUALITY

1. Percentage increase of learners qualifying for university admission by 24%.
2. Percentage in the performance of learners in NSSCO examinations by the following margins: English by 22%, Mathematics by 20%, and Physical Science by 10%.
3. Percentage improvement in the performance of learners in National Standardised Achievement Tests in English, Mathematics and Science at Grade 7 by 15%.
4. Percentage increase in the working population that is employed in culture industries to 2%.

EQUITY

1. Percentage increase of children that have equitable access to one year of pre-primary education to 80%.
2. Percentage increase in access to primary and secondary education by 0.2% and 4% respectively.
3. Percentage increase in permanent classrooms to 95%.
4. Percentage increase in adults' literacy rate to 95%.

EFFICIENCY AND EFFECTIVENESS

1. Percentage reduction in repetition rate (in grades 1, 4 and 8) by 5%.
2. Percentage increase of educational institutions with access to ICT to 35%.
3. Percentage increase in regional and public libraries offering internet access to 100%.
4. Number of Regional Councils ready for devolved essential functions.
5. Percentage of overall strategy executed.
6. Percentage of customer satisfaction.
7. Percentage of key processes streamlined.
8. Percentage of key services accessed online.
9. Percentage of compliance to the Office of Auditor General Statutory requirements.
10. Number of policies reviews or developed.
11. Number of laws reviewed.

High Level Statements of the 2012-2017 Strategic Plan were revised to define the Mandate, Vision, Mission, Core Values and Strategies of the Ministry.

In addition, the Strategic Plan Matrix (Logical Frame) was developed to make it possible to monitor the progress of the Ministry in achieving its strategic objectives. Monitoring and Evaluation of the implementation of the Strategic Plan will be carried out on a quarterly and annual basis under the supervision of the Office of the Permanent Secretary of the Ministry of Education, Arts and Culture.



1. INTRODUCTION

Education is a fundamental right enshrined in Article 20 of the Namibian Constitution. Provision for the rights of those engaged in artistic and cultural pursuits are also provided in Articles 19 and 21 of the Namibian Constitution.

The realisation of these rights is a shared responsibility requiring the passionate engagement of all stakeholders of the Namibian society: government, citizens, and institutions alike. It is also an international responsibility within the framework of the United Nations Convention on the Rights of the Child; the United Nations Convention on the Rights of Persons with Disabilities; the Continental Education Strategy for Africa (CESA 16-25); and the Sustainable Development Goals, specifically SDG4.

The development of this Strategic Plan was done through a consultative process. The plan comprises of three themes in the form of Quality, Equity and Efficiency. Furthermore, it also consists of five Strategic Objectives.

The Education 2012-2017 Strategic Planning cycle ended in March 2017. After that the Ministry undertook two main processes in the form of the Five Year review of this Strategic Plan implementation and a participatory Situation Analysis in order to assess the current environment, review achievements, and identify priorities in service delivery. Reference was also made to international and domestic legal and policy documents, particularly the latest draft of NDP5; the Sustainable Development Goals; the Namibian Constitution; the Education Act, 2001 (Act No.16 of 2001); the National Curriculum for Basic Education, "Toward Education for All," Namibia Vision 2030; Education and Training Sector Improvement Programme (ETSIP); and CESA 16-25. The most recent statistical data on education in Namibia, and the findings of current and relevant research were also reviewed.

In March 2017, stakeholder consultations took place at Ondangwa and Mariental to discuss tentative findings with regional stakeholders. Profiles summarising the state of education in each region of the country were presented. Traditional instruments, including Strengths, Weaknesses, Opportunities and Threats (SWOT); Political, Economic, Social, Technological, Legal and Environmental (PESTLE); and Stakeholder Analyses, as required by the Office of the Prime Minister (OPM), were used in several consultations with internal and external stakeholders.

The revision of the 2012-2017 Strategic Plan (such as the Mandate, Vision, Mission and Core Values, the formulation of a Conceptual Framework, and Strategic Issues, Strategies and Strategic Objectives of the Ministry) was informed by the discussion of the Situation Analysis. In addition, the Strategic Plan Matrix was developed to monitor the progress of the Ministry in achieving its strategic objectives.

1.1 Purpose of the Strategic Plan and Linkage to High Level Initiatives

The goal of the Ministry is to ensure that our common commitment to progress in education, arts and culture is oriented towards ensuring that our combined efforts and resources have the maximum possible impact in areas that are of significance. The purpose of this Strategic Plan is to provide direction to all stakeholders in education. The plan builds on previous successes and address current challenges. It also provides a basis for the implementation of the Performance Management System (PMS), and for annual evaluation of the achievements of the MoEAC.



The Strategic Plan of the Ministry is in line with key high level initiatives, including the Sustainable Development Goals, Vision 2030, and the Fifth National Development Plan.

1.2 Sustainable Development Goals

The Sustainable Development Goals, adopted in September 2015 at the United Nations, set out a 15-year agenda to end poverty, protect the planet, and ensure prosperity for all. Goal 4 deals with quality education under the theme “Ensure inclusive and quality education for all and promote lifelong learning”. The Goal 4 targets to be achieved in education, relevant to the Basic Education sector, include:

- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes;
- By 2030, ensure that all girls and boy have access to quality early childhood development, care and pre-primary education so that they are ready for primary education;
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university;
- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship;
- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations;
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy;
- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles; human rights; gender equality; promotion of a culture of peace and non-violence; global citizenship and appreciation of cultural diversity; and of culture’s contribution to sustainable development;
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all;
- By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries; and
- By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.



1.3 Vision 2030

Vision 2030, Namibia's long-term national development plan, foresees "[a] prosperous and industrialised Namibia, developed by her human resources, enjoying peace, harmony and political stability." Full and appropriate education, art and culture at all levels is instrumental in achieving Vision 2030. Vision 2030 makes the following demands regarding to Basic Education:

- **Early Childhood Development:** The policy, curriculum and standards for Early Childhood Development (ECD) should be reviewed and an Act of Parliament passed on ECD; parent education and training of ECD workers should be strengthened; innovative ECD programmes should be developed for rural and marginalised communities; and 90% of children aged 3–6 should be enrolled in ECD centres by 2030.
- **Curriculum:** All curricula should be reviewed; the teaching of Mathematics, Science and Technology should be strengthened at all levels; entrepreneurship should be introduced; HIV and AIDS awareness should be ensured at all levels; and Senior Secondary education qualifications should be localised.
- **Access:** "Education for All" objectives should be achieved; access to Secondary education should be expanded; and girls should achieve full and equal access to education and achievement by 2015.
- **Infrastructure:** All schools should have access to drinking water and electricity by 2006; all schools should have enough furniture by 2006; and 90% of structures should be permanent by 2015.
- **Teachers:** There should be no unqualified or under-qualified teachers by 2010; by 2015, there should be at least one teacher for every 35 learners in Primary schools and 30 learners at Secondary schools; and a Bachelors' degree should be the minimum requirement for teachers in Secondary schools.

1.4 NDP 5

Finally, the Ministry aligned its strategic initiatives to the Fifth National Development Plan (NDP5) that requires that:

- By 2022, 80% of children aged 5-8 have access to Early Childhood Development,
- By 2022, 96% of learners' complete primary education,
- By 2022, 60% of school leavers qualify for university,
- By 2022, performance of learners in NSSCO English Examinations has improved by 22%,
- By 2022, performance of learners in NSSCO Mathematics Examinations has improved by 20%,
- By 2022, performance of learners in NSSCO Physical Science Examinations has improved by 10%, and
- By 2022, the percentage of the working population that is employed in culture industries has increased to 2%.

1.5 Summary outcome of the Previous Strategic Plan

The Strategic Plan 2012–2017 was designed to address development in the entire education sector, including higher education. The Plan for the period 2012–2017 is constructed around Strategic Themes in terms of specified Strategic Objectives, as indicated in the table below.

Strategic Themes and associated Strategic Objectives

Strategic Themes	Strategic Objectives
1. Teaching and learning	1.1 Provide accessible and equitable quality inclusive education. 1.2 Improve supervision of teaching and learning. 1.3 Ensure quality relevant learning content. 1.4 Create a conducive environment for teaching & learning. 1.5 Build educators' skills and competencies.
2. Leadership and management	2.1 Enhance information & knowledge management. 2.2 Enhance management of the decentralization function. 2.3 Improve organizational performance. 2.4 Enhance HIV prevention including Wellness. 2.5 Improve ICT provision and usage. 2.6 Strengthen management skills and competencies. 2.7 Attract, deploy & retain skilled workforce. 2.8 Ensure prudent financial management & adequate and fair Allocation of resources.
3. Infrastructure	3.1 Improve maintenance of infrastructure & Ensure modern and reliable physical facilities.
4. Regulatory framework	4.1 Ensure compliance to regulatory framework. 4.2 Ensure responsive regulatory framework.
5. Stakeholder relations	5.1 Maximize benefits from strategic partnerships. 5.2 Increase collaboration with local, regional & international partners. 5.3 Strengthen and manage relations with key internal & external stakeholders.



In terms of achieving the targets set for the percentage of Grade 10 learners in Basic Education in the Strategic Development Plan for 2012-2017, the Ministry achieved , 30 points in five subjects. The target for training life-skills teachers was also met. The performance of adult literacy learners was satisfactory. Decentralisation targets were met. Participation in arts and culture programmes was as anticipated. Other targets such as improved enrolment for pre-primary, primary and secondary education, and the performance of Grade 12 learners in national examinations, however, could not be achieved. The new Strategic Plan has been designed with this background in mind.

2. HIGH LEVEL STATEMENTS

2.1 Mandate of the Ministry of Education, Arts and Culture

The Ministry derives its mandate from the Namibian Constitution, in particular Article 20 which deals with education, and Articles 19 and 21 which make provision for arts and culture. The most important legislation for education is the Education Act, 2001 (Act No.16 of 2001), which currently is under review. A number of laws apply to arts and culture, including The National Archives and Libraries Act, 1992 (Act No. 12 of 1992); Copyright and Neighbouring Rights Protection Act, 1994 (Act No. 6 of 1994); Namibia Film Commission Act ,2000 (Act No. 14 of 2000); Namibia Library and Information Services Act, 2000 (Act No. 4 of 2000); National Art Gallery of Namibia Act, 2000 (Act No.25 of 2000); Traditional Authorities Act, 2000 (Act No. 27 of 2004); National Heritage Act, 2004 ; and National Arts Fund of Namibia Act, 2005 (Act No. 1 of 2005). Namibia also signed and rectified a number of international instruments and conventions concerning education, arts and culture, including the United Nations Sustainable Development Goals.

OUR MANDATE

“To educate and train for sustainable national development and promote arts and culture.”

2.2 Vision Statement

The Vision Statement describes what the Ministry intend to achieve in the medium to long term. Much is expected of the Ministry of Education, Arts and Culture by the Namibian people. To respond to the call, the Ministry must be a body that is admired for its high levels of performance and results.

OUR VISION

“To be a Ministry of excellence in providing quality education and promoting arts and culture for the prosperity of the Nation.”



2.3 Mission Statement

The Mission Statement describes the core purpose of the Ministry's existence. Education, Arts and Culture are one of the main means of achieving national development and prosperity in a diverse society.

OUR MISSION

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

2.4 Core Values

The core values are principles that guide the Ministry of Education, Arts and Culture's (MoEAC) internal conduct. The core values also guides the Ministry's relationship with rights holders and partners. In that way, the core values help the organization to determine if it is on the right path in fulfilling its business goals. Therefore, to achieve the above mentioned Vision and Mission Statements, MoEAC will abide by the following core values as its guiding principles:

CORE VALUES	DESCRIPTION
Accountability	<i>We will acknowledge and take responsibility for our actions, decisions and policies including the administration, governance and implementation within the scope of the role of the MoEAC and encompassing the obligation to report, explain and be answerable for resulting consequences. Every unit within the Ministry and individual officers will be accountable for carrying out their responsibilities efficiently, timely and with integrity.</i>
Commitment	<i>Every unit and member of staff in the Ministry will demonstrate commitment to the Government's objectives of providing accessible, equitable and quality inclusive education for all. Such commitment will provide the foundation for continuous improvement within the MoEAC's activities.</i>
Empathy	<i>Every employee/staff member of the MoEAC will treat all our rights holders (i.e. learners, parents and other stakeholders) with dignity and politeness at all times, while embracing cultural diversity and tolerance.</i>



CORE VALUES	DESCRIPTION
Integrity	<i>We will adhere to moral values and ethical principles by being honest and truthful in regard to our actions.</i>
Professionalism	<i>We will exercise high levels of professionalism in our work and use the most appropriate skills and competencies, continually seeking opportunities to improve through innovative approaches. We will work collaboratively towards our common goal of serving the stakeholders regardless of individual roles or functions and apply the same ethos with our stakeholders. We will share our knowledge of best practices with colleagues at all levels to enhance the quality of our services.</i>
Respect	<i>Every member of staff of the MoEAC will show respect for the opinions and work of colleagues and other outside the employment of MoEAC.</i>
Teamwork	<i>Teamwork is our modus operandi for achieving strategic objectives, as this is the most important and most effective way of working. Team building will be an important tool for every unit and staff members within the MoEAC.</i>
Transparency	<i>We will carry out our activities in an open and most acceptable manner that bears scrutiny to the stakeholders we serve without jeopardizing the MoEAC's strategic interests.</i>

3. ENVIRONMENTAL SCANNING

As part of the Situation Analysis, the Ministry carried out detailed SWOT (Strengths, Weaknesses, Opportunities and Threats) and PESTLE (Political, Economic, Social, Technological, Legal and Environmental) Analyses for both Basic Education and Arts and Culture. These analyses were discussed with stakeholders.



The following are the summary of identified **strengths**: Namibia has recently revised curricula; standards for schools and for teaching profession are in place; fees for both primary and secondary education have been abolished; incentives to attract qualified teachers to remote rural areas are paid; the Education Act of 2001 has recently been thoroughly reviewed; there is high demand for both foreign and domestic cultural goods. The main **weaknesses** that were identified are: poor quality of education as shown in Standardised Achievement Tests and National Examinations; high repetition and drop-out rates; children starting school late (over-aged); most children not participating in Early Childhood Development Programmes; poor assessment practices; 70% of expenditure on personnel, therefore little is left for educational materials and learning support; poor quality achieved in small isolated schools; insufficient qualified teachers and teachers not deployed according to their specialisations; poor conditions in hostels; insufficient hostels; arts and culture institutions predominantly in Windhoek. **Opportunities** were also observed in public private partnerships and closer collaboration with civil society. **Threats** that were identified include: limited scope for the State to increase expenditure on education; increasing teenage and learner pregnancy; and low levels of domestic fiction production for television.

The PESTLE analysis showed that **political** support for education is strong in the sense that the country regularly devotes 20% of the national budget to education, and the Education Act is under review. **Economically**, the country is currently experiencing an economic slow-down with high levels of unemployment, especially among the youth. In the **social** sphere, levels of inequality are declining but remain high; not enough learners from poor communities are leaving school with good senior-secondary school qualifications that would improve their chances of further study or gainful employment. Concerning **technology**, it was noted that most Namibian schools are still not connected to the internet, and use of ICT in teaching and learning is limited. The legal situation is expected to be improved through current amendments as mentioned, and by a number of policies currently being developed. Concerning the **environment**, it was noted that resources such as water and power are not always well managed at schools; sanitation is a problem at many schools, even when there are toilets they are not always in working condition, and there are different levels of effectiveness in the maintenance of school buildings.

4. STRATEGIC ISSUES

The following tabulated strategic issues and concerns, as they relate to basic education and arts and culture, were identified during the Situation Analysis:

Strategic Issues and Concerns for Ministry of Education, Arts and Culture

Basic Education	Arts and Culture
<ul style="list-style-type: none"> • <i>Not all children currently have access to Pre-primary education.</i> 	<ul style="list-style-type: none"> • <i>Policy and legislative development are slow.</i>
<ul style="list-style-type: none"> • <i>Some children still do not attend Primary education.</i> 	<ul style="list-style-type: none"> • <i>The capacities are not in place to carry out the envisaged responsibilities of the sub-sector.</i>



Basic Education	Arts and Culture
<ul style="list-style-type: none"> • <i>High rates of dropout. Meaning that insufficient number of learners are retained through to the completion of senior secondary education.</i> 	<ul style="list-style-type: none"> • <i>Physical structures for arts and culture are lacking in the regions.</i>
<ul style="list-style-type: none"> • <i>The grades achieved by learners in national examinations are too low for advancement and reflect inadequate understanding.</i> 	<ul style="list-style-type: none"> • <i>More women and men ought to be employed or making a living from the sub-sector, for instance in tourism, audio-visual production, design, music and fashion.</i>
<ul style="list-style-type: none"> • <i>Democratic governance, sustainable development, inclusiveness, cultural diversity and non-violent conflict resolution are not sufficiently evidenced at schools.</i> 	<ul style="list-style-type: none"> • <i>Levels of trust between ethnic groups, rural and urban dwellers, and other groups in society needs to be improved for better social cohesion.</i>
<ul style="list-style-type: none"> • <i>Teachers are insufficiently valued and respected as professionals.</i> 	<ul style="list-style-type: none"> • <i>There are not enough arts and culture activities in schools.</i>
<ul style="list-style-type: none"> • <i>Not all school buildings, furniture and grounds are in a good condition, child-friendly condition (Poor /dilapidated education infrastructure).</i> 	<ul style="list-style-type: none"> • <i>Education and training programmes in the sub-sector may not be fully relevant.</i>
<ul style="list-style-type: none"> • <i>Hungry or malnourished children cannot learn effectively.</i> 	<ul style="list-style-type: none"> • <i>There is not enough data, monitoring and evaluation, benchmarking and research.</i>
<ul style="list-style-type: none"> • <i>Very few people outside the inner circles of the Ministry understand the dynamics of managing basic education.</i> 	<ul style="list-style-type: none"> • <i>New financing models are needed to bring investment into the sector.</i>
<ul style="list-style-type: none"> • <i>The concept of lifelong learning is not well understood.</i> 	<ul style="list-style-type: none"> • <i>New Namibian monuments and heritage sites are in demand.</i>
<ul style="list-style-type: none"> • <i>The curriculum and its associated syllabuses have undergone many changes since Independence in 1990. A stable period is needed to implement these changes.</i> 	



The above issues were summarised into 12 strategic areas encompassing basic education as well as arts and culture as follows:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. <i>Prudent financial management and administration,</i> 2. <i>Enhance access to quality pre-primary education,</i> 3. <i>Infrastructure master plan development and rollout,</i> 4. <i>Quality education through human capital development,</i> 5. <i>Monitoring and evaluation strengthening,</i> 6. <i>Legislative development/reforms,</i> | <ol style="list-style-type: none"> 7. <i>Acceleration of Decentralization,</i> 8. <i>Record management and production of statistical data,</i> 9. <i>Learner retention strategy development,</i> 10. <i>School-based leadership and accountability mechanism in place,</i> 11. <i>ICT roll-out strategy development, and</i> 12. <i>Stakeholders relations.</i> |
|---|---|

5. THEMES AND STRATEGIC OBJECTIVES

5.1 Themes

The Ministry has identified the following three themes, which are aligned to the Strategic objectives with their respective definitions:

- Quality,
- Equity, and
- Efficiency and effectiveness.

5.2 Strategic Objectives per theme and their definition

Strategic Objective	Themes	Definitions
5.2.1 Improve core skills in numeracy and literacy in basic education	Quality	<p>Quality refers to the standards that are achieved in education, arts and culture, and the striving for improvement and excellence in the results that are produced. The outcomes for learners are often measured in national examination results.</p> <p>There is an expectation that Namibian learners should achieve much higher grades in Standardised Achievement Tests at primary school level and in National Examinations at secondary school level than the present situation. For that to happen, the motivation and professional knowledge and skills of teachers and school managers must be improved, particularly through continuing professional development, the provision of sufficient textbooks and other learning resources, including ICT,</p>



Strategic Objective	Themes	Definitions
		assistive technology for children with disabilities, and a conducive learning environment.
5.2.2 Promote arts and culture for sustainable development	Quality	Arts and culture should be an integral part of the school curriculum and each school should embrace cultural diversity. Effectiveness, in the sense of producing a desired or intended result, is included in this core concept. Arts, culture and heritage programmes should increase the number of Namibians promoting art and culture and earning a living in emerging culture industries. Currently only a small proportion of the total workforce is employed in culture industries, despite high household expenditure on (mostly imported) cultural goods and services.
5.2.3 Ensure inclusive and equitable quality education for all	Equity	Equity refers to the quality of fairness and impartiality, particularly in the allocation of educational resources and opportunities. Education must have a focus in addressing the imbalances of the past and must be guided by a pro-poor approach. Therefore, the education system must reach out to primary-age children who are currently out of school. Standards of education in remote rural primary schools must be brought on par with schools in urban areas. The number of learners gaining access to senior secondary education should be fairly balanced between rich and poor, amongst regions and sexes. The rollout of pre-primary education must be equitable in the allocation of qualified teachers, teaching and learning support materials, and infrastructure to regions. Implementation of inclusive education must bring all children into the education system, considering their particular abilities and needs. Lifelong learning must provide opportunities for those individuals and marginalised communities with an educational backlog.

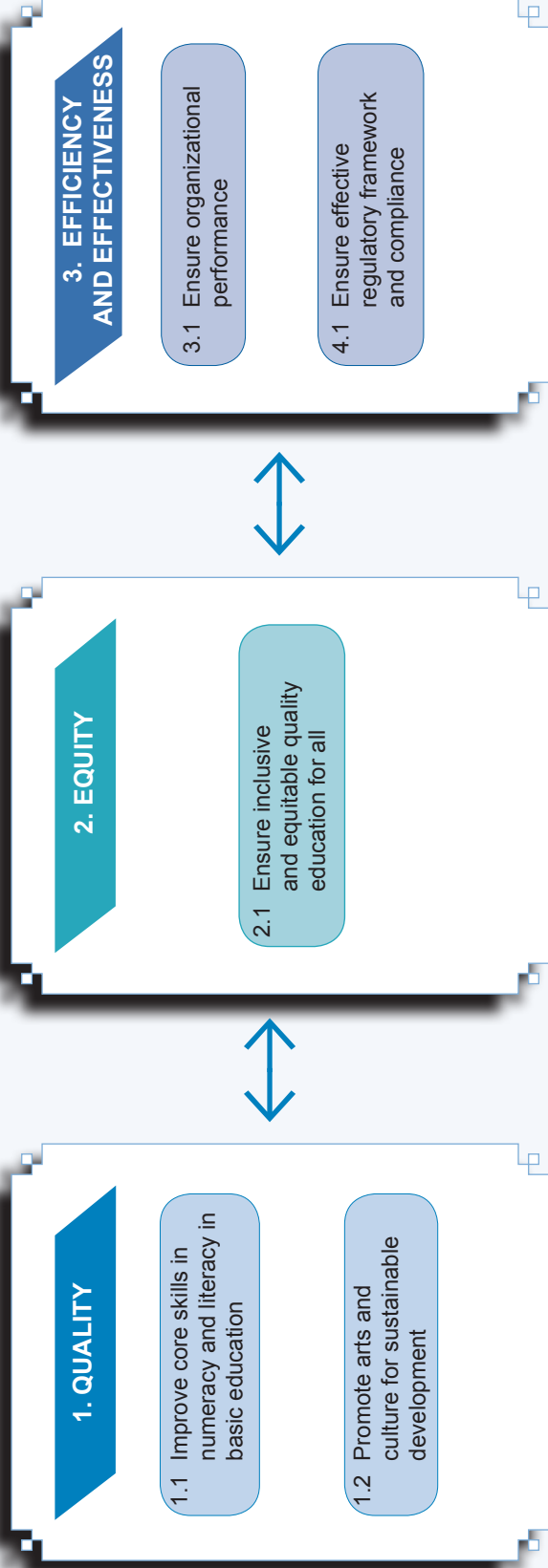


Strategic Objective	Themes	Definitions
<p>5.2.4 Enhance Organisational Performance)</p>	<p>Efficiency and Effectiveness</p>	<p>Efficiency refers to working productively, with minimum wasted effort or expense. This is particularly important in the Namibian education, arts and culture at present due to rising costs and demand, coupled with competing resource demands, for services.</p> <p>Accountability therefore needs to be entrenched through ensuring that all staff members have performance agreements in line with the Performance Management System. A coordinated response with clear accountability structures will drive quality, equity and efficiency. Efficient deployment of teachers must be prioritised, including the reviewing of post allocations to schools, and a reduction in repetition by learners.</p>
<p>5.2.5 Ensure effective regulatory framework and compliance</p>		<p>Effectiveness of administration, governance and management systems to support Institutional performance in all areas for efficiency requires appropriate regulatory framework and compliance. Therefore, this Pillar and its objective are meant to ensure the updating and creation of new policies and laws as deemed necessary.</p> <p>In all areas, efficiency requires promulgation of appropriate regulatory framework and compliance thereto. Therefore, this Pillar and its objective are meant to ensure the updating and creation of new policies and laws as deemed necessary.</p>



6. STRATEGY MAP

“Strategy maps provides the specificity needed to translate general statements about higher-level direction and strategy into specific objectives that are understandable for employees and that they can act upon. (Kaplan & Norton, 2004a)”



- CORE VALUES**
- ACCOUNTABILITY
 - COMMITMENT
 - INTEGRITY
 - RESPECT
 - EMPATHY
 - PROFESSIONALISM
 - TEAMWORK
 - TRANSPARENCY



7. THE STRATEGIC PLAN MATRIX

7.1 Strategic Plan Matrix Definitions

The Ministry's Strategic Plan for 2017/18 - 2021/22 is set out in the attached Strategic plan matrix. This matrix guides the implementation of the Plan, and provides the procedures how to monitor and evaluate the implementation of the plan. The following is an explanation of the columns of the Matrix.

Concept	Definition
<i>7.1.1 Desired Outcome</i>	The Desired Outcome describes the result that is expected at a national level as stated in NDP 5.
<i>7.1.2 Strategic Objective</i>	The Strategic Objectives describes the results that the Ministry wishes to achieve.
<i>7.1.3 Key Performance Indicator</i>	A Key Performance Indicator is a measure of performance. It answers the question "How will success in achieving the strategy will be measured and tracked". It helps the Ministry to define and evaluate how successful the institution is implementing the programmes and projects.
<i>7.1.4 Indicator Definition and Indicator Type</i>	The columns 'indicator definition' and 'indicator type' ensures that there is clarity in how the indicator is calculated and what trend is expected.
<i>7.1.5 Baseline and Annual Targets</i>	The 'baseline' and 'annual targets' columns indicate the desired result of a performance measure; the level of performance or rate of improvement required. The purpose is to guide the Ministry to achieve the set strategic objectives.
<i>7.1.6 Programme and Project</i>	The Programme and Project columns, which drive strategic performance, refers to the projects and programmes that the responsible units have to undertake to ensure that the performance targets are met or executed. They. The programmes and projects are the means or initiatives by which the Ministry will achieve the strategic objectives. They are pegged at a higher and strategic level in order to bring about change in service delivery in the Ministry.



Concept	Definition
<i>7.1.7 Budget</i>	The budgets are estimates of current and capital costs required for the programmes and projects. Future annual budgets and resource allocations of the Ministry and Government should be aligned with the strategic objectives of the Ministry, so as to ensure the achievement of maximum results with less resources.
<i>7.1.8 Responsible Unit</i>	A unit identified and given the responsibility to account and take ownership of the Programme or Project set out in the Strategic Plan. Although responsibility may fall to more than one unit, one unit has been identified as the main coordinating accountable unit.

Strategic Plan Matrix (Logical Frame)

Desired Outcome (as in NDP5)	Strategic Objective	Key Performance Indicator (KPI)	Indicator Definition	Indicator Type	Base-line	Annual Targets					Programme (as in MTEF)	Project (main division in Budget)	Budget (N\$ '000)		Responsible Unit (Department)
						Y1 (2017/18)	Y2 (2018/19)	Y3 (2019/20)	Y4 (2020/21)	Y5 (2021/22)			Operational	Developmental	
By 2022 all learners will have access to equitable inclusive quality education that qualifies them to pursue higher education.	1. Improve core skills in numeracy and literacy in basic education	% increase of learners qualifying for university admission	Percentage of full-time candidates at NSSCO level who achieve 25 points and above in five subjects including D in English, or a score of 4 on Higher Level.	Incremental	36	40	45	50	55	60	Secondary Education	Secondary Education Development			DFE
			Percentage of learners scoring D or above in English SL at NSSCO level examination (By the following margins: English by 22%, Mathematics by 20% and Physical Science by 10%)	Incremental	28	30	35	40	45	50	Secondary Education	Secondary Education Development			DFE
			Percentage of learners scoring D or above in Mathematics at NSSCO level examination	Incremental	45	47	49	55	60	65	Secondary Education	Secondary Education Development			DFE

Desired Outcome (as in NDP5)	Strategic Objective	Key Performance Indicator (KPI)	Indicator Definition	Indicator Type	Base-line	Annual Targets					Programme (as in MTEF)	Project (main division in Budget)	Budget (N\$ '000)		Responsible Unit (Department)
						Y1 (2017/18)	Y2 (2018/19)	Y3 (2019/20)	Y4 (2020/21)	Y5 (2021/22)			Operational	Developmental	
By 2022 Namibian children aged 0-8 have a secure educational foundation through access to ECD Services.	3. Ensure inclusive and equitable quality education for all.	% increase of children that have access to one year of pre-primary education.	The number of six- years-old enrolled in pre-primary education divided by the number of six-years-old in the population (this include all children who turn 6 years in the year of enrolment), expressed as a percentage.	Incremental	38	45	55	66	76	80	Pre-primary Education	Pre-Primary Education Development	947 420	120 000	DFE
						99.74	99.78	99.82	99.86	99.9			38 455 222	2 480 356	
By 2022 all learners have access to equitable inclusive quality education that qualifies them to pursue higher education.	4. Enhance Organisational Performance.	% increase in access to primary and secondary education .	The number of learners of appropriate age (7-13) enrolled in grade (1-7) divided by the population in the same age group, expressed as a percentage.	Incremental	99.7	99.74	99.78	99.82	99.86	99.9	Primary Education	Primary Education Development	16 410 805	913 393	DFE
						61	62	63	64	65			16 410 805	913 393	
			Pseudo survival rate to grade 7. (See EMIS Table 32.)	Incremental	88	89.6	91.2	92.8	94.4	96	Primary Education	Primary Education Development			DFE

Desired Outcome (as in NDP5)	Strategic Objective	Key Performance Indicator (KPI)	Indicator Definition	Indicator Type	Baseline	Annual Targets					Programme (as in MTEF)	Project (main division in Budget)	Budget (N\$ '000)		Responsible Unit (Department)
						Y1 (2017/18)	Y2 (2018/19)	Y3 (2019/20)	Y4 (2020/21)	Y5 (2021/22)			Operational	Developmental	
By 2022, Namibia has an enabling environment, and strengthened systems for improved basic education, arts and culture service delivery.	# of Regional Councils ready for devolved essential functions	Absolute [-]	Number of Regional Councils ready for devolved essential functions	Absolute [-]	10	20	40	60	80	100	Policy Coordination and Support Services	Planning and Support Services			DFA
						3	3	4	4	4					
	% of overall strategy execution	Absolute [-]	The execution of all yearly targets through each Annual Plan, with the aim to achieve the overall implementation of the Strategic Plan.	Absolute [-]	100	100	100	100	100	100	Performance Improvement	Performance Management (PMS, BPR, Charters)			DFA
						3	6	9	12	15	Performance Improvement	Employee Wellness			DFA
	% of customer satisfaction	Incremental	Incremental	The satisfaction of staff members in terms of organisational leadership, working environment and staff wellbeing.	Incremental	10	50	80	100	100	100	Performance Improvement	HR Management HR Development		
3							6	9	12	15	Performance Improvement	Employee Wellness			DFA
% of key processes streamlined	Incremental	Incremental	Business processes that has an impact on customers and stakeholders needs, re-engineered and implemented.	Incremental	10	20	40	60	80	100	Administration	General education			DFE
						3	6	9	12	15	Administration	General education			DFE



8. RISK ASSESSMENT

The following are identified as significant risks to the achievement of this Strategic Plan.

- 8.1 It will be very challenging to implement and achieve the planned expansion of pre-primary education, should the current financial constraints continue to prevail for the entire five-year period of the Plan, . This is not just a matter of the salaries of teachers for the new pre-primary classes but also shortage of classrooms or other space for pre-primary education and pre-primary facilities that may therefore need to be built. This applies especially to regions where pre-primary education is most needed.
- 8.2 Objectively defined cooperation with the teacher unions will help facilitate a swift implementation of the Performance Management System as there are both International and National Standards for the teaching profession pointing out roles and responsibilities and how social dialogue should be conducted for consensus. This matter therefore would require a pre-emptive action from the Ministry to engage in tripartite consultations on a regular basis.
- 8.3 The passage of the Education Bill in Parliament is not within the control of the MoEAC. Therefore, delay in passing the Bill may have a knock-on effect on the establishment of a Council for Teachers and other important regulatory matters in the basic education sector.
- 8.4 Improved performance by the basic education sector will mean an increasing number of learners who are eligible for tertiary education. It is not within the power of the MoEAC to ensure that sufficient places are available in tertiary education, or that financing is availed to them. However, should such places not be available this may demoralize learners in secondary education.
- 8.5 Regular reporting on most of the indicators in the Strategic Plan will depend on data being available from the Education Management Information System (EMIS), which is currently being restructured. Unless labour force surveys are carried out each year it will not be possible to report annually on the growth of employment in emerging culture industries.
- 8.6 The pace of decentralisation and the required synergy depends on the high level political commitment outside the Ministry, meaning with other sectors and the level of advocacy and communication that's demonstrated on the benefits of decentralisation.

9. CRITICAL SUCCESS FACTORS

Several matters can be seen as critical for the achievement of the intentions of this Strategic Plan.

- 9.1 The plan should be widely disseminated within the Ministry and among its stakeholders.
- 9.2 The various functional components of the Ministry should be required to draw up annual implementation plans for those parts of the Strategic Plan that fall within their responsibility.
- 9.3 Head of Departments should be responsible for managing the implementation of the Plan, including the compilation of an annual report on the implementation of the Plan; making particular reference to the KPIs and the achievement or otherwise of the set targets. Where it appears that targets are not being met it should be the



responsibility of the head of department to ensure that there is immediate action and mobilisation in order to achieve the targets by the end of the planning period (2022). An annual review meeting for all stakeholders may be useful instrument in this regard.





Republic of Namibia
Ministry of Education, Arts and Culture

P/Bag 13186, Windhoek
Tel: +264 61 2933 111
Website: www.moe.gov.na