

Republic of Namibia

MINISTRY OF EDUCATION, ARTS & CULTURE

PERFORMANCE AGREEMENT 2022/23

The Contracting Parties

This **Performance Agreement** (hereinafter referred to as "PA") is entered into between the Government of the Republic of Namibia (hereinafter referred to as GRN), represented by the **President H.E. Dr. Hage G. Geingob**, on the one part, and the **Ministry of Education, Arts and Culture** (hereinafter referred to as the Ministry), represented by the Minister, **Hon. Ester Anna Nghipondoka**, on the other part.

PREAMBLE

WHEREAS The People of Namibia overwhelmingly and willingly gave the Government the mandate to consolidate past gains and to pursue the lofty ideals set out in Vision 2030;

WHEREAS The Government is determined to remain faithful to the People's mandate and to build the Namibian House in which all its residents have a sense of shared identity;

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WHEREAS The Parties to this Performance Agreement are not only committed to the attainment of the strategic objectives outlined in Vision 2030 but are also fully conscious of the necessity to serve the People of Namibia promptly, diligently, and without regard to the ethnic origin, socio-economic status, gender, religious, ideological, or political affiliation of the service beneficiary;

WHEREAS The Performance Agreement represents the Minister's avowed commitment to the realization of national strategic objectives, and signifies the Government's determination to support the Ministry's efforts;

NOW, THEREFORE, the parties hereto agree as follows:

Part I: Undertaking by the First Party

THE FIRST PARTY, the GOVERNMENT, undertakes to provide the necessary resources needed in line with MTEF to fulfil the Ministry's statutory mandate and attain national strategic objectives, including but not limited to, those set out in Vision 2030, the NDP 5, and the SWAPO Manifesto and Harambee Prosperity Plan II.

Part II: Undertaking by the Second Party

In consideration of the Government's undertakings and assurances, THE SECOND PARTY, the Minister agrees to:

- (a) Improve Core skills in numeracy, literacy and transition to higher education
- (b) Promote arts and culture for sustainable development
- (c) Ensure inclusive and equitable quality education for all
- (d) Enhance Organizational Performance
- (e) Ensure Effective Regulatory Framework and Compliance

(See Annex A for a matrix depicting the deliverables, performance indicators and annual targets)

Part III: Notes on Strategic Directions

In specific terms, the Ministry will in the short- to medium-term record measurable achievements in the following areas:



- High stakes National Examinations conducted
- Curriculum implementation strengthened
- Monitoring reports on the implementation of DJPE produced
- The protection of Cultural Heritage for sustainable development enhanced
- Sanitation in Schools Improved
- Basic -Pre-vocational skills course for learners with disabilities strengthened
- Basic -Pre-vocational skills course for learners with disabilities strengthened
- Namibia School Feeding Programme Implemented
- Examination data management system developed
- School Grant Policy Developed
- Development of Learning Support Policy for inclusive education
- EMIS Cycle implemented
- Permanent Classrooms and ablution facilities constructed
- Integration of ICT in Education Policy and implementation plan reviewed
- Human Resource Management and Development (AA report produced)
- EMIS policy produced
- Teachers Demand & Supply Model developed
- Arts, Culture and Heritage policy finalized
- Basic Education Regulations finalized
- School Sport Policy developed
- NDP 5 Bi-Annual progress reports submitted

Part IV: Reporting lines and requirements:

- I. The PS will be required to submit quarterly performance progress reports to the Minister;
- II. Minister will submit Quarterly Progress reports on performance of the ministry for submission to, and discussion with, H.E. the President, through the Rt. Hon. Prime Minister;
- III. The Minister undertakes to give feedback to the Deputy Minister and PS on the quarterly performance report;
- IV. The Minister further undertakes to provide leadership to ensure that annual performance report is prepared and submitted to the President a month after the end of the financial year;

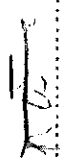
Part V: Duration of the Performance Agreement:

This PA will run for 12 months coinciding with the *financial year* starting 1st **April 2022** to 31st **March 2023**

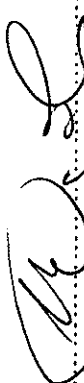
 

Part VI: Ratification of the PA Signed:

Cabinet Minister, Hon. Ester Anna Nghipondoka,

Sign.......... Date 08/06/2022

President, H.E. Dr. Hage G. Geingob

Sign.......... Date 04 JUL 2022

Witness

Right Hon. Prime Minister, Dr. Saara Kuugongelwa - Amadhila

Sign.......... Date 13/06/2022

ANNEXURE A: PERFORMANCE MATRIX FOR MINISTERS:

FORM 1: Minister's Performance Agreement Matrix (1st April - 31st March of every Financial Year)											
Strategic Objectives	Weight (distributed across)	Expected Result	Indicator of Performance	Indicator Definition	Indicator Type	Baseline	Quarterly Targets				Annual Target
							Q1	Q2	Q3	Q4	
1. Improved core skills in numeracy and literacy in basic education	20%	1.1 High stakes National Examinations conducted	% progress made in conducting and administering of national examinations	Measures the progress made in conducting and administering of national examinations	Incremental	0%	60%	80%	90%	100%	100%
		1.2 Curriculum implementation strengthened	# of regions monitored on NSSCO/AS	This refers to the number of regions monitored on NSSCO/AS	Absolute	8	2	3	2	1	16
		1.3 Monitoring reports on the implementation of DJPE produced	# of monitoring reports	This refers to the number of reports produced on the DJPE Inset Programme outsourced to UNAM produced	Absolute	10		1	1	1	13
2. Promote arts and culture for sustainable development	20%	2.1 The protection of Cultural Heritage for sustainable development enhanced	# of historical places and culture Heritage protected	This Refers to the # of historical places and culture Heritage protected	Absolute	5		5	5	5	20
3. Ensure inclusive and equitable quality education for all	20%	3.1 Sanitation in Schools Improved	% Progress made towards monitoring	Measures progress towards training, triggering and monitoring of schools on School Led Total Sanitation Programme in the 4 pilot regions	Incremental	0%	15%	30%	60%	100%	100%




		4. Enhance organizational Performance									
		25%									
3.2 Basic -Pre- vocational skills course for learners with disabilities strengthened	% progress in the Development	The progress in the Development of the Teachers Guide for Basic Pre-Vocational subjects	Incremental	0%				5%	45%	100%	100%
3.3 Namibia School Feeding Programme Implemented.	# Learners benefiting from NSFP	The number of learners benefiting from NSFP	Absolute	4369 11					46000 0	460000	
4.1 New data management system developed	% progress on development	Process of developing the new examination data management system for improved service delivery	Incremental	0%	60%	75%	95%	100%			
4.5 School Grant Policy Developed	% Progress toward the development	The percentage progress toward the development of School Grant Policy	Incremental	0%	40%	60%	80%	100%			
4.6 Learning Support Policy for inclusive education developed	% progress in the development of learning support policy	The percentage progress in the development of learning support policy	Incremental	0%	10%		50%	100%			
4.7 EMIS Cycle implemented	% progress made in the implementation of EMIS cycle	This refers to the Percentage progress made in the implementation of EMIS cycle	Incremental	0%	10%	30%	80%	90%			
4.8 Permanent Classrooms and ablution facilities constructed	# of Permanent Classrooms constructed	this refers to the number of Permanent Classrooms constructed	Absolute	0		10	30	80	120		

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			5. Ensure Effective Regulatory Framework and Compliance																		
15%																					
4.9 Ablution Facilities Constructed	# of ablution facilities constructed	The number new ablution facilities constructed	Absolute	0															50	60	
5. ICT integrated in Education Policy	% progress made towards the review	% progress made towards the review of the Integration of ICT Policy in Education and the Implementation Plan	Incremental	99%															100%	100%	
5.3 Human Resource Management and Development (AA report produced)	# of Affirmative Action (AA) Report	AA report to be submitted to EEC by February 2023	Absolute																1	1	
5.4 EMIS policy produced	% progress in the development	Percentage progress made in the production of EMIS Policy	Incremental	95%	98%	100%														100%	
5.5 Teacher Demand & Supply model developed	% Progress made in Development	Percentage made in the development of the Teachers Demand & Supply Model to Capacitate Planners	Incremental	95%	100%															100%	
5.6 Arts, Culture and Heritage policy finalized	% progress made on the finalisation	% progress made on the finalisation of the Arts, Culture and Heritage policy	Incremental	0%	90%	2%	2%													96%	
5.7 NDP 5 Bi-Annual progress reports submitted	# of reports	Quarterly NDP progress report submitted to National Planning Commission (NPC)	Absolute			1													1	2	
5.8 Basic Education Regulations finalized	% progress made on the development	% progress made on the development of the Education Act Regulations Primary and Secondary Phases	Incremental	90%	95%	100%														100%	





		5.9. School Sport Policy developed	% progress made in the development	This refer to the progress made in the development of the School Sport Policy	Incremental	0%	10%	15%	20%	25%	70%
Total Weight	100%										

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