

LIST OF MEMBERS OF THE NATIONAL ASSEMBLY

SPEAKER

Dr T-B Gurirab (Mr)

DEPUTY SPEAKER AND CHAIRPERSON OF THE WHOLE HOUSE COMMITTEE

Ms D Sioka

THE CABINET

MINISTERS

(21 March 2005 – Elected in terms of Article 133 of the Constitution)

Mr N Angula	<i>(Prime Minister)</i>
Dr L Amathila (Ms)	<i>(Deputy Prime Minister)</i>
Dr N Tjiriange (Mr)	<i>(Minister without Portfolio)</i>
Dr A Kawana (Mr)	<i>(Presidential)</i>
Mr P Tsheehama	<i>(Safety and Security)</i>
Mr J Mutorwa	<i>(Youth, National Service, Sport and Culture)</i>
Dr N Iyambo (Mr)	<i>(Agriculture, Water and Forestry)</i>
Mr J Kaapanda	<i>(Works, Transport and Communication)</i>
Rev W Konjore (Mr)	<i>(Environment and Tourism)</i>
Ms S Kuugongelwa-Amadhila	<i>(Finance)</i>
Dr A Iyambo (Mr)	<i>(Fisheries and Marine Resources)</i>
Mr M Hausiku	<i>(Foreign Affairs)</i>
Mr R Kamwi	<i>(Health and Social Services)</i>
Ms R Nghidinwa	<i>(Home Affairs and Immigration)</i>
Mr N Mbumba	<i>(Education)</i>
Mr C Namoloh	<i>(Defence)</i>
Ms N Nandi-Ndaitwah	<i>(Information and Broadcasting)</i>
Ms P Ivula-Ithana	<i>(Justice and Attorney General)</i>
Mr A !Naruseb	<i>(Labour and Social Welfare)</i>
Mr J Ekandjo	<i>(Lands and Resettlement)</i>
Mr E Nghimtina	<i>(Mines and Energy)</i>
Mr J Pandeni	<i>(Regional and Local Government, Housing and Rural Development)</i>
Mr I Ngatjizeko	<i>(Trade and Industry)</i>
Ms M Mungunda	<i>(Gender Equality and Child Welfare)</i>

DEPUTY MINISTERS

(21 March 2005 – Elected in terms of Article 133 of the Constitution)

Mr G Shihepo	<i>(Safety and Security)</i>
Mr P Shifeta	<i>(Youth, National Service and Culture)</i>
Mr P Smit	<i>(Agriculture, Water and Forestry)</i>
Mr L Jooste	<i>(Environment and Tourism)</i>
Mr T Tweya	<i>(Finance)</i>
Ms L Lucas	<i>(Foreign Affairs)</i>
Ms P Haingura	<i>(Health and Social Services)</i>
Ms T Mushelenga	<i>(Home Affairs and Immigration)</i>
Dr R Ndjoze-Ojo (Ms)	<i>(Education)</i>
Mr V Simunja	<i>(Defence)</i>
Mr R Dinyando	<i>(Information and Broadcasting)</i>
Mr U Nujoma	<i>(Justice)</i>
Mr P Iilonga	<i>(Labour and Social Welfare)</i>
Mr I Katali	<i>(Lands and Resettlement)</i>
Mr K Kazenambo	<i>(Regional and Local Government, Housing and Rural Development)</i>
Mr B Esau	<i>(Trade and Industry)</i>
Ms Muharukua	<i>(Gender Equality and Child Welfare)</i>

SECRETARY

Ms I Wellman

DEPUTY SECRETARY

Mr F S Harker

LIST OF MEMBERS AND PARTIES WHICH THEY REPRESENT

CONGRESS OF DEMOCRATS (COD)

Ms E Dienda	
R K Gertze	
Mr T Gurirab	<i>(Deputy Whip)</i>
Ms N Schimming-Chase	<i>(Chief Whip)</i>
Mr B Ulenga	<i>(Party Leader)</i>

DTA OF NAMIBIA

Mr J De Waal	<i>(Chief Whip)</i>
Mr K Kaura	<i>(Party Leader)</i>
Mr P Moongo	

Mr M Venaani *(Deputy Whip)*

MONITOR ACTION GROUP

Mr J Viljoen *(Chief Whip)*

NATIONAL UNITY DEMOCRATIC ORGANISATION OF NAMIBIA (NUDO)

Mr A Mbai

Mr K Riruako *(Party Leader)*

Mr A Tjihuike *(Chief Whip)*

REPUBLICAN PARTY

Mr H Mudge *(Chief Whip and Party Leader)*

SWAPO OF NAMIBIA

Mr B Amathila *(Government Chief Whip)*

Dr L Amathila (Ms) *(Deputy Prime Minister)*

Dr M Amweelo (Mr)

Mr N Angula *(Prime Minister)*

Dr S C Ankama (Mr)

Ms L Basson

Mr H Boois *(Deputy Chairperson of the Whole House Committee)*

Ms H Christiaan

Mr Dinyando *(Deputy Minister)*

Mr J Ekandjo *(Minister)*

Mr B Esau *(Deputy Minister)*

Dr H Geingob (Mr)

Dr T-B Gurirab (Mr) *(Speaker)*

Ms P Haingura *(Deputy Minister)*

Mr H Hamutenya

Mr M Hausiku *(Minister)*

Mr P Ilonga *(Deputy Minister)*

Ms P Ivula-Ithana *(Minister)*

Dr A Iyambo (Mr) *(Minister)*

Dr N Iyambo (Mr) *(Minister)*

Mr L Jooste *(Deputy Minister)*

Mr J Kaapanda *(Minister)*

Mr Kaiyamo

Mr R Kamwi *(Minister)*

Ms L Kasingo

Mr I Katali	<i>(Deputy Minister)</i>
Dr A Kawana (Mr)	<i>(Minister)</i>
Mr K Kazenambo	<i>(Deputy Minister)</i>
Rev W Konjore (Mr)	<i>(Minister)</i>
Ms S Kuugongelwa – Amadhila	<i>(Minister)</i>
Ms L Lucas	<i>(Deputy Minister)</i>
Mr N Mbumba	<i>(Minister)</i>
Ms A Muharukua	<i>(Deputy Minister)</i>
Ms M Mungunda	<i>(Minister)</i>
Mr P Mushelenga	<i>(Assistant Whip)</i>
Ms T Mushelenga	<i>(Deputy Minister)</i>
Mr J Mutorwa	<i>(Minister)</i>
Mr T Nambahu	
Mr J Nambinga	
Mr A !Naruseb	<i>(Minister)</i>
Ms E !Nawases	
Mr I Ngatjizeko	<i>(Minister)</i>
Ms N Nandi-Ndaitwah	<i>(Minister)</i>
Ms R Nghidinwa	<i>(Minister)</i>
Mr E Nghimtina	<i>(Minister)</i>
Mr U Nujoma	<i>(Deputy Minister)</i>
Mr J Pandeni	<i>(Minister)</i>
Mr P Shifeta	<i>(Deputy Minister)</i>
Mr G Shihepo	<i>(Deputy Minister)</i>
Mr V Simunja	<i>(Deputy Minister)</i>
Ms D Sioka	<i>(Deputy Speaker)</i>
Dr N Tjiriange (Mr)	<i>(Minister)</i>
Mr P Tsheehama	<i>(Minister)</i>
Mr T Tweya	<i>(Deputy Minister)</i>
Mr R /Ui/o/oo	

UNITED DEMOCRATIC FRONT (UDF)

Mr J //Garöeb	<i>(Party Leader)</i>
Mr M Goreseb	
Ms G Tjombe	<i>(Chief Whip)</i>

APPOINTED BY THE PRESIDENT IN TERMS OF ARTICLE 32(5)(c) OF THE CONSTITUTION

Mr R Diergaardt
 Ms I Hoffmann
 Ms A Manombe-Ncube

Mr C Namoloh

(Minister)

Dr R Ndjoze-Ojo (Ms)

(Deputy Minister)

Mr P Smit

(Deputy Minister)

**NATIONAL ASSEMBLY
ASSEMBLY CHAMBER
WINDHOEK
14 FEBRUARY 2006**

The Assembly met pursuant to the adjournment.

HON SPEAKER Took the Chair and read Prayers and the Affirmation.

HON SPEAKER: Honourable Members, I wish to confirm to you that today, 14 February 2006, His Excellency the President of the Republic of Namibia, Comrade Hifikepunye Pohamba, will officially open the Third Session of the Fourth Parliament of the Republic of Namibia.

Having said that, I now ask leave to go and invite His Excellency the President of the Republic of Namibia to the Chamber. Please remain standing until His Excellency and his party have entered the Chamber.

OPENING OF PARLIAMENT

HON SPEAKER: On this solemn occasion, my first task, on behalf of the Chairman of the National Council, Honourable Comrade Asser Kapere and myself, is to recognise the presence of President Hifikepunye Pohamba, Namibia's Head of State, and the First Lady Mrs. Penexupifo Pohamba, and to welcome them to this august Chamber.

There will be another opportunity to welcome to Parliament Comrade Dr. Sam Shafishuna Nujoma, Founding Father of the Nation, and accord him a fitting recognition and welcome. He is currently out of the country. The former First Lady, Mrs. Kovambo Nujoma, is unable to attend due to family matters. We look forward to welcoming them soon.

Dr. Mosé Tjitendero, first and longest serving Speaker of National Assembly, and Mrs. Sandy Tjitendero are also present in the Chamber, and this too is good news. Again, we applaud and welcome Comrade Kandy Nehova, similarly first and longest serving Chairman of National Council, and Mrs. Ndaiponhofi Nehova.

As tradition has it, the Judiciary, one of the other branches of State, is represented in full force, led by His Lordship Peter Shivute, and Judge President Petrus Damaseb. This is still a happy occasion with a special touch for our constitutional democracy.

14 February 2006

**OPENING OF PARLIAMENT
HON SPEAKER**

In more ways than one, this particular session of Parliament confirms stability in our country.

It also shows that change of leadership and continuity of tradition goes hand in hand.

I believe HANSARD researchers will find useful ingredients in this happy confluence of political succession and a new beginning as an instructive point of reference in the future.

I will end these preliminary thoughts at this stage except to recognise:

Fellow Members of Parliament,
Excellencies, Members of the Diplomatic Corps,
Regional Governors,
Mayors of our City and Towns,
Leaders of Traditional Authorities,
Community Representatives,
Compatriots and Friends.

On a different note, there are times in our lives when unexpected realities derail our minds from daily chores, and the impact becomes beyond our control. Death is one of them, it comes when it will and its force and finality becomes so unbearable.

During the intervening period, after Parliament's recess on 30 November 2005, our Nation has experienced the passing on of many of our beloved ones, old, young, children, babies and the aged in all regions of the country. We are thus the more poorer, as a Nation for that immense loss and bereavement. Human tragedies have recently also struck Egypt and other friends around the world. We also remember them today.

May I invite all of us to rise and remain standing for observance of a minute in silent prayer or meditation?

(The House observes a minute of silence).

Let us be consoled by the wonderful memories and remembrances of them that we will always treasure.

Welcoming our Head of State to Parliament is always a special event. When this

14 February 2006

**OPENING OF PARLIAMENT
HON SPEAKER**

happens, like at the present time, under conditions of heavy rains, widespread green surroundings and alluring wild flowers spread as far as our eyes can see, hearts of Namibians are lifted, and no doubt, also those of our friends among us. There is abundant joy and we are all grateful.

But as we count our blessings and offer thanksgivings, we dare not forget that poverty, unemployment hunger, HIV/AIDS and inequality exist in Namibia. As leaders and representatives of the people, we are ever so aware, that the poor, the weak and the needy in Namibia expect our human compassion, but also and more importantly, real and lasting empowerment and improvement in their daily lives.

Last year, President Pohamba undertook an innovative and inclusive Cabinet Retreat at Swakopmund. A cross-section of high-level Government leaders, major corporate executives, operators of SME's, senior managers and concerned labour representatives, including high calibre resource persons from Parliament, were brought together to discuss, in depth, Namibia's economy without fear or favour. What a truly lofty enterprise it was for all participants. Parliament strongly commends our President for his laudable initiative and encourages him to lead us all the way.

We saw that timely initiative, as evidence of President Pohamba's firm determination to targeting enhanced macro-economic stability in the country, and fast-tracking productive competitiveness and growth of Namibia's economy, on a sustainable basis over a long haul.

Parliament's constitutional functions include, but are not limited to lawmaking, public debate, oversight, review and community outreach. Namibia's national agenda is set by Government's priorities, and best practices to grow the economy, ensure human security for all and put an end to poverty, unemployment and social disparities. That pursuit for a new beginning remains our collective commitment, which we share with our President. Civil society and each one of us by becoming vigilant watchdogs will be able to ensure victory against any merchants of organised crime and corruption in Namibia.

I now have a singular honour and privilege to kindly invite in terms of Rule 15(b) of our Standing Rules and Orders His Excellency, Comrade Hifikepunye Pohamba, President of the Republic of Namibia, to address the House and also to declare the Third Session of the Fourth Parliament officially open.

I thank you. The President!

14 February 2006

**OPENING STATEMENT
PRESIDENT POHAMBWA**

OPENING STATEMENT BY THE PRESIDENT

HIS EXCELLENCY, PRESIDENT POHAMBWA: Honourable Speaker of the National Assembly, Honourable Chairperson of the National Council, Your Honour the Chief Justice, Honourable Members of Parliament, Your Excellencies Members of the Diplomatic Corps, Distinguished Invited Guests, Ladies and Gentlemen.

Since the beginning of the year I had the opportunity to meet many Namibians from different parts of our country. The majority of them, particularly the farmers had smiling faces, because of the good rains that Namibia has been blessed with this rainy season.

In light of this good fortune, I have the pleasure to wish you and your families, Honourable Members, a Happy and a Prosperous 2006.

Comrade Speaker, the opening of Parliament for a new session, is one of the rarest State functions where all three branches of the State, namely the Executive, Legislature and the Judiciary come together. Such a gathering should not only be seen as a mere formality, it serves a deeper purpose, and it holds a deeper meaning in respect of our democratic tradition of governance.

It is a reaffirmation of the system of checks and balances, which is embedded in our framework of governance. It is also an expression of our nationhood, sovereignty and independence.

I am particularly pleased that this year you have decided to mark the opening of our Parliament, with a variety of radio and television programmes, information exhibitions, as well as cultural and other activities. This is a commendable exercise as it encourages the participation of our citizens in the legislative process.

I would therefore, like to express my happiness in joining all of you at this gathering, marking the Third Session of the Fourth Parliament of the Republic of Namibia.

We enter the sixteenth year of our Independence, with the confidence that our institutions of governance are strong and that our tree of democracy has grown

14 February 2006

**OPENING STATEMENT
PRESIDENT POHAMBA**

stronger and deeper roots. The challenge now is on all Namibians to redouble their efforts with a view to accelerating the implementation of policies and programmes that will expand socio-economic development activities, such as the eradication of poverty, provision of public goods and services, and the creation of employment opportunities.

As our Parliament embarks upon this new session, I encourage all the lawmakers to dedicate themselves to the noble duties, and the service of the Namibian people. I am aware that the training programmes in the form of induction workshops and seminars were offered to our Honourable Members of Parliament. Our lawmakers must now apply and utilise the skills they have acquired to enrich and enhance the quality of debates in the House.

The year 2005 witnessed increased legislative activities in our Parliament. These resulted in the passing of a number of Bills and Motions, as well as the ratification of international agreements.

Bills passed by this august House during the previous session include the following:

- Public Office-Bearers (Remuneration and Benefits) Commission Act;
- National Arts Fund of Namibia Act;
- Income Tax Amendment Act;
- Accreditation Board of Namibia Act;
- Animal Disease and Parasites Amendment Act;
- Additional Appropriation Act;
- Appropriation Act;
- Transfer of Convicted Offender's Act;
- Insolvency Amendment Act;
- Estate and Succession Amendment Act;
- Conferment of Status of Founding Father of the Namibian Nation Act;
- Standards Act;
- Forest Amendment Act; and
- Communal Land Reform Amendment Act.

Many of these Acts have already been signed into law. Their implementation should contribute significantly to the socio-economic development of our country.

It is my sincere hope that the Communal Land Reform Amendment Act will provide added impetus to our effort towards comprehensive and equitable land reform and redistribution.

14 February 2006

**OPENING STATEMENT
PRESIDENT POHAMBA**

As I did indicate earlier, our Parliament ratified several international agreements during the last session. These include the following:

- The Agreement on Trade and Economic Cooperation between Namibia and Angola;
- The Framework Agreement between Namibia and the Nordic Investment Fund;
- The Agreement on the Encouragement and Protection of Investment between Namibia and the OPEC Fund for International Development;
- The Agreements on reciprocal Protection and Promotion of Investments between Namibia and Angola, Italy, Austria, France and Vietnam;
- The World Health Organisation Framework Convention on Tobacco Control;
- The International Plant Protection Convention (IPPC); and
- The Ratification of the Phyto-sanitary Convention for Africa.

These agreements have now become part and parcel of our laws and statutes. As such, all Namibians are bound to adhere to the provisions of those agreements.

In the history of nations, Namibia is still a young country. In fact we are still in the process of formulating relevant laws and regulations to regulate and govern our national activities in an area where appropriate legislation does not exist.

We are also introducing laws that reflect and reinforce our democratic values and the system of governance.

It is for this reasons that we have repealed and continue to repeal laws that were inherited from the apartheid dispensation. Our main objective is to formulate laws that are in line with the current realities and our needs, laws that the Namibian people deserve. Such laws should be forward-looking, and geared to address the socio-economic needs of our Nation.

During the course of this session Parliament will continue with a hectic legislative pace to debate and eventually pass important pieces of legislation, and ratify international agreements. Several bills will be tabled during this session. These are:

14 February 2006

**OPENING STATEMENT
PRESIDENT POHAMBA**

- Combating of Abuse of Drugs Bill;
- Casinos and Gambling House Amendment Bill;
- Electricity Bill;
- Financial Intelligence Bill;
- Telecommunications Bill;
- Planning Bill;
- Flexible Land Tenure Bill;
- Bio-safety Bill;
- Administration of Estates Amendment Bill;
- Wills Amendment Bill;
- Sectional Titles Bill; and
- Industrial Property Bill.

I would like to commend Honourable Members of Parliament under the able leadership of our Honourable Speaker of the National Assembly, and the Honourable Chairperson of the National Council, for the efforts they have made to make our Parliament more accessible to the public, for democracy to take root in our country. We as political leaders and policy-makers need to promote the involvement of the citizens in the policy-making processes. In this manner they can develop a sense of ownership of the policies, which will affect them.

After all, our system of governance is based on the tenets of participatory democracy. It is therefore, only fitting and necessary that the participation of the general public in the legislative process is encouraged and promoted at all times.

Honourable Speaker of the National Assembly, Honourable Chairperson of the National Council, we observe with satisfaction how our Parliament has embraced the utilisation and application of Information and Communication Technology (ITC) with both arms. With the improved website, our parliamentarians and the administrative staff have access to the Internet, and other related facilities to assist them in executing their daily duties.

Similarly, the general public, scholars and researchers now have access to current information from our Legislature.

I am also informed that the Constituency Channel and the Parliament studios have already been introduced, to foster communications between Parliament and the rest of the country. The popular Parliament Bus continues to serve as an effective tool for taking Parliament to the people. It provides legislative information to our communities, especially those who are living in the rural areas.

14 February 2006

**OPENING STATEMENT
PRESIDENT POHAMBWA**

In addition, Parliament reaches out to the people, through its active participation in local trade fairs and commercial shows. These include the Ongwediva Trade Fair and the Windhoek Agricultural Show, where it exhibits educational material to the public.

Another outreach activity called the “*Schools Project*”, takes the Parliament Bus to schools to inform and educate learners about Parliamentary activities. These outreach activities are commendable, and should be extended expanded further. I believe that deliberate effort should be made, to facilitate the full participation of all our citizens in the process of Government’s and law making. No one should be excluded, particularly our fellow citizens who are living with disabilities.

Towards this end I urge this august House to ratify the continental plan of action for the African Decade of persons with disabilities that is from 1999 to 2009, which was adopted by the African Union the Assembly of Heads of State and Government, in Durban South Africa in July 2002 without delay. The ratification of that plan will enable the Government and all its organs to formulate and implement appropriate national policies, promote the full and equal participation of persons living disabilities, in the social economic development of our country.

I am very happy to note that the challenges are physical accessibility to Parliament buildings by our physically challenged to citizens, have been addressed. Ramps have been built at the entrance of the Parliament Building for easy accessibility to the Chambers. Provisions have also been made to include a lift, which will enable physically challenged citizens to access the upper galleries of the National Assembly Chamber. I am informed that the Parliament is waiting for the delivery of the lift in the first quarter of this year.

Two weeks ago I inaugurated the Anti-Corruption Commission. This is part of our resolve to tackle and root out the evil of corruption from our society. I would like to once again call upon the entire Nation and our law makers, to render maximum support to the Commission, so that it can fulfil this mandate and which the objectives that we as Namibians have entrusted to it through the enabling legislation. I wish to commend our legislature for passing that landmark legislation which will go a long way in promoting good governance, accountability and transparency in our country.

In conclusion I would like to once again wish you all the Honourable Members of Parliament, a fruitful and a successful new Session of Parliament. I have no doubt that you will harness your collective wisdom, to find solutions to all issues at national importance and public interest, that will come before you during this session.

14 February 2006

**VOTE OF THANKS
HON KAPERRE**

It is Comrade Speaker and Comrade the Chairperson of the National Council, my distinct pleasure, to declare the Third Session of the Fourth Parliament of the Republic of Namibia, officially open.

Long live the Republic of Namibia.

I thank you

HON SPEAKER: Your Excellency President Pohamba, allow me once again, to thank you very much for being here amongst us and particularly for your comprehensive address, for your vision and foresight on Namibia's development priorities and legislative process.

His Excellency, dear Colleagues, has just declared the Third Session of the Fourth Parliament of the Republic of Namibia officially open. I now request Honourable Comrade Asser Kapere, the Chairman of the National Council, to Move a vote of thanks on behalf of Parliament. I apologise to you dear Colleague that we have not quite caught up with technology so as to provide a microphone for you, where you are seated, but I now invite you to come to the lectern to deliver your speech from here.

HON CHAIRPERSON OF THE NATIONAL COUNCIL: Honourable Comrade Speaker, thank you very much for the opportunity. Your Excellency Comrade Hifikepunye Pohamba, President of the Republic of Namibia and the First Lady, Right Honourable Prime Minister Comrade Nahas Angula, Your Lordships, the Chief Justice Peter Shivute and Judge President Petrus Damaseb, Honourable Members of Parliament, your Excellencies Members of the Diplomatic Corps. Honourable Speaker, allow me also to acknowledge the former Speaker, Doctor Mosè Tjitendero and the former Chairman, Comrade Kandy Nehova, Inspector General of the Police, Chief of Defence Force, Commissioner of Prisons, Distinguished Guests, Members of the Media, Ladies and Gentlemen, Comrades and Friends. I am honoured and privileged to thank His Excellency Comrade Hifikepunye Pohamba President of the Republic of Namibia, on behalf of the Namibian Parliament for gracing us with his presence at this very important occasion.

Your Excellency Comrade President, your moving and inspiring words, will serve as motivation during our Parliamentary deliberations. You have once again shown compassion in pursuing the Nations ideals, and in our experience your compassion

14 February 2006

**VOTE OF THANKS
HON KAPERRE**

has never been disconnected from your actions. Therefore we pursue as Parliamentarians the common vision of our Nation, which is peace, prosperity and human dignity, we are guided by your exemplary leadership, to serve the Nation with integrity, honesty and fame. We salute you Comrade President.

Further the Speaker and I, on behalf of the Namibian Parliament would like to use this opportunity to thank His Excellency the Founding Father of the Nation in *absentia*, for being a pillar of democracy and a loyal servant of the Namibian people.

In conclusion Comrade Speaker, allow me to express my sincere gratitude to the Judiciary, Members of the Diplomatic Corps, the uniformed staff, the media, cultural groups for the presence and continued support to the Namibian Parliament. On behalf of the Parliament I have the pleasure to request all invited guests to join us in the Parliament Restaurant for the official reception.

I thank you and on a lighter note, for those of you who happen to have lovers, do not forget to observe the day.

HON SPEAKER: I thank the Chairman for his a vote of thanks. At this point I now call now on the Serjeant-at-Arms to lead the way for the Presidential Party accompanied by the Honourable Chairman and myself out of the Chamber. And I ask all the Honourable Members to rise and to remain standing until I return.

Honourable Members, distinguished Guests, just briefly after adjournment, there would be cultural performances on the southern side of the courtyard, do not ask me which side is south. Members are requested to stop by and to express appreciation. Before I call on the Right Honourable Prime Minister to adjourn this ceremonial session of Parliament, I wish to repeat what my colleague has said in inviting all the guests to reception in the Parliament Restaurant. The House shall stand adjourned, Right Honourable Prime Minister until tomorrow, Wednesday 15 February 2006 at 14:30. I request the Right Honourable Prime Minister to adjourn the House.

RT HON PRIME MINISTER: Thank you Honourable Speaker, Honourable Members; I suggest that we adjourn now for the reception. And we will come back tomorrow 14:30 sharp.

THE HOUSE IS ADJOURNED AT 15:20 UNTIL WEDNESDAY 2006.02.15

**NATIONAL ASSEMBLY
ASSEMBLY CHAMBER
WINDHOEK
15 FEBRUARY 2006**

The Assembly met pursuant to the adjournment.

HON SPEAKER: Took the Chair and read Prayers and the Affirmation.

ANNOUNCEMENT BY THE SPEAKER

HON SPEAKER: Honourable Members, with the same valid justification, to be the true representatives of the people, defenders of the Constitution and of public interest, we, in this National Assembly particularly adhere to this very veritable assertion. This means Parliamentarians must always be forward-looking and proactive in furthering the ideals of pragmatic innovation and efficient service delivery. We should never shy away from inventing practical ways that will open doors to problem solving and accountability.

Our eagerness for such creative statesmanship, should, however, not reach a danger point of tampering with the Constitution, or violating the laws of the Republic. That we shall not do when managing the day-to-day business of the House.

Even so, the Rules and Standing Orders do not rise to the same pinnacle as the Constitution and laws I have just mentioned. In this, we should take to heart the advice provided by J. E. Carter, who has said: *“Rules and Standing Orders must not be stumbling blocks to the progress of passing and processing legislation. Rules must be alive. Anything that is stagnant is dead and what is dead should be buried.”*

Another expert quoted by Carter had said the following: *“Rules and Regulations were never meant to be a deterrent to common sense.”*

That information is contained in the preface to the Standing Rules and Orders book that we are using now.

Honourable Members, even when we run short of solutions to our people’s burning social problems, as Parliamentarians we must show that we are dealing with the challenges. Adjourning the House for a lack of quorum, or on account of unfortunate own habits, cannot convince the people that we care. To adjourn the House simply because that is what we are accustomed to is far from reassuring the citizens of our

15 February 2006

**ANNOUNCEMENT
HON SPEAKER**

Republic.

We should leave no stone unturned to uplift their spirit and demonstrate commitment to serving them. At least let them hear our voices as Parliamentarians and know what we are talking about.

Traditionally, Honourable Members, the National Assembly has usually convened for scheduled business a week after the official opening of Parliament by the Head of State. We should revisit this practice.

After wide-ranging consultations with relevant authorities, I have decided on this basis to direct that the National Assembly shall convene for specified business on 15, 16 and 17 February 2006, instead of adjourning after the Official Opening on 14th February 2006 - we just returned from a long holiday.

In this context, the following issues of national interest shall be presented in the form of Ministerial Statements under Rule 89. Paragraph (b) of Rule 89 shall be suspended by a Motion in terms of Rule 101 with a view to allowing a broader discussion and sharing of information on the stipulated social issues of public interest, and these are:

1. State of Education in Namibia, which will be introduced and discussed by the Minister of Education, Honourable Nangolo Mbumba;
2. Update on Vision 2030, which I hope will be presented by the Minister of Finance, Honourable Saara Kuugongelwa-Amadhila; and last but not least,
3. A briefing on last year's Cabinet Retreat at Swakopmund by Honourable Comrade Nahas Angula, Prime Minister.

The topics will be discussed one at a time on each successive day as indicated above. Accordingly, I strongly urge all Members to participate constructively and in good faith in the discussion of the topics I have outlined.

I call upon one and all to show respect and consideration to one another and in no small measure to protect and preserve the image and integrity of the House. The image of Parliament, the calibre of debate that we have been carrying on had exposed our Parliament to ridicule, and I think time has come that we mainstream both our own behaviour and certainly preserve the image of the House.

15 February 2006

TABLING OF REPORTS

HON SPEAKER: Any Petitions? Any Reports of Standing or Select Committees? Other Reports and Papers? Notices of Questions? Minister of Works, Transport and Communication?

HON MINISTER OF WORKS, TRANSPORT AND COMMUNICATION: Mr. Speaker, I lay upon the Table two Annual Reports of the Roads Authority and Roads Construction Company for April 2003 to March 2004 and 2005, respectively.

I so Move, Mr. Speaker.

HON MINISTER OF FINANCE: Honourable Speaker, I lay upon the Table – Reports of the Auditor-General on the Accounts of the –

1. Ministry of Justice, for the Financial Year ended March 31st, 2004;
2. Ministry of Regional and Local Government and Housing, for the Financial Year ended March 31st, 2004;
3. Ministry of Defence, for the Financial Year ended March 31st, 2004;
4. Ministry of Environment and Tourism, for the Financial Year ended March 31st, 2004; and
5. Ministry of Agriculture, Water and Rural Development, for the Financial Year ended March 31st, 2004.

I so Move.

HON MINISTER OF EDUCATION: Honourable Speaker, I lay upon the Table

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1. Annual Report of the University of Namibia for 2004;
 2. Annual Report of the Polytechnic of Namibia for the year 2004;
 3. Annual Financial Statements of the Polytechnic of Namibia for 2004;

15 February 2006

TABLING OF REPORTS

4. Annual Report of NAMCOL for 2004; and lastly,
5. Annual Financial Statements of NAMCOL for the year 2005.

I so Move, Mr. Speaker.

HON SIOKA: Comrade Speaker, I lay upon the Table two Reports:

1. Presidential and National Assembly Election Report of 2004; and
2. Regional Council Elections Report 2004.

I so Move.

NOTICES OF QUESTIONS

QUESTION 3:

HON DE WAAL: Thank you, Honourable Speaker. I give Notice that on Thursday the 23rd of February 2006, I shall ask the Honourable Minister of Regional and Local Government and Housing and Rehabilitation the following:

1. What amounts were paid out from the *Build-Together Project* by the Municipality of Henties Bay for the period 1 May 2003 to 31 December 2005?
2. To whom was each amount paid out, and on whose behalf was each amount paid out?

QUESTION 2:

HON DE WAAL: Honourable Speaker, I also give Notice that on Thursday, 23 February 2006, I shall ask the Honourable Minister of Regional and Local Government and Housing the following:

15 February 2006

NOTICES OF QUESTIONS

1. Can the Honourable Minister spell out the Government policy regarding the procedures to be followed by local authorities in cases where water and electricity bills are not paid?
2. Is the Minister aware that of the 83 000 accounts that are sent out monthly by the Windhoek Municipality, only 29 000 are paid in full every month?
3. Is the Minister further aware that the current outstanding debt to the Windhoek Municipality is now N\$210 Million?
4. Under these circumstances, is the Minister satisfied that the current Government policy is sustainable?

QUESTION 4:

HON DE WAAL: Honourable Speaker, I also give Notice to the same Minister that on the same date I shall ask him the following:

1. What was the total outstanding debt of Government Ministries to local authorities on 31 December 2005?

QUESTION 1:

HON DE WAAL: Honourable Speaker, I also give Notice that on Thursday, 23 February, I shall ask the Right Honourable Prime Minister the following:

1. Can the Right Honourable Prime Minister explain to this House why Government Ministries are allowed to run up huge debts with local authorities, while the water and lights of ordinary citizens are cut off the moment they do not pay?
2. Is the Right Honourable Prime Minister satisfied that the Government is setting an example worth following by the citizens?

15 February 2006

NOTICES OF QUESTIONS

3. Will the Right Honourable Prime Minister agree with me, that without the explicit inclusion of these debts to local authorities in the budget, that the budget is not a true reflection of the financial position of Government?
4. Will the Right Honourable Prime Minister undertake to ensure that all outstanding debt of ministries to local authorities be shown separately in the upcoming budget? That ministries budget explicitly for these debts and that these debts are paid as soon as the budget is signed into law by His Excellency, the President?

I thank you, Honourable Speaker.

QUESTION 5:

HON KAURA: Honourable Speaker, I give Notice that on February 23rd, I shall ask the Honourable Minister of Agriculture, Water and Forestry the following:

1. How many farms are owned by non-Namibians in Namibia?
2. What is the size of each of those farms in hectares?

QUESTION 6:

HON MOONGO: Thank you, Mr. Speaker. I give Notice that on Thursday, 23rd February, I shall ask the Honourable Minister of Works, Transport and Communication the following:

1. Is the Minister aware that the roof of the newly constructed NBC building in Oshakati is leaking water, to the extent that the office equipment is in danger of being destroyed, and that permanent damage to the building is becoming imminent?
2. The officials working in the building are concerned about the state of affairs, but so far had no positive response from their seniors.
3. When will the Minister instruct the company which built the NBC building to

15 February 2006

NOTICES OF MOTIONS

- rectify the problems and stop the leaking of the roof?
4. Is it true that the funds that were allocated for this building project had been misappropriated by two former directors, to the extent that the building was never properly completed?
 5. Can the Honourable Minister also inform the House when will proper steps be taken against those NBC employees who are guilty of the misappropriation of funds?

HON SPEAKER: Will the Honourable member Table the Questions. Any Notices of Questions? Notices of Motions? Honourable Amathila?

NOTICES OF MOTIONS

HON B. AMATHILA: Honourable Speaker, dear Colleagues, in the light of the statement the Speaker made from the chair, explaining the purpose of us being here trying to break with the past, I would like to Move without Notice –

That Rule 89(b) be suspended in terms of Rule 111 in order to allow reaction, debate and discussions from the Members.

I so Move, Honourable Speaker.

HON MINISTER OF FINANCE: Honourable Speaker, I give Notice that on Tuesday, 25th February, I shall Move –

That leave be given to introduce a Bill to provide for the combating of money laundering and to establish an *Anti-Money Laundering Advisory Council*; to provide the Bank of Namibia with the necessary powers to collect, assess and analyse financial intelligence data, which may lead or relate to money laundering; to impose certain duties on institutions which, and other persons who, may be used for money laundering and to provide for incidental matters.

I so Move, Honourable Speaker.

15 February 2006

**MINISTERIAL STATEMENT - STATE OF EDUCATION
HON MBUMBA**

HON MINISTER OF EDUCATION: Honourable Speaker, Honourable Members of the National Assembly, yesterday in this very Chamber, His Excellency, President Pohamba, opened the Third Session of the Fourth Parliament. All leading representatives of the Organs of the State were present. The Diplomatic Corps was in attendance, and the interested public came to witness the splendid occasion. This, to me, Honourable Speaker, is a clear indication that the political, social and security situation in the Land of the Brave is sound, stable and peaceful. The skies above us have been kind and generous, indeed, since the beginning of this year, giving us plenty of rain, and therefore, giving us hope for agricultural potential.

President Pohamba reminded us that we are entrusted to make laws for the benefit of all our people.

What then is the biggest challenge facing Namibia and preoccupying the minds and mouths of Namibians? There is no doubt that this challenge is the state of education in our country.

On radio talk shows, on television, in the newspapers, complaints, queries, condemnations and some suggestions are flying left, right and centre, to speak Zambian language. I am happy that Honourable Members of the National Assembly, as representatives of the citizens of our country, have accepted your proposal, Honourable Speaker, to debate this issue. The Ministry of Education is ready to share with all Honourable Members all information, tables and statistics that they may require. Equally, we are ready and willing to receive your advice, proposals and questions.

Let me, however, remind Honourable Members that this is not a unique situation to our country alone. Honourable Mr. X has a unique opportunity to address the real key constraints facing the country's economy. Topping that list is the continued failure by the education system to develop the skills needed by an economy that is no longer resource based.

Over the past decade, Honourable Mr. X has spent an increasing share of his budget on education and other social spending categories. That has improved access by the disadvantaged to public services, such as education, health and water, but their quality is mostly inadequate. This is about South Africa. So, do not think that running away from your own situation to other countries will necessarily solve your problem.

Equally, in California they are complaining about their education system and the British Labour Party government is in trouble, because their proposal on education

cannot sail through Parliament. So, we are in good company.

I am pleased, Honourable Speaker, to inform the Honourable House that all the 2 611 learners and more who could not find places in grade 11 at the beginning of the school year, have now been accommodated. One hundred and twenty teachers have been employed.

Honourable Speaker, Namibia has made considerable progress since its political Independence on 21st March 1990. Inequalities in education have been substantially reduced, yet unemployment rates - for especially the youth - poverty and low-income growth still prevail. In order to deal with these and other challenges, Namibia developed its national development strategy, Vision 2030, in which education and training are expected to play a critical role.

The challenges for the education sector in Namibia are to translate this vision into realistic and implementable programmes and to develop and adopt a set of interventions which will raise the quality of education provision, lead to the elimination of inequalities, establish affordable and sustainable systems, enhance institutional and management capabilities, and produce knowledgeable, competent and innovative graduates.

In our efforts to prevent HIV/AIDS and mitigate its effects on our young people, to decentralise education services to communities, enhance community involvement, eradicate illiteracy, especially among our rural population, and take advantage of the new technologies, we need to remember that it is not only what happens in the classroom that has an impact on young people's achievements, but also whether they are part of a learning society, with an integrated approach to learning, one that seeks synergies between different components of the education system.

If it is true that literate parents have literate children, then it is important to invest in the literacy of especially adult women. If it is true that our teachers must be well qualified and keep updating their knowledge, then we need to invest in open and distant learning systems, from which many others in society will also benefit. If we want learning to be relevant to people's interests and to contribute to national development, then we must invest in libraries and information systems so that research at many levels is possible.

Let us consider the challenges facing the Namibian education system.

Our education system faces a number of challenges that will require collective

wisdom and ongoing commitment from us all to resolve them. The issue is not the Cambridge system, the issue is not to attack a system, the issue is to utilize that system in order to succeed. If there is failure, the failure is to deploy whatever system we have, to achieve.

Schools here in Windhoek and a number of schools throughout the country are not blaming the system, because their children are passing all their examinations. There are schools in this country where the whole Grade 12 class passed, hundred percent. So, the question of challenging the system is barking up the wrong tree.

Almost sixteen years after Independence, the country has been unable to provide adequate skilled human resources and therefore continues to experience high rates of unemployment and underemployment.

Current levels of expenditure on education may not be sustainable in the long run, due to low economic growth and the present level budget deficit.

Even if the education sector receives the largest share of the government budget, over 90 percent goes to personnel costs, and less than 10 percent is left for capacity building, educational materials and equipment and other running costs. Yet we are unable to reduce the number of teachers we engage every year because of the increasing school population that needs to be catered for.

Finland has a population of 5, 2 million, we have a population of 1, 8 million, but we have almost the same number of learners in our schools. Finland has a flourishing economy, we have a dual economy. Somebody said we have even an economy divided in five parts. So, we can expect the difficulties.

Equally, we want things to come easy. Education is a valuable asset, just like gold or diamonds, you cannot get it cheaply. You must work hard for it, not only as a learner, but as a community and as a family.

In 1993, there were 22 752 fulltime candidates in Grade 10. Yet by last year, 2005, this number has increased to 30 059. By implication, such big increases require additional resources if they have to be accommodated in Grade 11. Concurrently to this is an increase of part-time candidates from 2 134 in 1993 to 12 300 by last year. In other words, over the years the number of part-time students who met the admission requirements into Grade 11 increased significantly. In the past two to three years, the number has been estimated to increase by 1 000. This, for example, means that the number of candidates who qualified for admission to Grade 11 this year, is

15 February 2006

**MINISTERIAL STATEMENT - STATE OF EDUCATION
HON MBUMBA**

close to 15 000, i.e. 13 916 fulltime candidates, plus 1 000 part-time candidates. The space available in our Senior Secondary Schools and their hostels is far less than needed to accommodate such a big number.

There is a need to improve the conditions for teaching and learning, especially in the rural areas, in order to improve the quality of educational outcomes, particularly in critical areas such as Mathematics, Science and English Language. This may partly be achieved by more in-service training and support to teachers to acquire relevant competencies for effective teaching. However, given the limitations, such as distance to access senior secondary education, limited hostel space available, and limited capacity of the existing infrastructure compared to their carrying capacity at the time of construction, makes it impossible to put in additional learners, both in terms of classroom space and hostels and even dining facilities.

Despite all these challenges the fact still remains that education is the vehicle on which the development and prosperity of our country is heavily dependent. As a result, with the Grade 11 crisis this year, my Ministry had to request approval to spend an additional N\$10 300 000 to place the additional Grade 1, 8 and 11 learners in the six educational regions which were mostly affected by this huge number of learners without places in school.

A total of N\$7 300 000 was allocated towards the purchase of textbooks, furniture, mattresses and other learning materials. Out of this total, N\$6 626 385 has been spent on these items, leaving a balance of N\$673 614.

Of this amount half a million has been allocated to Otjozondjupa to respond to their crisis. An amount of N\$474 000 has been spent to secure furniture, textbooks and other materials, while N\$26 000 was allocated for the transportation of the items to the designated areas. An amount of N\$3 Million has been allocated towards the payment of remuneration and other conditions of service for the 120 newly recruited teachers I have mentioned already.

15 February 2006

**MINISTERIAL STATEMENT STATE OF EDUCATION
HON MBUMBA**

Below are the breakdowns of expenditure by items ordered:

Desks	2 887
Chairs	2 887
Tables for teachers	120
Chairs for teachers	120
Mattresses for learners	2 611
Total Cost	N\$1 469 367
Books and stationary	N\$4 930 018
Grand Total	N\$6 626 385

The regional distribution you can read for yourself, because the statement will be available.

Just to give the example of one region, the Khomas Region, since all of us are familiar with the Khomas Region:

Total number of additional Grade 11 learners – 273, who could not find places. Because they had to be accommodated we had to hire nine more teachers. We had to buy nine more tables for teachers, and buy nine more chairs for teachers, and we had to buy desks, number 7 and number 6 desks and chairs can that fit bigger children.

Honourable Speaker, **Education and Competence for Life.**

The Ministry is fully aware of the fact that access to education, especially at secondary school level, is limited. This trend was brought about by the strong emphasis placed on primary education after Independence. Remember 'Education for All our Children'?

The Ministry of Education is now in the process of preparing for the expansion of secondary education to allow more young people access to further and higher levels of training as well as better job prospects. I acknowledge that such expansion will indeed be costly, because it will involve physical, material and human resource expansion which is unavoidable. Currently, the transition rate from Grade 10 to 11 is determined by the number of places available at senior secondary school level, allowing only about 50 percent of the learners to proceed to senior secondary level. The majority of those who are not being placed continue with their studies through other programmes such as the *Namibia College of Open Learning*.

Over the years we have come to recognise that secondary education provision has to be improved and expanded to adequately prepare school leavers for the work in the

real world and further studies. To achieve this, the following priorities have been identified:

1. Standardise the examination at Grade 7 to prepare learners' entry into junior secondary school level.2. Increase intake and retention of learners at senior secondary school level to about 80 %.
3. Systematically review curricula to provide broad foundation skills for the world of work and further studies.
4. Increase allocation of resources to areas such as the purchase of textbooks and address regional disparities.
5. Upgrade teacher qualifications and pedagogic competence. In some countries no teacher is allowed to teach at senior secondary level unless they have at least one degree, and in most cases they have to have a Masters Degree in order to teach. The difference between the qualifications of the teacher and the learner must really be so that at least they can answer 60 percent, 70 percent of the queries that learners might put to them.
6. Strengthen access to and use of modern information and communication technologies and relevant services in order to participate in the global and technological world.
7. Expand physical infrastructure and improve the learning environment of the majority of our schools.

That was on the curriculum:

Human Resource Development:

For any Nation to prosper, it is important that its human resource development is of a high standard to ensure that it is able to compete with the rest of the world. Whereas Namibia inherited an undeveloped human resource base, Vision 2030 has set in motion challenges that all sectors of the Namibian society will have to overcome in order to have a well-developed human resource base capable of competing internationally.

Education and training is one of the driving forces towards the achievement of that goal. As Namibia continues to reform its system of education and governance, it is

15 February 2006

**MINISTERIAL STATEMENT - STATE OF EDUCATION
HON MBUMBA**

hoped that with targeted interventions, it will also be able to achieve the goals that are stated in the Human Resource Development Plan, as articulated in Vision 2030.

We have to put emphasis on vocational education and training. Vocational training and skills-based community centres have been identified as critical elements to equip communities, and particularly out-of-school youth, with skills. In this regard, the National Standards for Vocational Training in Namibia are being developed, to which all vocational training and skills-based institutions will be required to adhere. This has been necessitated by the drive for uniform, quality-driven vocational programmes that correspond to the needs of the economy and our country. As Namibia pursues this objective it is hoped that more institutions of this nature will be established to bring training closer to communities and make it more relevant and responsive to the needs of our Nation. Again, it should be noted that by doing so more resources will be required to sustain such expansion.

Strengthen the teaching of Mathematics, Science and Technology at all levels:

The teaching of Science and Mathematics has been a challenge since Independence. This has been due mainly to the neglect by the previous regime, which excluded the majority of black Namibians from the teaching of these subjects. In accordance with Vision 2030 all efforts are being undertaken to ensure that enough Mathematics and Science teachers are trained through bilateral and national programmes. Currently, several Mathematics and Science teachers are being trained in our neighbouring countries of Zimbabwe and South Africa through programmes and loans by the Government of Namibia, in addition to those being trained at Namibian institutions.

Namibia has developed an *Information Communication Technology Policy*, which guides the ICT development of all line Ministries. The Ministry of Education has taken the policy and further developed a sub-sector policy to guide education and training.

As more of the country's schools get connected, it is becoming urgent and imperative that teachers become knowledgeable in the technologies available. All institutions of higher learning are required to have such a component as part of their training programme to ensure that they keep to and achieve the targets as set in Vision 2030.

We are also training our learners in entrepreneurship and we recognise the key position of teachers. Before that, we also recognise the constraints imposed on education and our society at large by the havoc created by HIV/AIDS. Honourable Speaker, let me conclude with **The Key Role of Teachers**.

15 February 2006

**MINISTERIAL STATEMENT - STATE OF EDUCATION
HON MBUMBA**

At Independence teacher education was reformed in line with the four major goals of education, which are *access* (children must be allowed to enter a classroom, no child should be left outside), *equity* (that all children, from whatever family, must be allowed to enter), *quality* (that all children must be given quality education), and *democracy* (that all members of the community must participate in the education of their children.) This had to be realised through the educational principles of Learner-Centred Education. Stop harping at the Cambridge education system. This is what our country has, that is what we are going to pursue and we will overcome.

Learner-Centred Education presupposes that teachers have a holistic view of the learner, valuing the learner's life experience as the starting point for their studies. A learner-centred approach demands a high degree of learner participation, contribution and production. It is based on democratic pedagogy; a methodology, which promotes learning through understanding and practice, directed towards empowerment to shape the conditions of one's own life. Our colleges of education and other tertiary institutions that prepare teachers have, over the years, begun to grasp the philosophy and pedagogy of the learner-centred approach. We hope that with time and intensified support these institutions will start graduating quality teachers grounded in this philosophy and methodology.

Lastly, Honourable Speaker, I invite all Honourable Members to support their community schools, even to be patrons, and to contribute to the Regional Education Development Funds. I thank you, Honourable Speaker.

HON P MUSHELENGA: Honourable Speaker, Honourable Members, I rise to participate in the discussion on the State of Education in the country.

In line with protocol and traditions, although I am very late, it is only proper to first and foremost wish you a Happy New Year, Comrade Speaker, and the rest of the Members. I look forward, very excitedly, to your demonstration of statesmanship to steer parliamentary business to achieve success this year.

The state of education has become the talk of the country nowadays, not only tertiary education but also primary and secondary education. It has become a problem at times. Every year I look at the results of particularly Grade 10 and Grade 12 and find that some schools have very good passing rates; at others one finds very low passing rates with *some* good passing rates. Some people say some schools with good passing rates have good teachers and good

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON P MUSHELENGA**

facilities, which is true, while schools with poor facilities do not have good passing rates. I also know of schools that only admit the best learners in order to say they have very good passing rates. Of course, if you only admit the best learners at your school and discriminate against learners who are not naturally talented, you are likely to have the best results. You have, however, committed a sin of discrimination. You discriminated against somebody that is not naturally talented and I think you should not discriminate and should afford an opportunity to some of these learners to have access to schools, which are better equipped. Then we are going to do justice to the system.

I want to address the issue of education planners. Both at the Head Office of the Ministry of Education and the Regions we have a number of education planners, but yet you continue to have schools repeating the same trends of passing and the same trends of failure each and every year. What are these education planners doing? Are they planning for learners to fail continuously? I thought their task was to make sure that if there were bad failures at a particular school this year, they were supposed to plan for improvement next year. But I have noticed that some schools had the same trend continuing for five consecutive years. If they have a very high failure rate, it continues for five years.

The issue of education planners, Honourable Minister, therefore needs to be seriously addressed. They need to be taken to task and they must give reports of what they do as part of planning. Why are they there but still the same trend continues each and every year?

The Honourable Minister mentioned that in some countries one would not be allowed to teach at a certain level if you do not have a Masters Degree.

Yes, well and fine, but the problem here is not necessarily educational qualifications, whether a Masters or a PhD. The question is your ability to give and pass knowledge to others. You may have a Masters Degree, you may have a PhD, but you may not be a good teacher. You were a good learner, you were a good student, you can receive but you cannot give out.

I noticed that in each and every Region there is a number of subject advisors. I would like to see the Ministry conducting an assessment on all teachers at each school and their ability to impart knowledge. I want the Ministry to make a national assessment of all teachers in the country, stating that they went to school A, and this is the assessment they made on all teachers for all these subjects and these are the results. That will also help us to

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON P MUSHELENGA**

plan, either when we transfer teachers from one school to another or to balance the position of all schools, at least to have enough teachers who will be able to help students pass and who are able to give out to students. That is very important and we want to see it happening.

I also want to support the Honourable Minister when he talked about the need for libraries. Libraries, especially in schools in rural areas, are one of the facilities that are very much needed. Until I went to secondary school I had no access to libraries. The first library I saw was at a secondary school, and it took me time to know how to make use of a library. We have to encourage schools to start establishing libraries. It does not always need to come from the Government. Schools can also take initiative on their own to establish libraries. I know of schools in the north that have started doing that and they are producing good results.

I therefore support the Minister, and I just want to start encouraging schools to take the lead so that at the end of the day, ten years from now, we have a library at each and every school.

The Honourable Minister mentioned that our institutions of higher learning have now come to grasp the teacher, learner-centred education system, but this year we read in the media of top academics expressing some reservations about the system of education. It was all over in the media.

I also want to throw the ball back to our institutions of higher learning. We have a system of education that was introduced and which some people are complaining about. We have a fully-fledged 'Faculty of Education' at the University. I wonder whether they really do research on the system of education that we have. If they do, we do not see those publications.

I think the University can really assist us to conduct research on the system of education, both primary and secondary, and come up with recommendations, so that we make some improvements.

With these few words, Honourable Speaker, I put my case to rest.

HON B AMATHILA: Honourable Speaker, Honourable Members, I am taking the floor to reassure our Minister of Education that the intention of raising this debate

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON B AMATHILA**

here is an attempt to share and cross-fertilise each other with the various experiences we as citizens go through on this issue of education. Education is so critical and it is a topical issue at the beginning of each and every year. Sometimes we talk from the point of ignorance, sometimes well-informed and sometimes we talk maliciously because we want to make political points.

But, Comrade Minister, the issue of education is very critical. Those who have gone through the various education systems and attempts to teach young people of our country will certainly have a lot of stories to tell of their experiences.

Namibia is a small country and the only way that we can compete with the rest of the world, Comrade Minister, is that we have to deliver the best. We have to teach our children so that they can be the best and will be able to stand tall, not only in the sub-region, but wherever they find themselves.

Our children are the treasures of our country. They are the people to carry forward the torch of all the things that we are planning for here in our country, and as a result we should not let them down.

I have noticed that we spend a lot of money on education, yet at the beginning of every year there are problems where we cannot accommodate all children, problems that we cannot allow failures to repeat, problems of all kinds of descriptions. The question that comes to my mind all the time is, "Are we really getting value for our money?"

We spend almost a quarter of our budget on education and when you hear all these parents crying and the Nation crying, the legislators crying, it raises the question of: Are we getting value for our money?

**HOUSE ADJOURNS AT 15:40
HOUSE RESUMES PURSUANT TO ADJOURNMENT AT 16:10**

HON B AMATHILA: When the House adjourned, Honourable Speaker, dear Colleagues, I was raising the question: Are we getting value for the money that we are investing in the education system?

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON B AMATHILA**

Sometimes I am so convinced that there are certain things that can be done in order to eliminate the causes for all this dissatisfaction that our Nation is going through with our education.

I personally do not really think that it is a question of the system. It does not matter what kind of system you employ, there are certain cardinal issues that we need to address.

Three days ago I was fortunate to sit at a gathering where members of our society were addressing these issues, and they were asking, *“But how is it possible that some learners are passing very, very brilliantly and some learners are not passing?”* And the other person also made a remark, *“Is it a question of our learners not being motivated enough; do we as parents really do our level best to make our learners understand what the whole education is all about? Do we do anything to help them to steer away from all these distractions that come with television and all these video games and all kinds of new things of that sort? Are we as parents possibly not failing our children in a way? Do the children themselves understand that the money we are spending is because we want the best for them in the future so that they become the leaders of this country, giving the best of leadership to our Nation? How do we help them?”*

What about our teachers? One hears stories of teachers absconding from school, having all kinds of extramural activities outside the school area. What are the Heads of Departments doing? Are they really keeping the teachers to do the work that they are being paid for?

What about the inspectors? The other day I said that in my school days we were amazed because an inspector would come unannounced to the school and those teachers who were always absent would find the inspector sitting in the chair of the teacher, and that would be the last time that that particular teacher would repeat that or be absent from school or come late.

The inspector would call on the teacher to give a lesson in front of the learners and would not hesitate to tell the teacher where he was wrong. What is the situation currently? Can we not motivate our inspectors to do what they are supposed to be doing, the Heads of Departments to make sure that every teacher delivers what is expected from him?

That conversation that I had - I think Honourable Hage was in the same room, I do not know whether he was listening - is that you find teachers sending their children to

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON B AMATHILA**

other schools which simply means that their own schools are not very good. That is the reason why they take their children to better schools and because they can afford it.

Honourable Speaker, what I am hoping to see we get out of the debate, is that perhaps our Committee on Education will one day see reason to call the inspectors and engage them with the help of the Ministry of Education, to see whether they are really doing their work. Are the principals of schools really doing what they are supposed to be doing? In some schools the children are very successful, in some schools they are not doing very well. It looks like the time has come where we have come to the point of saying - as Honourable Mushelenga said - "*school so and so has had a lot of failures, why do we not swap these heads of schools in order to see whether there will be an improvement.*"

The Nation has spent and is spending a lot of money but I am not so sure we are getting value for our money. That is what I am expecting out of this Debate - that the various Committees and the Ministry of Education will possibly come to create a platform, either for a Committee of Parliament with the principals or the inspectors or the Heads of Departments, a national kind of coming together, to make sure that at least each and everyone of the players, to the point that we can also address our parents, are aware of what is expected of them.

We are a small country, Honourable Speaker, and I think as a small country we have to deliver the best. I thank you.

HON SPEAKER: We are bending the Rules a little. You will understand the question I am going to put before I give the floor to Honourable Geingob. Will all the Honourable Members in this House, before they became political office-bearers, but who qualified as teachers, please rise? Thank you very much. I asked that question because Honourable Amathila very eloquently and passionately questioned us as citizens of this Republic about what we do to find solutions to the many problems and challenges besetting education. It is not something that is there, it is something that belongs to all of us, and we, the teachers who got up are parents, some grandparents and some great-grandparents, - believe it or not - in this House. The question becomes, "*What do we do at home or what happened to family values?*" Why is there a disconnection between what we are at home in our communities and education, somehow, somewhere? Honourable Geingob?

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
DR GEINGOB**

HON GEINGOB: Thank you, Honourable Speaker. Let me first congratulate you and our Chief Whip and all the others who were considering the low productivity of this House, and therefore thought of having some kind of a debate after we opened the Assembly. This also allows us to have a free debate, to make our House livelier and to be seen as more serious and addressing issues that affect this Nation, and that we can also talk off-the-cuff so that we can state our minds and show our concerns that this is indeed a problem that is hurting us as a Nation.

The topic of education that has been chosen has been much talked about, loosely and otherwise. It shows that education is so important and that it concerns all of us.

That is why we, out of frustration, just say anything we want to say, and in that process, instead of collectively addressing the problems that are in education, some accuse while others have to defend. Some will accuse the Cambridge system; others will condemn the Bantu education system. That is not going to help us to solve the problem. The problem is here with us today after Independence, not when there were Bantu education systems here. What we have chosen now is a new path to modern education.

Honourable Minister, thank you for your statement where you provided us with information so that we could debate the issue after having been informed by you and that we could honestly stay out of just accusing or defending and that we address the issue seriously.

You mentioned four points and I will deal with only the first one, that of accessibility.

We know that our system as it was, was a system from a society that was racially stratified and that apartheid system was permeating the whole of societal activities, also touching education, of course.

As I said a long time ago, it was easy to have a Kaiser Strasse, which, after nine o'clock, was so clean, serene and peaceful. The ladies could walk around after nine with their handbags and feel they were protected, they were safe and those ladies were only white ladies. The blacks were asked to leave after nine o'clock. There were fewer people walking on the street, it looked serene, it looked peaceful. That was Windhoek and Johannesburg of this world; they were of the First World standards, beautiful. You would think you solved the problem, you have developed the country. All are free to get education, good education you think, whereas we have shelved the problem.

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
DR GEINGOB**

The masses, the citizens of your country are in the rural areas, are in Katutura. While the Windhoek schools would equally be good and serene and beautiful, the Katutura Schools would also be poorer during that time. If you went from Windhoek to the rural areas, it gets worse and worse. That is the system we had.

Obviously, the ones who had the good system in Windhoek would do well and we can boast and say the Cambridge system is very good. But at what price is the majority excluded?

Since we have postponed the solution of including all the people and of giving them basic education, we are now saddled with the problem of people who are not prepared, who are free today and can move anywhere, who can now march through Independence Avenue equally with you, and you get frightened, you get threatened. They are not washed, they do not have money. They may be smelly and you run away. Where is the problem? Where have we gone wrong? We ought to ask that question.

It is not to blame the past; it is to understand the past. So, we cannot make an easy judgement of just saying 'Cambridge education.' As somebody said, "*Cambridge education is nothing, it is a name.*" It is what is in it, what we are doing with it.

I want to go back briefly to say education in the past was elitist. If we want elitist education - of course, some people thought education must be so esoteric, it must be complicated so that only a few can understand it, and even the diplomas were in Latin. The Americans said, "*No, we do not understand that. How do I have a Diploma in Latin? I took a BA and I passed, then I understand it.*" Then they changed it to English, to be practical, they simplified everything so that you can understand.

Therefore, an inclusive esoteric education system is what we need, because we need to move with our people. If we leave some out we will regret it tomorrow, as we are doing today. That is lesson one. We excluded people.

Now, the first policy mentioned was accessibility and our current problem seems to be the success of the first policy item. Many children were and are accepted. About close to 90 percent of school-going-age children are in classes. When we came it was about 70 percent. Compulsory education is now the norm. Therefore, we are about to meet that goal of 100 % accessibility to classrooms, before 2030. Then we can tackle problems one by one. We also have a problem of the backlog. Because we took more children into the schools we do not have enough classrooms.

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
DR GEINGOB**

Tackle that problem now as we are moving, because that is a problem.

We have succeeded with the question of access and equity. Equity is still a big problem, because if you look at the allocation, Honourable Finance Minister, you will see that the schools in these areas are still getting the biggest chunk of the budget that we are talking about. We debated that issue and we said it will not be fair to take it away from these schools and take it to rural areas. Again we are postponing the problem. We are going to have the same problem later - in ten years - that these schools are going to have problems with buildings and structures. Therefore, maintain the inequality by spending more on those schools that are already well endowed and try to improve on the others. That is the dilemma. In trying to be equitable, in trying to be fair that is why we still have this inequality. We have to address that issue.

We know that there were three kinds of grading in giving money to children. The whites got the lion's share, the coloureds were second and the blacks were last. That was the reality and we cannot hide from that. We could have said - just like the pensions - to equalise it, but education is too important, we could not do that. That is why we still have that dilemma that we have to address, collectively as nationals of this country who are concerned about the future of our children and our country's future, jointly and in a sober manner.

The Cambridge education syndicate is adjusted to be according to your requirements. It was done with you. It is therefore a system that cannot be attacked as a system and today's papers attack it as an archaic system, apparently thrown out from the UK. One of them then went to withdraw that statement, to say, "*no we were wrong, we apologize.*" Mr. Jansen came back and said, "*No, we stand by it,*" now they go to court. The name Cambridge has nothing to do with what we are experiencing here. They are going to spend money now, being taken to court by loosely talking.

Our problem is Independence and Democracy. All of us are misunderstanding that concept of freedom. We think we can say anything against anybody and everything goes. We, therefore, forget that to have freedom, as Honourable Pretorius was saying, is responsibility. We have forgotten that responsibility aspect, because you just condemn a person. We can just condemn a system without thinking, "*What am I saying? What will be the repercussions of my statement?*" We said that and now we are going to go to the court to answer.

We are moving from a parroting system that some of us went through. We used to be gathered in the classrooms and all of us in unison said, "*two times two is four.*" You

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
DR GEINGOB**

all know it, you went through that.

One day I just tested the students by saying, "*You are doing very well. Go out when you are at the farm, you have cattle, go out and get me four times six cattle and put them in this kraal*" and these children were off. They could not conceptualise two times two. They had it here, parroting, but they could not give me the actual two times two or two times six cattle. They looked after cattle, to be able to sell their cattle, but they couldn't even give you two times eight cattle. That was the education we had. No Science, no Maths. (Intervention)

HON DE WAAL: How do you know what is three times six now if you have had that system, and now you say you cannot conceptualise it?

HON GEINGOB: Do you know what happened? I was just at a Convent where they were having that. My son was going to Grade 1, so the parents were invited, I was there. I did not see any of you there, but I am always there, because I am concerned about my child's education. I see the women but not the men there.

So they told us when somebody asked about the tables, "*do not mention that, we do not talk about tables*". They have a different, new system where they do not parrot. They said, "*Do not worry about the tables, we will come to that through other means*" and they have that.

So I am going to say that system is now out all over the world. You are dealing with a problem solving approach, child-centred education. The teacher is going to be the facilitator. What is the use of having a PhD and you cannot solve the problems? That is the idea, but how do we get there?

Perhaps we must confess that the implementation was perhaps hastily done, because we were going to move on and without looking at the level of the teachers who could teach English. Perhaps that was a problem.

Teachers could not teach Maths. We maybe moved too fast perhaps to implement the system. But let us identify the problem and not throw away the baby with the water. That is the issue.

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
DR GEINGOB**

Even to give you a further point to really bury this question of Bantu education or the better education. It is hurting me if somebody says that, really, seriously speaking.

I was a Director of the 'Institute for Namibia' and many of us were recruiting students from Namibia, not from heaven, not from Angola, and I am telling you, when we tested those students who came from here, from the Bantu education system, it was pathetic. Pathetic, I am telling you. No English, nothing, no Maths. I was even embarrassed. Sometimes I boasted about Namibia, and there we had high-powered staff who were paid United Nations salaries, highly paid, and we were getting students who were zero and I was so pained. I was hurt that these people were coming from my country.

We are the examples. We trained in America, we were tested. We were Standard 6, reading novels. We had to be sent to high school, we all went to high school. We had to make up years. We were very clever, we finished in one year. (Laughter) I do not want to think we were not in high school, we pretended we attended university. We did not say high school. We had to make up for it. We had a deficit in English and Science and we had to go and make up for it. That is why I like the American education system. The British, when we applied here in Botswana, were saying, "*Come to Pretoria*". I ran away from Pretoria. They said, "*come to Pretoria*" and I am not from Pretoria, so stupid.

When the Americans say they do not test you, nobody must advocate lowering the standards to pick me up there. Do not come down, pick me up. Pick me up and bring me up. Even if you have religious studies, bring me up, do not lower your standards. But if you want to help me, do not leave me there and say 'come out'. You pick me up and bring me and they did that. They took us, sent us to high school until we had come to be on par with those going to Universities. That is what we have to do to help people.

That is why I think we all are making the noise we are making, because we are so concerned about our education system, about our country's future. Let us work together then. The whole concern is true; nobody can say they are not worried about the state of education in this country, but let the private sector, the Ministries and Government come together, because Government alone cannot provide all the skills. We have to be multi-skilled; we have to give our people some kinds of other skills to fall back on. Multi-skill, re-skill is the name of the game and to obtain them is not a question of just being like Hage with a tie and an air-conditioned office.

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON KAURA**

PhD's should not run the country, with due respect to all the PhD's. It should be the engineers; it should be the people with skilled hands. We are all sitting here, if these lights went out right now, you will all be dumb, and you will not do anything. The air-conditioner is so nice, but we would not know how to fix it with our doctorates. So, give vocational training so that we can manage our economy, our country and uplift it.

Perhaps when we talk about the retreat you will see some proposals some of us made in our committees, but I will leave it there. I do not want to pre-empt the Prime Minister. So I will leave it there.

Thank you very much.

HON KAURA: Thank you, Honourable Speaker. I have listened to Dr. Hage Geingob very well. I would like to thank the Honourable Minister for having been candid in the statements he made, dealing in particular with our Grade 10 failures where he stated it explicitly, unequivocally, that a child who is 16 years old and who has failed Grade 10 must be allowed to repeat. Many parents are very grateful about that position you took and it is quite commendable. (Interjections) Perhaps they misquoted you. If they misquoted you, that is what we picked up, that the Ministry has stated that Grade 10 failures that are 16 years old must be allowed to repeat, and they were allowed to repeat. That is the statement that came out and we thought it came from you and was quite commendable.

The other thing is this: I think if you were wrongly reported that children should not be sent away from school because they have insufficient money to pay, that again was very explicit and highly appreciated.

I only have a few questions, especially when I am looking at a few of my Colleagues over there, Honourable Hamutenya, Honourable Geingob and Honourable Ben Amathila.

We together with the Honourable Speaker went through the pre-Bantu education system in Namibia, but what I know is that at the time we were in Sub B, we could read almost anything under the sun, regardless of the pronunciation. And I remember when we were in Sub B there were knives, and on them were written: Made in Germany. We could say *made in Germane*. And that you could read the words regardless of the fact that the pronunciation was wrong, but in Sub B you could say *made in Germany, made in Germane*.

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON KAURA**

What is now surprising is that it is reported that some of our children, after four years in school, cannot read. That I do not understand. Our teachers who taught us up to Standard 6 only had Standard 6, and like mine at Waterberg Primary School - only had Standard 6 and 3 years teachers training. And we passed. I picked up my Standard 6 Diploma here at the CoD Offices. At first here where the CoD Offices were that is where we picked up our Standard 6 Certificates. Our Certificates - we picked them up here in 1958 - before some people were born.

Now for that Standard 6 we wrote the same exams as the white children who had better facilities and we passed. Some of us did even better than the white children - distinction during those days. And then we reached Augustineum where Standard 8 was introduced - Grade 10. I remember vividly that those were the years that Boetie Ben Amathila and Jason Mutumbulwa wrote Standard 8. At Augustineum they did better than the white children, facilities notwithstanding. Now, I do not know whether those of us who reached there were the survival of the fittest or what, I only know we reached there and we were able to perform.

My problem now is that today's children are not ashamed to fail whilst we were ashamed to fail. And it seems to be the problem and that is where I would like to request the Honourable Minister please to eliminate automatic promotion, so that the child can start feeling at a very early age that if he fails he is not going to be promoted, he is not going to be passed on to the next Grade, he will stay in this Grade until he passes it. Then they will develop some kind of responsibility.

Let us look at the Bantu Education era. Our little education at Augustineum took us to America and the rest of the world and we were able to survive. We were taught in foreign languages and we were able to survive. Now let us look at the Bantu Education period. That is the period of Advocate Vekuii Rukoro, Kaiyamo and the good Doctor Manneljie. I mean they were products of that period of Bantu Education - Fanuel Tjingaete, our first Auditor-General. They were true products of Bantu Education. But they survived and they went to the top, and they succeeded. Now it is Thlabanello's and Tjongerero's and whatever the case may be. Now, Niko Bessinger and all those people. Now my question is about our high school dropout rate since independence. It is so serious. (Intervention)

RT HON PRIME MINISTER: On a Point of Order. May I ask the Honourable Member a question? How many young Namibians are studying in South Africa right now? Of those who had gone through the system, how many of them?

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON KATALI**

HON KAURA: I will ask the Honourable Minister of Education. He will provide me with those statistics. My problem is that the high school dropout rate at Grade 10 and 12 averages about 24 000 per year at those levels collectively. The average is 24 000 per year. And it simply means that by 2030, if this is not dealt with, 800 000 of our children would have stayed on the street. For this period of 30 years the dropout from high school will be 800 000.

That is regardless of our successes and those that are at the Universities and things like that. These are young adults who will be parents - mothers and fathers - 800 000 over 30 years who will truly not enjoy the fruits of Namibia's Independence. The question is, in this non-partisan Motion, what are we going to do to stop that trend? I have read ETSIP very well. It is attempting to stop this high school dropout rate, at least by 2014. It is 8 years down the line. How many of these children are going to be lost in the meantime? These are the questions that are running through my head. And what can we do to stop this and turn this tide around?

Thank you very much.

HON DEPUTY MINISTER OF LANDS AND RESETTLEMENT: Thank you, Comrade Speaker. First and foremost I would like to thank all those who were at the discussions, which we must now implement - the suspension of Rule 89(d), in order for us to have some kind of free debates. I would really urge us to do so after being inspired by the Honourable Speaker when he stated that the Rules should be a living. I do not know whether he said a '*living document*' or a '*living thing*.' You were all here, you heard what he said.

I would therefore like this thing to continue, and not only to be based on the Rules. We have also other documents, we have Acts and we have laws that we made here. They should all be living documents including the Constitution. Then perhaps one of the good days when we do not have a heavy schedule we can debate an Article in the Constitution like 100, that deals with the land, so that our Constitution does not become a dead document and finally, in his own words, to be buried. It must be a living document. I merely challenge the House to think in terms of also looking at the Constitution and debating it freely in this House.

Secondly, I would like to congratulate the Honourable Minister of Basic Education for the challenge he has brought to us. It was eloquent and I must also thank Dr Hage Geingob for bringing exactly the issues as they are, whether it is with regard to Bantu

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON KATALI**

Education, or whether to what he said with regard to the quality of education.

Now I would like to start with my contribution with regard to education and with the last part of what Honourable Mbumba said that the four goals of education are access, equity, quality and democracy. It is true that in one way or the other we have actually satisfied the goal of equity, but how did we do it? Access means that many children have access to some kind of formal schooling. We achieved that in a way, because at Independence children were taught under trees, and although they were under trees we recorded them as being in school.

From under those trees the parents went and cut the poles from they made shacks and then we called them schools. The children were being taught in the shacks and statistically those children were recorded as being in school, and therefore the number of those who were in school actually were many and therefore we could really proudly say that we in a way achieved access. Access was then achieved, not together with equity and probably not together with quality. Democracy I will perhaps come to later on. Equity was explained. It is very difficult to, just in one year or two years, have equitable distribution in all our schools when it comes to resources or other issues.

But then the problem here is schooling or education. You are dealing with a human being and with the children's minds and they are growing every day, if not every hour or minute, and therefore with schooling it is very difficult to make experiments. You cannot make experiments with the lives of people - it is difficult, because if you mess up then you mess up completely.

If for the whole year you were making experiments with the kids, and then the experiment failed, at the end of the year it means all those children will fail. Therefore with education you go systematically. That means you take one issue after the other until you have broadly covered everything.

When it comes to access and equity those are the things that probably have to do with the Ministry, but then if you come to the issue of quality - which is very important - and that is actually why the Nation is crying. It is probably because of the quality of teaching and learning in our schools. But then there are some elements influencing the quality from the Ministry and the Government's side. I think most of the quality issues are either school based or they are community based. Now it is really very difficult for the system to really be at every school and therefore the onus with regard to the quality is on the schools' own performance. That is why it was indicated here that you have School B performing but School A not performing

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON KATALI**

although they are using the same system. That means there are differences, or disparities, between either the management or the school culture of School A vs School B. But the system is something else and therefore I would like to differ with those who are saying Bantu Education was better, or pre-Bantu Education was better. The reality is the circumstances within the schools.

If teachers in School A are not doing their work that means that school will be like that. I am saying this knowing that there could be some disparities, equitable resources not distributed, but that is not the main point. Honourable Mushelenga has indicated here that some schools are boasting to have good results. I think I said it earlier in this House that those who are taking the cream, or all the children who are having the number one and two positions are the ones being admitted, are discriminating. I do not know whether that is a positive or a negative discrimination. Then they will all pass because they are intelligent. But if you take a slow learner and take him to that school and then that school is brought up, then they can say, "*Yes, the school is doing something. The school is performing.*"

Democracy is how parents participate and that now differs from community to community. It is another element that needs to be encouraged in order for our school system to perform. I think there could be some elements of poor planning within our education system, and this needs to be addressed. There are problems with it. There are a lot of movements of Namibians as they are in a free country now. If you want to go to Rundu you go there without making prior arrangements with the schools to find out whether your children can be accommodated. At the beginning of the school you brief them and say, "*I am now transferred to Rundu and therefore I want my child to be admitted.*" But then the planners did not know this demography. They do not know how many people will go to Rundu and how many will come from Rundu, but that is not an excuse.

I think we, as a Nation, would like to see that before the beginning of the school year there is a kind of forecast. This should indicate that we are likely to have such and such a passing rate, and such and such an admission rate. We are likely to have so many learners in Grade 11 next year - and then we look at how many Grade 11's we have. Now, even if the classrooms cannot be found the figures must be there to show to us that if we cannot get any money anywhere, this is the problem that we will sit with next year. And then the Ministry of Finance will know. Not at the beginning of the year and then we rush to Cabinet and say, "*Let us get this N\$10 Million.*" etcetera.

Now you come to the issue of 180 teachers. One would like to ask what type of

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON KATALI**

teachers we are talking about here. Are they merely qualified teachers? And if they are qualified where were they going to be this year if the money was not available? Does it mean they were going to be out of the system? Those questions are there to be asked and probably to see where did we get all those teachers? Because we have been crying, "*We do not have teachers.*" But apparently we have teachers - only there was no money to pay them, or something. I do not know. So, Comrade Minister, we do not really know because all the planning goes with availability and affordability.

Now, I do not know who is praising ... who made that statement that all the children must repeat who are in that category?

Some were readmitted, of course. But then I would like to say that, and we were talking of 18 or something like that, but that the policy was there before. What I would like to question is, that before we just blindly say they must all repeat we must find out how many 16 year olds there are and how many are likely to repeat? And then we have to ask, if they happen to repeat, what will be the cost? (Intervention)

HON KAURA: Prior to this year the 16 year old who failed Grade 10 was not allowed to repeat. But this year they were allowed. Are you aware of that?

HON DEPUTY MINISTER OF LANDS AND RESETTLEMENT: Yes. I know the Ministers who served in the Ministry of Education are here and the policy is very clear, and that policy is still there that those who were 16 years or under, and even some other elements, for example, death in the family and others, were actually allowed to repeat since the beginning of the new education system. Go and read the policy. What I am saying is that whatever we are going to do we must first know what we are in for. We cannot just say *repeat, repeat*. We must make sure that if they are to repeat, and we can start with those who could not make it this year and say if they do repeat, how many teachers will we need? How many classrooms will we need? Then next year when it comes then we must first satisfy those, otherwise we will still run to Cabinet and go to the Ministry of Finance to find money in order for us to get this, and then we go to the teachers and we will see if we do have 180 teachers in order for them to be able to teach these children?

Honourable Speaker, education is so broad that one could only discuss one part and then leave the rest to the other people to contribute on. Therefore, let me

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON NANDI-NDAITWAH**

end here.

Thank you very much.

HON MINISTER OF INFORMATION AND BROADCASTING: I am being challenged, but I am not a teacher, I am a parent. Thank you, Comrade Speaker. I would also like to thank you and all those who have developed this idea to allow us to have this free debate on some of the important issues in our country. In the same vein I want to thank the Minister of Education for his usual frankness and openness in discussing issues, thus making it possible for us to make meaningful contributions.

It is true, Comrade Speaker that we will continue to emphasize the importance of education, and why it is a topical issue in our country? We all know that education is the vanguard if we materialize the goals of Vision 2030. As Members of Parliament we can express our views, but as Comrade Ben Amathila was sharing with us the discussions he had with some members of our Public, it is also our responsibility as Members of Parliament to express the views of the people who elected us in order to represent them here. In listening to the Minister's statement I was really relieved when he mentioned that access to secondary education is limited, because by saying so that means we have to find ways in order to make it more accessible. You will even hear some members of our community saying that our education system is meant for one to fail, because if you have many students in Grade 10 and you even cannot accommodate 70 % in Grade 11, then from the beginning you have planned that in Grade 10, 60 % or 65 % should not make it because there will be no room for them in Grade 11.

I think this is a good move, Comrade Minister, which we are aiming for now - to increase the access to secondary education which now is limited and which we all recognise and need resources for. (Intervention)

HON KAURA: On the point of statistics, Honourable Minister, I just want to find out. Are you aware of the fact that one school in the Otjozondjupa Region had 122 Grade 10's and that only 9 passed - 113 failed? If you put it into percentage, 9 out of 122 - what is that percentage?

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON NANDI-NDAITWAH**

HON MINISTER OF INFORMATION AND BROADCASTING: I do not know what is your understanding of the Minister's statement and the statement I am making? At the beginning of this year we had the crisis of students having no place in Grade 11 - which means we had more children who had made it in Grade 10 - and they needed a space in Grade 11. Then that is why the Minister has recognised that the access is limited, thus the need for it be expanded so that we will be able to accommodate them. So your question does not really tally.

Comrade Speaker, as members of our society, we should really try to be positive in order for us to contribute to our educational system. If we have to go back trying to defend what we do not have now, and then think of bringing it back which means we have to be reforming all the time. There will be no time for us to be stable and to say things are in place and we have reached a level where we can now seriously focus on equity and quality. We do not need to be static. We just need to be positive and contribute positively.

Comrade Minister, perhaps what is needed is further education for us to understand our educational system. You will find up to now people argue, Comrade Minister, that we have two education systems in one. For example, at the Grade 12 level you have HIGCSE, which is having the high points and then you have Extended, which is having lower points. But these children are all on core or on extended. They are all going to be enrolled at the same institution of higher learning - the same institution be it vocational training, be it at the Polytechnic or at UNAM.

But then those who attend schools where they do not have HIGCSE seem to be at a disadvantage. I have seen one learner who has written two subjects at HIGCSE, and in those subjects that learner got 14 points. Then four of the subjects the learner wrote at Extended level and that learner got 17 points in the four subjects which were written at the lower level, because the points for on your A are not the same as for the A at HIGCSE, the high level. That is where you will find many of the schools, especially in the rural areas, do not have these other levels which are giving you higher points, but most of the schools in towns are the ones who are having that. Perhaps this needs to be explained to the general public - what it is really all about - because it gives rise to some confusion.

Another thing is that it is not a choice. It is not as if a child can choose because the schools which offer HIGCSE are limited. Even a child from Grade 11, or Grade 10, who wants to apply to a HIGCSE school are told that there is no space, and then such a child is forced to go to the other lower level. Then another thing, Comrade Minister, which also needs to be explained to the public is the issue we have of senior

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON NANDI-NDAITWAH**

secondary schools which are just on their own. I think it is here where Comrade Mushelenga's point comes in. These senior secondary schools do not only take the pass, but they take 16 and above. Then the combined schools, especially from Grade 8, do not take every child coming from Grade 7. They make sure that the children coming from Grade 7, and who will go to the secondary schools, are the ones who had passed and passed with high marks. But then, the schools, which are old combined schools, take up everybody.

Even those who did not pass Grade 7 - they have to take them because they are their students. There is an argument that if you look at the statistics of which schools are doing better, then you will find that those who are not combined, are doing better because they are taking people who passed, but combined schools are not doing better because they have to take in all their students - as no child can repeat a block. This is where the equity needs to be looked into or people need to be informed so that they understand this whole situation. We must work on that seriously because then you understand valid questions. They are failing because it is Bantu Education then and we should run away from Bantu Education - these combined schools, if that is what they meant.

Then another issue, Comrade Speaker, is the issue of education planners. Those who spoke before me looked at it from a different angle and I am not going to address that. I fully support what they said, but the issue here is when it comes to Grade 1: How could education planners not know how many children are going to enter Grade 1 come January? There should be a link between the Ministry of Education and the Ministry of Gender Equality and Child Welfare. I know that not every child goes to Kindergarten, but we at least have a high percentage now because even in this community early childhood centres are increasing. We have to thank the communities because we are taking this very seriously. If we could just start at the end of this term by asking ECD centres to give us the statistics of how many children are going to be in Grade 1 come January, I am sure that by June we will know exactly that in this Region there is this number of children, in this Constituency there is that number of children who are going to start Grade 1. We will then be able not to work with the programme come January when the schools are starting.

This is where the education planners come in. If you could have a pre-school that would be wonderful, but still you are going to need a programme to know how many are going to be in the pre-schools, because you also have also budget for it. I can tell you now that it is even going to be bigger than the budget we have now, because pre-schools are going to be more, but it will be wonderful.

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON KAZENAMBO**

So finally, Comrade Speaker, let us all participate in our education. As parents we have a responsibility. We cannot always only talk about schools, talk about teachers when we ourselves are not taking part. Some of these children are failing at school because we are also failing to control them in our own homes. But what do we expect? A teacher is taking care of more than 30 children, and you may have only 7 or 10 in your house - or 2 in your house, or only 1- and even then you fail. Therefore we must really combine efforts. We should not just blame the system every time. That is going to work on our children psychologically. This is where the issue of mind power comes in. If the parent says the education system this and the education system that, then we are telling the child not to study because the system is not good.

So we must really choose our words when we are talking to our children, otherwise we are deceiving ourselves. This is the system we need to support, let people understand it, let ourselves understand it and be able to explain and make our children perform.

I thank you.

**HON DEPUTY MINISTER OF REGIONAL AND LOCAL GOVERNMENT
AND HOUSING AND REHABILITATION:** Honourable Speaker, thank you very much. First of all allow me to thank the Honourable Minister of Education for the presentation or submission he made to this august House.

I will attempt to comment on the issue of accessibility in our education system. I will make a suggestion on the issue of accessibility to the system. The Government has put in place a mechanism to facilitate that accessibility, but perhaps we need to revisit how effective those mechanisms are. We have bursaries which Government gives especially when you finish your secondary education and when you go to tertiary education. The way those bursaries and study loans are given and to whom they are given needs to be revisited to see what is the output we get out of this system.

I know for a fact that there are some talented brains which perform very well at secondary education, and sometimes they do not get access to these study loans, because of either political connections, social connection, economic connections, or friendship connection – which some of the people do not have access to. Namibia is losing out in this regard because talented brains will become secondary to lazy or non-performing people and that discourages people. We should put up a system where in certain areas we realise and make it a policy that if students perform very well they have automatic access to resources to further their education. It will

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON KAZENAMBO**

motivate people. It is discouraging to see that you have performed well and because of others who are coming from people who are known, or because you come from rural areas where accessibility is not really facilitated, you are not helped when we come at the end of the day.

It is the system, which is losing and the country, which is losing. There are countries in the region, which have systems like that - countries like Zambia, Botswana, you can name them. There are parents who know very well that if their children had scored these marks, they would get automatic sponsorship, they would go to universities and so on. We need to do research in that regard and really help to reward those who are performing very well. Namibia will benefit from that process rather than rewarding laziness, simply because a person is related to me or is coming from the same village where I am coming from. Those defects must be addressed. It is my suggestion. If it is done – thank you. If it is not done we need to revisit, the system cannot be everything to everybody. In that end forget about making any progress.

I hear people talking generally that the education system is failing.

I am a product of the Cambridge system because I attended school in Botswana - both my primary and secondary education. And then my tertiary education thanks to some of the SWAPO stalwarts here who facilitated my education, including the current Prime Minister who read my references to other universities. I cannot mention sponsorship. Those were references to universities. In any event, that is relevant perhaps. But they are my leaders. There is no point that I will make reference in any other political connection.

Coming to the point, which I wanted to make about the issue of responsibility. Perhaps we need a national conference in education in Namibia so that we can know our responsibilities - as stakeholders, children, parents, teachers, and so on. When you go to some areas - I mean some of our leaders here are talking about their days, call them Pre- Bantu, pre-what, you experienced in America - of making wonders in one year. We appreciate those good examples.

But honestly, the environment matters. When we are discussing education the issue of environment also needs to be put into perspective - be it social environment, political environment or other environments. If you go to some rural areas or to some areas in this country, you will find that bars are open until the early hours of the morning. At these pubs and bars when they are open, there is no age discrimination. Children are mixing up with parents, and some of the parents are also sending their children to go and buy liquor from those outlets. The noise is also not conducive for

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON KAZENAMBO**

anybody to study, so that also contributes to the failure rate. I have learned the hard way. Sometimes also we turn out to be victims of our own circumstances. I gave my daughter money. She was at higher education. I was not aware that I was paying a child because you give money to this person. She asked for a cell phone and I gave her a cell phone. I gave her money. I never cared even to ask how she was performing at school. She came and told me that she passed. She was doing well. Comes December the results are out, or the beginning of January you get the result but you do not blame yourself, you blame the education system, and so on.

That is why I am saying sometimes all of us need to take responsibility as a society. We should not blame the education system, but we must sometimes scrutinise ourselves and the environment there. I think some of the contributors have talked about inspectors inspecting schools. The issue of the inspectors at schools, I think it is not aimed at inspecting the performance of teachers. We also must look into the environment in this country. Let us admit it - whether we like to admit it or not - there are children who go to school with hungry stomachs. How do you study under those circumstances? How do you concentrate on an empty stomach? Some of these children are orphans who are taken care of by some parents or relatives there. They are discriminated against by the people who are supposed to take care of them.

When they go to school sometimes in the winter the child is suffering and shivering there, and so on. There are also schools, which have no hostels and the kids have to walk long distances and the parents or the guardians sometimes do not help in any way. Let us appreciate that the environment also changes. Environmental changes, perhaps during the days of the Honourable Ministers and Honourable Opposition Leaders there - the Pre-Bantu Education - in those days parents could take care of other children without discriminating. There was collective parenthood. Our days are changing. Today I only care about my relatives. During our days a child was a child or a villager and they could be disciplined. Today, in our days, if you are not my niece or my nephew, whether you are old or whatever, I will tell you that you are not my parent. I will not listen. I will not be afraid of the parent who says that all you kids are playing here or why are you at the bar at this time.

Times change but the society itself needs to put up stringent rules in order to guide and protect those who are in need in society, in order to build a successful society.

There are those who talk of *'Team Namibia.'* 'Team Namibia' can only become a 'Team Namibia' leading in education, leading in everything if all of us are concerned and if all of us contribute. But if you say, *"It is not my area. I do not have children at that school,"* or when the people are being called to go and do something, I say, *"It is*

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON VENAANI**

none of my business.” For business people their interest is only to make money irrespective to whether they are selling liquor to children. There is no responsibility. Education is part of our society. It cannot only be perfect on its own. This is my contribution to the Debate.

I thank you.

HON VENAANI: Thank you very much, Honourable Speaker. I just want to add a few comments on this very important topic and in the interest of our Nation. I want to start off by saying, concerning the state of education in this country, what is lacking in my opinion is the passion of excellence. That has died in this country.

The matter of the standard of our education system should be questioned. Honourable Speaker, during my days in school as a student there was always decorum; there was so much respect for a teacher. You will be afraid sometimes in Katutura - you know how Katutura is - you would be afraid of a teacher seeing you in the street on a weekend because he might accuse you of not doing your homework the next Monday.

Today we see our children, our learners, partying with the teachers at bars.

A teacher comes to school without a tie. To us it was a formal standard - teachers had to dress in a formal way to earn respect from learners. Today you find a teacher on a Monday with a Levi jean and a white shirt. These are all the issues, in my opinion, our passion within this country and discipline in schools.

I remember that there are gangsters in schools. Children bring knives and guns having stolen them from their parents and taking them to schools. Children are smoking. If you just know it is break time go to A Shipena or any other school, and you will find students just standing somewhere there having a smoke break. These things are done on the school premises. It is also acceptable behaviour and people somehow live with this behaviour. The teacher only cares as long as you are in my classroom and I give you a lesson. If you want to listen, it is your choice. If you do not want to, it is your problem. I think we really need to do something about our passion for excellence. That is one.

Secondly, I would want to differ with a number of Honourable Members that say that there is nothing wrong with the education system that we currently have. I think there are some successful elements in this system. There is the question of equity and accessibility and that is a major success of the Cambridge education system. But one

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON VENAANI**

has to admit, whether one likes it or not, there are also some hiccups and failures within the education system. In my opinion, one of the most fundamental failures of this education system that we currently have is to provide a learner who has failed with a Grade 12 Certificate. You have six ungraded marks, but yet you qualify to get a certificate. It does not work that way. To me it is a failure, because you are teaching somebody to earn something that he does not deserve.

A certificate should be given to somebody who has excelled and who can go to Polytechnic or University, in my opinion. I want to use an example of a farmer of cattle. During the years 1920 up to 40, the Simmentaller breed came to this country. Other people realised that these cattle were really too large for the country and it is consuming too much of the available grazing and people changed to the Afrikaner breed. Genetically, people also realized that these cows were not producing every year - it was not breeding every year. They changed to Brahman in the 50's, 60's, 70', 80's.

People also realised that although this cow was a good cow - it is a good breed - it did not have enough beef that we needed to produce. That is where we came with the concept of crossbreeding - Simmentaller with Brahman - calling it Simbra. Now in my opinion, Honourable Minister, is there no other comparative education system in the world that we can really balance with the current one that we have? What are the Japanese using – countries, which are really prospering - or the Chinese, having an economic growth of more than 10 % a year? I am of the opinion that the system has defects, but we can bring balance within the education system in this country. I believe that not all elements of this education system address the needs of this country.

The Minister has spoken about the accessibility of students. He has spoken about more than 300 000 students who are joining high school. One other reality is the fact that, since 1993 up to date, we never heard of a passing rate of more than 37 percent from Grade 10 to Grade 12. Somehow the system is failing our student. Why do we not have a passing rate of more than 50 or 51 %? In my opinion, this is the current statistics that are available. Every year when you open the *Namibian* you will find that 42 % passed - every year it is below 50 percent. And that is a point of great concern to this country.

The other question is one of policy coherence within our own education sector. One evening I listened attentively to the Minister of Health claiming that it was really expensive for us to have medical training facilities for students to train as doctors.

15 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON VENAANI**

What does the Ministry of Education say about that? Because one of the advancement areas that he was using – and I do not know whether I am quoting it correctly - he spoke of the corpses or the bodies that were expensive because you cannot have enough corpses. I know in other countries, even in South Africa, in Medunsa, the corpses used are the corpses of unidentified people. In this country, if, at any given time, you go to the mortuary of the Police there are corpses of people that have been lying there for more than 2 years. And the bodies of these people can be used to train our students. I do not know what ... is that an official stand? (Intervention)

HON HAMUTENYA: I am really getting lost. I want to ask Honourable Mr Venaani a question. People are talking about the system, sometimes implying the Cambridge system. Talking about systems and talking about the teaching procedures in this country which one and what is the system? Cambridge is used in Ghana, Nigeria and in Zimbabwe. Therefore, I want to know what you are talking about when you talk about the system. Can you help me so that I can be clear?

HON VENAANI: We are talking about the system that so far successfully allowed only a passing rate of less than 50%. During the last 14 years that the Cambridge system was in place, we have never seen a passing rate beyond 50 %, and that is a matter of great concern. Is it the teaching procedures of teachers that allow for the system to fail 50% of the Nation or is it the system? Then my argument (Intervention)

HON SCHIMMING-CHASE: Honourable Venaani, apart from talking simply of the percentage of people who pass, what about the pass mark? Is that also not much lower than the Pre-Bantustan, where it was 50 and 60 % for University entrance? So if you combine the lower pass mark with the lower pass rate does it not even make the situation even more (Intervention)?

HON VENAANI: In conclusion, Honourable Speaker, (Intervention)

15 February 2006

I do not want us only to support the system because we brought the system. Just because of the fact that we brought it and it must work, let us not force the system. Let us alter the system where it does not work in our interest, and I think, as a country - and tomorrow we are going to discuss Vision 2030 - is this system creating enough engineers? Is this system creating enough arts and trade people that we need to develop our economy? And the answer is no. What should we do?

I thank you.

HON SPEAKER: Honourable Members, there has been a cross cutting appeal to me that I should be flexible. You will remember that earlier I moved that the remarks exhaust this topic in this sitting of the Assembly. We still have about 10 to 12 speakers who want to take the floor. In varying ways it has been said that Parliament is education, Vision 2030 is education, economy is education, one person said aquaculture is education, employment is education, village is education, rain is education, drought is education, and even marriage is education – as someone reminded me.

In light of that and the sense that I gathered that this is an issue that touches the hearts of all of us, therefore I intend to continue with this discussion tomorrow and we will see how that goes, and I will declare a Ruling accordingly. The House stands adjourned under automatic adjournment until 14:30 tomorrow afternoon.

THE HOUSE IS ADJOURNED AT 17:45 UNTIL THURSDAY 2006.02.16

**NATIONAL ASSEMBLY
ASSEMBLY CHAMBER
WINDHOEK
16 FEBRUARY 2006**

The Assembly met pursuant to the adjournment

HON SPEAKER: Took the Chair and read the Prayers and the Affirmation.

ANNOUNCEMENT BY THE SPEAKER

HON SPEAKER: Honourable Members, just a brief update on how the business of the House will proceed today and possibly tomorrow. Before the House rose yesterday under the Rule 90 automatic adjournment, I informed the Honourable Members that I still had a long list of speakers who wanted to make their contributions in the Debate on the State of Education in Namibia. Depending upon how far that will take us, I intend to give the floor today rather than tomorrow morning to the Right Honourable Prime Minister, to share some information with the House.

The Prime Minister may in the course of that intervention, say one or two things about Vision 2030. Now I am told to my greatest distress, that the long list that I had in the computer has disappeared, so the Honourable Members who had ascribed, please assist the Chair to reinstate your names. But it is a question of how that could happen. I am sure the Front Table will tell me how that is possible.

HON SPEAKER: Any Petitions, any Reports of Standing or Select Committees, other Reports and Papers? Deputy Minister of Gender and Child Welfare?

HON DEPUTY MINISTER OF GENDER EQUALITY AND CHILD WELFARE: I lay upon the Table the Annual Report December 2004 of the Ministry of Gender Equality and Child Welfare.

I so Move, Comrade Speaker.

16 February 2006

TABLING OF REPORTS

HON SPEAKER: Will the Deputy Minister please table the Report? Other Reports or Papers? Minister of Finance?

HON MINISTER OF FINANCE: Honourable Speaker, I lay upon the Table Reports of the Auditor General on the accounts of the:

- (1) Electoral Commission, for the Financial Year ended March 31 2004.
- (2) Ministry of Prisons and Correctional Services, for the Financial Year ended March 31 2004.
- (3) Ministry of Information and Broadcasting, for the Financial Year ended March 31 2004.
- (4) Department of Transport of the Ministry of Works, Transport and Communication, for the Financial Year ended March 31 2003.
- (5) Municipality of Swakopmund, for the Financial Year ended June 30 2004.

I so Move, Honourable Speaker.

HON SPEAKER: Will the Honourable Minister table the Reports? Any Notices of Questions? Honourable Venaani?

NOTICES OF QUESTIONS

QUESTION 7:

HON VENAANI: Honourable Speaker, I hereby give Notice that on Thursday 23 February 2006, I shall ask the Right Honourable Prime Minister the following:

In view of the current stalemate situation in the north west of the Kavango Region in the Uukwangali tribal area, it is believed that some farmers that were grazing in that

16 February 2006

**NOTICES OF QUESTIONS
HON VENAANI**

area and received eviction orders from the High Court are still grazing in that area.

1. What does Government envisage to do regarding these farmers refusing to leave?
2. How much Government assistance has been deployed for those farmers' migration to be effected speedily?
3. What are Government plans to resettle these farmers, as it is believed that the area they are forced to migrate to might not be sufficient for grazing purposes?

QUESTION 8:

HON VENAANI: Honourable Speaker, I further give Notice that on Thursday 23 February 2006, I shall ask the Minister of Finance the following.

1. Whether it is true that Agribank during the financial years of either 2001/2002 or 2002/2003 lent an amount of close to N\$65 Million Namibian Dollars for the construction and operationalisation of the !Uri Khubis Abattoir project at Witvlei?
2. Is it further true that this loan amount has not been recovered by Agribank to date and it is believed that this loan amount has been written off by the said financial institution?
3. If the answer to question 2 is affirmative, is it true that no summonses were issued to the borrowers to recover these funds?
4. Can the Minister tell this House why this loan amount was written off while the borrowers or their company were never declared bankrupt?
5. Will the Minister in the public interest and the benefit of this House name the company and its directors that benefited from this huge costly gravy loan?

16 February 2006

**NOTICES OF QUESTIONS
HON ULENGA**

QUESTION 9:

HON VENAANI: I further give Notice, Honourable Speaker that on Thursday 23 February I shall ask the Minister of Foreign Affairs the following:

In view of the recent vote in the United Nations Security Council regarding the resolution on Tehran (Iran) on the Nuclear Facilities many countries voted differently.

1. What was our country's vote on the matter at the Security Council and will the Minister explain to this Chamber why we voted the way we did?
2. Will the Minister also explain our Foreign Policy regarding the use of Nuclear facilities in the world?

HON SPEAKER: Will the Honourable Member table the Questions. Any further Notices of Questions? Any Notices of Motions? Questions? Honourable Ulenga

QUESTION 10:

HON ULENGA: Honourable Speaker, I give Notice that on Thursday, 23 February 2006, I shall ask the Prime Minister of the Republic, the Right Honourable Nahas Angula, the following questions:

1. At which Cabinet session and on which date did Cabinet order an investigation into allegations concerning plans or intentions, by unidentified persons or instances to assassinate certain politicians, including the current Head of State?
2. Have these investigations been completed or not?
3. Have any persons been charged with any crime as a result of the investigations?
4. Was any criminal case opened with the Namibian Police as a result of the investigations?

16 February 2006

**NOTICES OF QUESTIONS
HON ULENGA**

QUESTION 11:

HON ULENGA: Honourable Speaker, I would further like to give Notice that on Thursday 23 February 2006, I shall ask the Minister of Defence, the following questions:

1. Can the Minister confirm that during the military operations between 1998 and 2002 in the south and southeast of Angola, the Namibia Defence Forces appropriated large herds of cattle, estimated at 30 000 head and brought them into Namibia?
2. If this is true, where are these cattle herds now?
3. Who are the legitimate owners of these cattle herds?
4. Is it true that these cattle have been divided amongst some of the top NDF Commanders as war booty? I would like to know, Sir.

HON SPEAKER: Will the Honourable Member table the Questions? Any further Notices of Motions? Any Ministerial Statements? I have a long list here of Honourable Members who have ascribed to speak in the forthcoming debate. Honourable Ulenga?

NOTICES OF MOTIONS

HON ULENGA: Thank you Honourable Speaker. I give Notice that on Tuesday 21 February I shall Move:

1. That this Honourable House look into and debate the unsatisfactory state of affairs and lack of progress regarding Affirmative Action and the achievement of social equity goals in employment, both in the Public Service and in the Private Sector, since the enactment of the Affirmative Action (Employment) Act 1999 and the establishment of the Employment Equity Commission as provided for in that Act, and

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON KAIYAMO**

2. Make recommendations to the Minister of Labour and Social Welfare aimed at eliminating racial and gender imbalances and at expediting the realisation of social justice at the work place, in both the Public and the Private Sectors as intended by the Act.

I so Move.

HON SPEAKER: Will the Honourable Member table the Motion? Any further Notices of Motions? None. Any Ministerial Statements? None. The Secretary will read the Order of the Day.

**RESUMPTION OF DEBATE ON THE STATE OF EDUCATION IN
NAMIBIA.**

HON SPEAKER: When the Assembly adjourned yesterday, 15 February 2006, in terms of Rule 90(a) of the Standing Rules and Orders, the question before the Assembly was a Ministerial Statement by the Honourable Minister of Education. Any further discussion? Honourable Kaiyamo?

HON KAIYAMO: Comrade Speaker, I would like to join my Colleagues to thank you for the collective leadership that brought the point here, namely the issue of the system of education that has been going on in our society.

If there is somebody to be blamed then all of us must take the collective blame, because it depends on one point of departure. The implementation maybe is the one, which is in crisis - we do not implement what is supposed to be implemented by all of us. That is why I was in agreement with Honourable Amathila when he said maybe the implementation is in crisis.

There are two points stated by the Minister, which I want to underline, namely the parents and the issue he mentioned that we must invest in libraries. In my view the investment in libraries does not mean only in terms of money. In my view the investment should also be in the reading culture, so that our children see us reading so

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON KAIYAMO**

that they can also read. I also want us to collectively make it a priority to go to the libraries, especially the parents. Saturday's shopping list should include a visit to the library for the children before going to do shopping. In this way we will teach our children from the beginning to read and support the libraries, because Saturday is the only day when many of us are free.

The other thing, which I think should also be invested in, is the teaching of basic information studies. My visit to the Regions taught me that basic information studies is not properly taught in our schools, because it is not a promotion subject. The children are not taught how to use libraries, which is why I would like to ask for action to bring about the use of these libraries in our schools. The parent is a role model for the children. If the parents do not read the children will not read.

Another issue is that of television viewing in our society. Believe me, our children know more about "*When you are Mine*" than anything else. So maybe we must make sure that our children stay away from the television. In earlier times, when I was younger the children were ashamed to fail and the parents were also ashamed if their child failed. This was because we used to ask each other, did your child pass, where is the result? These days it is no longer the fashion. In our time we used to ask, did your child pass? Yes, my child passed, he got a D or he got a C and so on. It was something to be proud of. These days some parents are not that proud about their children's school achievements. When a child is proud to fail then the question should be asked, are we parents not also in the same situation?

The Education Act was passed by this Parliament and all the instruments for implementing the system are in this Act. Maybe what we must do is to translate the Act into all languages so that our collective Namibian society understands the issue at the end. My last point is that of the former white schools, the schools that used to be advantaged, are really making it difficult for our children to go to these schools. You apply in August, August passes, September passes, October, December you do not get any answer. And then later on they say no, you are not accepted.

So maybe we must as a society nationally take control of our schools to make sure that our children are equally divided amongst all these schools and the best teachers should also be placed in the rural areas and also in those schools where resources are not available.

I thank you, Honourable Speaker.

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON VILJOEN**

HON VILJOEN: Honourable Speaker, a short and humble contribution. Yesterday, Honourable Hidipo Hamutenya took the floor for the first time, with a question that summarised the whole problem. His question was about the problems in education and the general demand by people to change a system. Now this is the essence of the problem.

Most people do not know who or what to blame and therefore they start to generalise. Such people jump to conclusions and blame the Cambridge system for every problem in education. Grade 1 to 10, where the most problems are, is not a Cambridge System. It is a Namibian system where the curriculum has been designed by Namibian teachers and other experts. It is not an imported system and if it is not good enough we must blame ourselves. The Cambridge System can thus not be blamed for dropouts and high failure rates in Grade 10.

Honourable Speaker, I am aware of the problems on the ground. Learners have to walk long distances to school; they stand at the roadside for a lift or travel for many days by donkey cart in rain and unfavourable circumstances. They are absent from school for various reasons. But at the end of the day they have to face a school system, Grade 1 to 10, which is not difficult. It is meant as *'EDUCATION FOR ALL'*. If we should change: two things. The first is, import an education system from heaven. Secondly, allow all learners to repeat as many times as they wish.

And suppose all learners passed Grade 10 with flying colours, then the problem becomes even bigger than the present one. These successful learners will demand jobs or access to senior secondary education.

Grade 11 and 12 can be regarded as the Cambridge system and learners who complete this two-year course successfully can become doctors and engineers or what they want to become. I have not counted the number, but what I know is that many learners go to institutions after Grade 12 and later come back as well qualified people. There is no limitation whatsoever.

To change a system is to change the whole curriculum and how the curriculum should be taught, to replace all the textbooks and the examining procedures and to start an in-service training programme to make teachers familiar with the incoming system. So it is not easy to change a system.

Honourable Speaker, we know what the problems are. There is a huge document somewhere filed in a very dark storeroom. It is the report of the Presidential

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON VILJOEN**

Commission on Education of a couple of years back. There are reports in that same storeroom, pointing out the problems, like absenteeism amongst teachers and learners from schools, Cuca Shops, disciplinary problems, unqualified and undisciplined teachers and a lack of motivation. There is nothing new under the sun.

Honourable Speaker, if we should embark on a new system, if we go back to the Cape education system or the Bantu education system or the system presently used by private schools, the so-called Independent Examination Board System and we implement any of those systems under the same circumstances and with the same medium of instruction, the outcome will be a disaster.

I also wish to point out what happened at a certain school to demonstrate my point. My point is that there are other factors that should be addressed. Around 1997 we had a meeting at the Education Head Office. We had noticed that a well-equipped senior secondary school in the North did not perform well. That school was Mweshipandeka. Through the Permanent Secretary we wrote a letter to the Principal and the School Board; pointing out their advanced status in terms of equipment and teaching aids, which they received from Loudima and from abroad.

Our letter was an ultimatum: *If there is not an improvement as far as results are concerned, the Ministry will have no other choice than to replace non-performing staff.* Needless to say, the next year Mweshipandeka was the top performer in that Region. So this threat was a motivation.

Why was the system used by former white schools very successful? And I apologise for making a comparison, because Members may feel offended, but on the other hand God gave us the brains even to learn from the enemy. (Please forgive our trespasses).

Why did those schools perform well?

1. There were enough schools to accommodate every learner. Today this is a problem that needs urgent attention. There are more than 1 200 Schools in this country, of which only 9 percent cater for Grade 11 and 12.
2. There was discipline because we were backed up by a government that realised that no education can be a success without good discipline. Good teachers and learners were rewarded and we got rid of poor teachers and undisciplined learners.
3. The training institutions maintained a high standard of training and there was a

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON VILJOEN**

correlation between the training of teachers and what was required to teach the curriculum successfully. Today the training of many teachers is poor and not in line with the Cambridge system, especially those who complete the BETD cannot teach effectively at secondary level. If the teacher is not able to teach, how can the learner pass the particular subject?

4. Teaching aids were not a priority. The writing board in the classroom, chalk and a motivated teacher were the only necessity on the way to success.
5. Inspectors visited schools at least once a year and agreed in writing with the Principals about the wrongs and rights in the school. Next year at the same time the Inspector visited the same school and did an evaluation of progress made on the agreement of the previous year.
6. Subject advisors did the same but agreed on subject issues.

Honourable Speaker, I wish to conclude as follows: let us try to solve the real problems and find solutions. To change an education system like we did after Independence, cost millions and millions of Dollars. This country cannot afford another change. Let us change the attitude of our parents, our learners and the Unions and our lawmakers towards the present system and tackle the real problems of which there are many.

Thank you very much.

HON SCHIMMING-CHASE: Thank you, Honourable Speaker. I think everybody must be commended, and especially Boetie Ben and the Speaker, for having decided that we should use these three days to discuss from as objective a point as possible, issues of National concern. But before we pat ourselves on our respective backs too much, we must say from the outset, that two days of debate of three hours each are just not adequate if we want to do justice to the problem of education that this country is faced with. Because I think all of us will admit, Mr Speaker, that the education in this country is a mess.

Mr Speaker, I do not believe that we will serve any purpose in trying to accord blame, because the minute we try to accord blame, people will start wanting to defend themselves and to rationalise the failures and we will be no closer to a solution than we were at the beginning of this debate. I would therefore like to press my

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON SCHIMMING-CHASE**

contribution, by saying that it is my sincere hope that at the end of this discussion this House will find unanimity in deciding that the time has come to call a National Conference to discuss the crisis of education.

Mr Speaker, I am a politician by habit, but I am an educationalist by passion. Education has always been my passion and yet I cannot pretend to be a Specialist in Education. Very few of us here if any, are Specialists in Education, and that is why, when you listen to our respective contributions, Mr Speaker, you will not find anyone of us referring to empirical scientific evidence of what the disease is that we are faced with. We are talking about symptoms, but we are not talking about the root cause of the disease. We are talking about inspectors, we are talking about teachers, we are trying to criticise the system. Mr Speaker, it is my honest belief that whether we have a Cambridge system, a Joint Matriculation Board or whatever the system may be, unless we stop blaming the system and start looking at the cause, we will not solve the problem.

We are talking, Honourable Speaker about English, for example and we have leaders of our Tertiary Education Institution complaining about the standard of English or the lack thereof and the need for breaching years. I have always been very proud to be a Namibian, because we are a Nation that has linguistic abilities that you will have to go far to equal. We left here not because of Bantu Education, but in spite of Bantu Education, with a wish to go and study and we learnt Polish, we learnt Russian, we learnt Finnish and we managed all those languages, which are not ontogenetic and we passed and yet speaking Afrikaans as an ontogenetic language, we are supposed to have such immense difficulties with the English language that we are told even the teachers and most of the inspectors have not yet mastered the language.

One reason why we are doing that while we are having these problems is that we are teaching English in our schools as if it is a mother tongue. English is not a mother tongue to most Namibians, but there is a world wide accepted method of teaching English as a foreign language. We do not have that discipline in our schools. That is in fact what we are doing, we are teaching English as a foreign language.

And I would like to share an experience I had when I was acting Head Mistress of the International School in Dar Es Salaam, where I was given the task to look at the problem of English as the language of instruction. That school had over 40 different nationalities. And when I got there we found that the kids came from the various countries speaking their various languages and they were thrown into the classroom system and taken out during English to get special English tutoring and this did not work. But what we did was, we made use of all the teaching methods available. We

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON SCHIMMING-CHASE**

took the kids from the time they arrived and started teaching them English as a foreign language and within three months those kids not only spoke English, but they knew the relevant English terminology for the subjects that they were studying, so they could go into the classroom and perform at their best. We do not have that in Namibia. And that is one system that we have not looked at which I believe we should.

Mr Speaker, I listened very carefully to the Honourable Minister of Education. The issue that we are excited about and please excuse me if I misheard it, but I think what the Minister explained was the miracle that Cabinet performed, by making money available for so many added new classrooms and so many teachers. But I was listening attentively to find out how much of that money was going to be put aside for teaching aids. I did not hear it and I think that is another symptom of the disease, namely that we look at capital expenditure, we look at quantitative education and we totally ignore qualitative education. And that is why we have a system, Mr Speaker that you can pass. Well, first and foremost you are automatically promoted. I do not believe that if you have not mastered Grade 1, you can master Grade 2. But we have that. In addition to that, the marks that you need to pass are such that in other places you would not pass. So the marks you need to get an A are possibly comparable to a 60 percent previously. It looks as if we are doing well.

Mr Speaker, we are not only gifted in languages. We had a system of education that was oppressive and we got involved in an alternative education system before Independence. And we had schools like Oshigambo that performed so well annually in their matriculation examinations that the interim Government stopped us from publishing the results. It is the same people from the same environment with the same teachers to a large extent. What has gone wrong? Why are we not performing as we performed then? We need to look into these things to find out what really is the problem that has led us to where we are.

Mr Speaker, what are the root causes? What I would like to say is if the Minister of Fisheries were today to get up and say, Aqua Fishing is going to be handed over to the Ministry of Home Affairs, we will laugh and we will think that the Minister may have gotten home very late last night. And yet for something as important as education, we have decided to hand over pre-school basic education to the Ministry of Gender Equality and Child Welfare. Neither Gender nor Child Welfare is an educational discipline. Education is the business of the Ministry of Education.

The root cause, Mr Speaker of the dilemma of the crisis of our education, is that for one reason or another and it is not financial, other countries have shown, we have

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON SCHIMMING-CHASE**

decided that we will not pay attention to early childhood education. That is where the new Apartheid in education comes from. Our children get motivated from within the house, by the time they go to school they know what a computer is, they know all of that. The people who have elected us, whose children come from the rural areas, have to come and compete with our children without any background or any knowledge. I am not speaking out of the air, Honourable Speaker, I would like to concentrate just on this one point. There is empirical scientific evidence that every human being at birth, in fact in the womb is endowed with a certain number of neurons, which are not connected, where intellectual ability is based.

From the womb those neurons can be activated to such an extent that they form connections and those connections have to be stimulated within the first five years. That is before the Minister of Education becomes involved. By the time the five years are over, the neurons that have not been stimulated die, you can never use them again. If they are stimulated they increase and there is something even more tragic, Honourable Speaker, and this is maybe where we need Specialists to come and speak to us. If for generations those neurons are not stimulated, they die out. So we condemn future generation's stimulation of the neurons of the intellect, because we felt that we should not pay attention to preschool education.

If you want to build a house today, the Municipality will not allow you to build that house if the foundation is not solid. But in terms of education we want to build without a solid foundation. Let us respectfully listen to one another, because we do not want to score political points. Some of us who are the fathers and the mothers of the system, may feel protective, but we do not matter anymore - we are finished, it is not everybody who, like Hage, will at this age want to go and do a Doctorate. We are finished. We have to create the atmosphere that our children and children's children can do Doctorates to improve.

Let us look at the example of Malaysia. The Malaysian people did not have education at Independence. Mahatir did not look at the cost, because you see if we look at the Namibian child who entered school at Independence, that child under normal circumstances would already have completed a first degree. It is fifteen years, it is a first degree. (Intervention)

HON MINISTER OF EDUCATION: It is on this issue of neurons that can either be stimulated or die. We come from different backgrounds and I look at Honourable Mudge, Honourable Schimming-Chase, Honourable Tsudao Gurirab. Their

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON SCHIMMING-CHASE**

development and their environment from birth and when they were growing up before they were five years were not the same. Are we now to conclude that in that order Tsudao has more neurons than Mudge?

HON SCHIMMING-CHASE: If the situation were not so tragic I would have joined in the fuss. But this is not the point at which we should made jokes. The whole argument for early childhood education, is exactly because early childhood education is the leveller between Mudge, Nora and Tsudao, because wherever our kids come from in that early education environment they are treated the same and the neurons are treated the same and encouraged and motivated the same. We will never have the leveller in our social standing, but we will have the leveller if we provide the proper educational basis. My brother, I am a grandmother, you are a grandfather. Let us talk of our children.

I was saying, a child who entered school at Independence today should have had a degree. You have 12 years of education from Grade 1 to Grade 12. And you have three years in which to do a degree - that is 15 years. If we do not have that mathematics, how can we expect it amongst our children? These Members of Parliament do not realise that it is from Grade 1 to completing your first degree (Intervention)

RT HON PRIME MINISTER: Honourable Member, children start their Grade 1 at age 6 and 7. That is when you start your Grade 1. So you must subtract that.

HON SCHIMMING-CHASE: Right Honourable Prime Minister tailored the education system. I respect your office too much to really take up that argument. I am not counting the first seven years, I am counting the time it takes you to study from Grade 1 to Grade 12 and complete a degree, provided your education was such that you do not need a breaching year, that you do not have to spend a year to learn English, that you do not have to spend four years on a degree, because the preparation you had up to Grade 10 was not adequate to take you to Grade 12. That is the crisis of our education.

Let us not try to score points; let us not play one-upmanship. There is not a single

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON SCHIMMING-CHASE**

Member that will get up here and say the education system in Namibia today is excellent. I challenge anyone to say that, because it is not, it is objectively not. And it is not a SWAPO issue or a CoD issue, it is a Namibian issue. It is our children that we are talking about.

We keep on hearing there is no money for pre-primary education. Have we tried to calculate how much money we have used in the last fifteen years in workshop upon workshop, that has not done it, but ought to have improved the standard of education? But had we put that money into quality education, we would have had brilliant qualified Namibians today. Maybe the time has come for us - Meme Mungunda, you are supposed to be responsible for pre-primary education - instead of heckling here you have your position already. Just get some Specialists to test those kindergartens that you have. Let them test that, objective independent testers, and if you are not ashamed of the quality, let me tell you I am ashamed of the quality that those children are given.

HON SPEAKER: Will you sit down for a while? If we agree that we are talking about what is collectively commonly ours and that we agree that there is a problem, some call it a crisis with our education system, we may talk about the same thing in different ways, but at the end of the day we hope that our minds will be redirected, that we search for a solution, that is what I said in my statement. I also appeal for mutual respect and consideration. It should not turn us back to political differences.

There is enough room to talk about education and differ about methods and so on, but at the end of it we agree and that is why we are discussing the problem with our education. You may continue, Honourable Schimming-Chase.

HON SCHIMMING-CHASE: Thank you Honourable Speaker. I said from the outset that I do not regard myself as an Educational Specialist and that is why I appealed from the start that maybe the time has come for us to start involving Educational Specialists, not in repeated workshops, but in a national conference in order to find solutions to the crisis that we are faced with.

And so in conclusion I will say that we may pretend to be Specialists sitting here, but at best we could be collectively Specialists in politics. In reality we need to be educated about education in order to improve and to legislate solutions to the

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ANGULA**

educational crisis.

I thank you.

RT HON PRIME MINISTER: I am rising to make a simple, humble short contribution, with the hope to create a common framework as to how to look at the challenges of education in our country. I am talking about challenges, because I know that there is no crisis, there are only challenges out there which shall be turned into opportunities.

To appreciate these challenges, I would like to invite you to ask three questions, which we teachers normally asked. The first question is, *what to teach?* The second question is, *how to teach it?* Once you have selected what to teach you now ask how do you teach it? The third question is, *whom to teach?* Those are the three central questions in education.

And I want to start with the last one, whom to teach? I think that is where the challenge starts. Our Constitution Article 20(3) says that all persons shall have the right to education. That is a Constitutional mandate. You and me, my child, your child, your grandchild, my grandchild, we all in terms of the Namibian Constitution have the right to Education.

Now in terms of schooling, how does that translate? As we are sitting here, more than 500 000 learners are in formal education. That figure translates into almost 1/3 of our population. That is what the Constitution mandates. So the Constitution answers the question, whom to teach? And what are the implications? The implication is that you have children in our school system from different backgrounds, culturally, from different social status, economically and those of different aptitude, psychologically. And you have to deal with this in a classroom context. Now what it means is that you have slow learners in your class, but you will also have high flyers in your class and you will also have average learners in your class. But you also have in your class children who come there on an empty stomach, or who come there having walked for 7 or 10 kilometres to school because of their social status. And you have also those who would be dropped there by their parents in posh cars. You have that diversity in your classroom and in your school. And that diversity is the challenge: how to handle that class and make sure that each and every learner makes progress.

So we therefore have to understand the nature of our learning population in order to be able to handle it. That is very important. The situation is even more challenging

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ANGULA**

in the actual environment. There is a teacher who must be sensitive to multi-culturalism, so that you are able to handle these children in such a way that they feel that they are welcome in the classroom. I recall around 1992 when we were integrating schools. Some of our schools would accept learners from Katutura, but they made sure that when they came into a classroom, these Katutura learners were forced to sit right at the back. And these children found that they were not wanted in those schools. Some of them drifted back to Katutura, because they felt rejected. It is terrible when you feel rejected in any situation let alone the classroom situation. So the nature of our learning population should be fully understood.

We come back to question number one, what to teach? There is confusion here in our minds; people talk about the Cambridge system. There is nothing like the Cambridge system in Namibia. Nothing like that, but I will explain why people confuse things. Now what to teach that is what is called in teacher's jargon the selection from the curriculum. You have to select knowledge and skills and values you want to impart to your learners, in designing your programme of teaching which is called the curriculum. You have to make that selection; you have to sequence it in such a way that the contents are appropriate to the each group and so forth. With regard to the Namibian curriculum, which people called the Cambridge system it is a homegrown product. Mr Viljoen can attest to that.

HON SPEAKER: Right Honourable Prime Minister, I think it is also a disservice to the Prime Minister's thoughts and to our duty if we were to adjourn. Let us continue to discuss education. You may continue, Right Honourable Prime Minister.

RT HON PRIME MINISTER: I was saying that we are talking about the content of education; this content was developed here in Namibia. I remember the first meeting on education reform was held at the Old Windhoek Teacher's College far back in 1990. That is where we started to plan how to create a national education system. Obviously, when we were creating this education system, besides taking into consideration your own context, your own environment, your own history, it must be a system, which is not isolated from the general human heritage. We are not going to have Namibian Pythagoras; you will still have to teach that theory of Pythagoras, because you are part of the human heritage. And the heritage you are selecting from is a human heritage.

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ANGULA**

Now in designing the Namibian curriculum, we were more concerned about the breadth of coverage and the depth of knowledge. But truly that curriculum is designed by Namibians, not by somebody from Cambridge. Once the curriculum was there, the next thing you have to think about is how to transmit it. And that brought us to the point of departure from the present education system and the previous Cape system.

Honourable Minister of Education was talking about child centred education yesterday. Perhaps this has just become a slogan, but it is not. We are talking about an education, a learning process, which engages your learners, engages them in discovery, participating in learning, solving a problem that is the basis of the learning process in the new environment. Learners should be involved, they should actually lead their own learning. They should probe, investigate, try out, discover and from there learn something. That is the basis. If you as a teacher have not mastered that, then you have trouble. Your children will have trouble to pass examinations, because examinations will not ask you about a fact. The examination will ask you to interpret that fact. So the teaching therefore should go deeper. Just to give you a simple example. If you are a teacher of History, you are concerned with the concept of time.

When did it happen? And you are concerned with, why did it happen? And you would ask the question, what were the consequences of that event? Those are the questions you have to ask to get the children to pass.

If you just say you know the Second World War happened and ended in 1945 and the child just knows that and you do not probe why it ended in 1945 - that is what people want to know, the why? In the same way, if you are teaching Geography, you are concerned with the concept of space and how things are placed in space on earth and their relationships, and that is what you want your children to probe. You are not just concerned about the capital of Namibia is Windhoek. You want to know why Windhoek is the capital of Namibia. It is because of historical reasons, certain geographical factors, certain security considerations, economical considerations, ecological considerations or is it where the water is? So you do not probe, if you just teach facts in your methodology and you are not engaging the children to think and the examination requires a child to think, so the child will not pass, he will under-perform for sure, and of course, at the end of Grade 12 that is where the examination comes in. Cambridge is just an examination system, it is not a programme of teaching.

I was surprised that Mr. Jansen of the Teachers' Union of Namibia (TUN), does not even care to open his computer and check the facts, because the Cambridge

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ANGULA**

system has been thrown out of Britain. I do not know whether he is confusing IGCSE with A levels or what he is talking about. There must be confusion in his head, yes, A levels has been phased out of Britain. But they have been replaced by IGCSE. That is the truth. Many other countries are taking this examination. The good thing about this examination is that you are comparing your children with children in Asia and Europe, in Latin-America and in America and everywhere. We are not the only ones. So if you pass that you are comparing yourself with Malaysians and other people who are also taking this examination. I do not know where the confusion comes in, to talk about a Cambridge system in Namibia, there is nothing like that. It is only the examination, which is of Cambridge origin, the examination not the content of education.

The content of education is right here, of course the principles, for example for learning with understanding which is derived from participation of children and learning and self centred learning of course those are part of the Cambridge principles in terms of learning. Or positive reinforcement, somebody talked to me about a child getting a certificate if he passes in Mathematics. Yes, if you pass you get recognition. If you do not pass that examination then you will not get any recognition. If you do not pass one subject you will still get your certificate, because this is not a group subject examination. So there is a difference between a group subject Examination System and the subject independent system. I think we should appreciate that. So if you look at education from those three questions I have asked you might be able to discover where the problems really lie. However, having said that let me use the time to clear up some misconceptions.

Somebody said here yesterday combined schools are bad and it is very unfortunate when we Parliamentarians talk because people think that we have read a scientific report from somewhere. Let me give you an example from the Constituency of Onyaanya. You know that Onyaanya is in the Oshikoto Region which is a high performer as a region. In that Constituency there is a Secondary School which offers full boarding facilities. And there are a number of combined schools. You know what happened last year for Grade 10? The combined schools, which are bad schools outperformed the boarding school, which is a secondary school. One of the best schools there, deep in the bush had 100 percent pass, no child failed Grade 10. So it is not a question of that you have three meals a day. It is a school called Oshiya. Emania School, which is just opposite the secondary school, had a 99 percent pass rate, whereas the secondary school, which is a boarding school had a 98 percent pass rate. In any case, it was beaten by these day schools, which are combined schools. So the argument that combined schools are bad is faulty. Something else is bad somewhere.

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ANGULA**

Secondly, I want to tell you that there have been changes in education. I want to shock you with information. Khomas Region (Intervention)

HON MINISTER OF INFORMATION AND BROADCASTING: Sorry, Comrade Speaker, I am finding myself in a very difficult situation that (Intervention) It is on the combined schools. May I ask the Prime Minister a question?

Comrade Prime Minister, are you perhaps interpreting the issue raised that people are saying that combined schools, because of their structure take in all their own Grade 7's, while the secondary schools, which are not combined take only the ones who have passed? But the combined schools take all their students coming from Grade 7, because the system does not allow the child to repeat one of the blocks and as a result statistically people say you will find that those combined schools when it comes to Grade 10, have more failures than those that are not combined, because they take the credit. So they are not really saying they are bad, but rather they are finding themselves in that situation that they have to accommodate everybody.

HON SPEAKER: On behalf of the majority of the Members that are confused can the Right Honourable Prime Minister, please clarify this matter of Combined Schools?

RT HON PRIME MINISTER: Yes. That is a good question that is good information. In fact the thesis now is that schools should start with children in Grade 1 and go all the way to Grade 10. They do not want children to do Grade 1, 2, 3, 4, 5, 6 and 7 in one school and then in Grade 8 send them to a different school where the teachers do not know the children. Schools are demanding that they want to start with their children in Grade 1 and keep them all the way to Grade 10, so that they know the learners. In most cases if you keep your children from Grade 1 to 10, they are likely to pass because the teachers know the children.

However, as I was saying there is progress and I was going to share with you some shocking statistics. Khomas Region passes a lot of learners with good grades. The same Khomas Region has the highest number of learners who are ungraded. That means failure; your certificate is not worth anything. That is Khomas Region. It has the highest performers and the lowest performers. How does that happen? Go to A

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ANGULA**

Shipena, go to Ella Du Plessis, go to Shifidi and the other schools around those areas. They are worse than the schools in the rural areas. Ask yourself what is happening there? Just imagine how much Erongo Region is resourced, how much Khomas Region is resourced, how much Karas and Hardap regions are resourced.

They beat Oshikoto and Oshana in the rural area, which shows you that resources in education are shifting. Even the resources of the high performers like Ohangwena are up. Steadily but surely they are going up, which means that the education resources are shifting and you just have to ask the question, why those schools in rural areas are performing better than the schools in townships. That brings us to something called Educational Leadership. Leadership matters and perhaps that is what is lacking in our schools. You need good leaders everywhere, in the Army, in the Police, in schools, in Parliament too. Leadership matters and it might be the problem that those schools in the bush, which are performing better have good leadership. If we can train our School Heads properly that might make a hell of a difference.

So we have a multitude of challenges in Education, but let me assure you that those responsible for Education are very much aware of this. That is why they developed the Educational Improvement Programme. And the Government is committed to fund that programme. The Government has even decided that in April there will be a Round Table Conference, to mobilise resources for the implementation of the Educational Improvement Programme (ETSIP). Whilst I want to agree with my elder sister, Honourable Schimming-Chase, that it is true that a head start matters, that is early childhood education, that gives a head start to a child, when the child is school ready, when the concepts of right and left, up and down or around or whatever it is, is there in the child, the child will be able easily to identify and to tell the difference between the letters N and U. Do not take it for granted that it is obvious the difference is obvious between U and N. For the child it might just look like the same thing, if there is no proper concept development in terms of discrimination.

Thus one of the pillars of ETSIP is early childhood education and to provide resources to communities. Education starts at home - do not condemn Honourable Mungunda - you are not qualified to do that. She is immensely qualified to do her job, because you start from the cradle, from home in the community and she is working with home and community to provide early childhood education. We are aware of those problems and Government is committed to dealing with them and turning those challenges into opportunities. I however can tell you as long as the world continues to change, the problems of education will not go away. If you look at the Economist of last week, your good friend education, education, Honourable Tony Blair is in trouble. He is trying to think out ways to reform the education system and there is a revolt in his own party.

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON NAMBINGA**

So we can see that education everywhere is a challenge. Let us not despair, let us work together, work hard and accept responsibility and do what needs to be done, because then more and more children will benefit from Education.

Thank you.

HON NAMBINGA: Thank you very indeed, Comrade Speaker. First of all I would like to express my appreciation to the Honourable Minister of Education for having brought this issue to the National Assembly for discussion.

Honourable Speaker, I would like to contribute to the subject *per se*. I would like to approach this matter from a different angle, but I am also doing it within the context of the speech of the Honourable Minister of Education who said that they are willing to seek advice, proposals and suggestions. I have been listening attentively to those who had made their contributions and I must admit I appreciated those contributions. But I have been wondering as to where shall we end with our contributions in the National Assembly? We can talk and talk and at the end of our talking the Honourable Minister will respond. How precisely he will do that, I do not know, but normally that is the procedure. Education is a serious matter as everybody has indicated, particularly those who took the floor. I would have thought that the most appropriate platform for us to address this issue is a National Consultative Conference on Education where we could talk and come up with concrete suggestions or solutions that would enable the Ministry to come closer to solving the problem, if we believe it is a problem.

As much as I appreciate what has been said and while I know that this is a very important topic, with due respect I would suggest through you Comrade Speaker to the Comrade Minister that only if a National Consultative Conference on Education could be convened, I personally would be able to contribute more.

I thank you.

HON SPEAKER: This is the elected House of deliberation. These are the elected leaders who carry a mandate from the people to discuss those daily pre-occupations and pains and frustrations that we as citizens endure. So to that extent we are 50% pre-emptive in terms of what might come out later. So we must allow the others who

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON GURIRAB**

wish to do so to speak and at an appropriate time, perhaps something like what you are suggesting might come to the fore. So I would encourage you to continue to be positive, Honourable Nambinga. Honourable Gurirab?

HON GURIRAB: Honourable Speaker, I would like to commend the Minister of Education for the statement he made yesterday in this House.

I subscribe, Honourable Speaker, to the school of those who believe that education is so important that we must keep on talking about it. There can never be finality about it, as the Prime Minister was pointing out, even where education systems and traditions are established over a longer period they are still debating and talking about how to improve their systems. We reformed our education system less than a generation ago, but we must keep on debating, we must keep on talking about it.

Honourable Speaker the debate is from yesterday and most of the issues I wish to raise have already been discussed, but I have two or three issues I still wish to flag. Therefore I am not going to talk about the system and what needs addressing. I am coming from the angle of a parent, I am coming from the angle of a representative of a community. The Right Honourable Prime Minister has told us about the numbers of pupils who are at school - half a million, the Prime Minister says, and that is an impressive achievement. During yesterday's presentation we were told there are four principles of education, namely equity, access quality and democracy. The Prime Minister's figure of half a million addresses the question of access.

In my brief note I want to talk about aspects of equity and quality. From a community angle we see at Grade 10 level, for example that less than 50 percent of those at school are successful. A system that keeps pupils at school for 10 years only to throw them out after those 10 years, without any achievement is surely a system, which needs to be looked at. In the minds of the pupils and the parents the fact that you have been at school for 10 years, creates an illusion of achievement, an illusion of education. You sit there for 10 years and end up with nothing.

Somebody talked about a conference and my point is, surely this is something that needs addressing. Some people talked about creating a generation of illiterates or semi-literates, because that is what the system presently appears to be doing, keeping young people at school, promoting them automatically for ten years, only for most of them to be dropped at the end of ten years, and surely a system like that cannot be socially sustainable.

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON GURIRAB**

So, for those who are talking about reforming the system, making the system produce value for money and preventing us having a lost generation, so that we do not have a system that creates a class of semi-literates, this is surely something that needs addressing.

Honourable Speaker, I am talking about aspects of equity and quality. The Prime Minister has talked about access, 500 000, but I was glad to hear the Prime Minister say that in many outlying areas the performance of the pupils is improving, because I was going to talk about things like the spread of something like NAMCOL. It is something that we have to accept in spite of our education system. But what has happened is that the spread of this institution is so narrow. We have it in Otjiwarongo, we have it in Windhoek and we have it in limited places. So, the people who have hold of the short end of the stick are those who are in outlying areas.

From the perspective of equity, it would appear that it is again the poor who have the hold of the short end of the stick and I think that needs addressing in the reform that we are talking about. The same in respect of HIGCSE, which is only offered at these limited facilities. Again it would appear that it is the poor who often receive the poor services. What it means, of course is that if NAMCOL is available or HIGCSE facilities are available only at limited places, I will have to travel if I want to access those services where they are available and from the perspective of equity, I think that needs addressing.

Honourable Speaker, I am also a great supporter of repetition. Under any circumstances there would be some who would be successful and others who would not be successful and I cannot fathom why our system should not have this permanent pressure, to deny those who, for whatever reasons were not successful at the first try. So, I think we need repetition a number of times, we need to repeat, because here we are basically throwing our human resource away.

As all of us travel around the country, we see who kids who are 14, 15 years old and they are out of the system, out there in the country and I cannot think...(Intervention)

RT HON PRIME MINISTER: On a Point of Order. May I ask a question? How many times are you prepared to spend resources on one person? That is one question. If you are given a choice and you are the Principal of a school, and in Grade 9 there are 30 children, in Grade 10 there were 30 children last year, but 10 of them failed, and in your school there is only one classroom which can only accommodate 30

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON GURIRAB**

children, will you reject five children of a new group which is coming out of Grade 9 in order to allow the 10 to repeat Grade 10 or what would you do if you were the school Principal?

HON GURIRAB: Honourable Speaker, I appreciate that our resources are limited, but all of us sitting here have children, or cousins, or nephews who are out there in the community because of this system. What I am pleading for is that we look at the social cost of this policy of no repetition. All of us know these 14 and 15 year olds out in the communities. We need to look and rethink the social cost of sending our children who are 15 years old out there into the communities. That is the only point I am making.

Honourable Speaker, only yesterday the Minister(Intervention)

HON VENAANI: On a Point of Information. I think the last intervention painted a very misleading picture of the real situation. The reality is, Honourable Speaker, between 1993 and 2005 we never had a pass rate for Grade 10 above 50 %.

The reality is that every year we are sending 50 % and more of children onto the street. It is not a situation where you only have five learners failing. If you had a pass rate of 85 to 90 %, you could have argued that those few learners could go study through NAMCOL. We are talking about half of those students throughout all those years who have failed and that is the correct information.

HON GURIRAB: Honourable Speaker, I raised this issue for all of us to think about the social cost of our Education Policy. Honourable Speaker, only yesterday the Honourable Minister of Education tabled reports of the University of Namibia as well as the Polytechnic of Namibia.

Again, Honourable Speaker, this is an area we need to look at to determine whether we are using resources to the optimum. We are a small country, we are a country of limited resources that is why I was talking about allowing pupils once or twice or whatever the number of times to repeat school.

But from the way in which our institutions are being run currently, it would appear

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON GURIRAB**

that we are wasting resources in duplication. That is where I think reform of the system, whether we get value for the dollar, is certainly an area, which we need to look into.

Honourable Speaker, I have spoken about equity and quality. Again, I am glad from what the Prime Minister reports that the situation is improving in outlying areas. One of the issues that has always been of concern, was that we are not getting teachers with the requisite qualifications and experience in rural areas, because of lack of accommodation, for example. There are no incentives for teachers to want to go out there, on the contrary, everybody wants to stay in Windhoek, so you must provide deliberate incentives for people to want to go to rural areas to teach. I am, Honourable Speaker, flagging these issues.

Finally, we need to look at whether our tertiary institutions are creating the skills that our economy needs, or whether we drew up a curriculum for our university in 1990 and are satisfied with it for 15 years. There must be a link between the skills and qualifications acquired at our institutions and the needs in our own economy if our economy is to develop.

With those few observations, Honourable Speaker, I support this important debate and believe that the programmes that are in place, such as ETSIP, will help to reform our system. It is not the system *per se*, but we must keep on reforming, we must keep on asking the question whether it still responds to the needs of our society and make the necessary changes to respond to those changing needs. I thank you.

HON DEPUTY MINISTER OF JUSTICE: Thank you, Honourable Speaker. I really wish I had spoken before the Right Honourable Prime Minister, because he is our guru of the education system. But nevertheless, I will try to share a few thoughts.

First and foremost, I would like to thank the Honourable Minister of Education for clearly expressing the current state of education in Namibia and for highlighting the four cardinal principles of accessibility, equity, quality and democracy as the cornerstones for attaining the ideal of the best possible standards in education and Education for All in Namibia.

Government and the successive Ministers of Education, starting with the Right Honourable Prime Minister, Comrade Nahas Angula, should be congratulated for

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON NUJOMA**

committing a major share of the budget to education. This commitment has greatly contributed to accessibility, which is in my view a major achievement and the first step towards correcting the structured imbalances created by the Apartheid colonial regime.

It is evident that the result of investing in primary education is continuously yielding positive results and that at the beginning of each year the challenge of school enrolment at the secondary level is overwhelming, because of the movement of learners from one region to another and from one local authority to another, resulting in almost chaotic conditions at our schools.

What we need, therefore, is to plan in advance so that we avoid the pitfalls of having to scramble and look for positions for learners to be enrolled at schools.

What we observe is that every year the education system is overwhelmed and the Ministry of Education becomes a fire brigade, to extinguish fires rather than engaging in structured planning to achieve the best possible results for our children.

This situation is exacerbated by the fact that parents believe that this or that school or this or that Region is better and it is therefore important that I place my child at this or that school in order for my child to achieve better results.

Honourable Speaker, Honourable Members, education as the Right Honourable Prime Minister has stated, is a long-term investment. Developed countries are still struggling with their education systems. However, they continue to perfect their systems and adapt them to the challenging needs of society.

We have just emerged from a brutal system of apartheid, classified by the international community as a crime against humanity and we know that the Bantu education system was also a crime against the Namibian people. The legacy of apartheid has created two worlds in Namibia. The First World education is for the privileged minority and the underdeveloped, inferior education for the majority. Attempts by various speakers to glorify Bantu Education is an insult to the Namibian people.

In fact, Bantu education was used to educate a few blacks to support their system, first of collecting their taxes and also to support their industries in mining, fishing, agriculture, etcetera. It was not aimed at empowering the people in order for them to become the masters of their own destiny.

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON NUJOMA**

To achieve equity in education, we therefore need the concerted effort of Government to level the playing field, in terms of resource allocation, poverty alleviation and of course, Affirmative Action. We cannot achieve equity and quality in education, while the majority of our children go to bed on empty stomachs. Various speakers have mentioned that.

We can also not achieve equity in education while the children, after coming from school are told to look after cattle and goats.

We cannot achieve equity and quality in education while the children have to walk long distances to school, while they have to pound *mahangu*, waking up at around four o'clock in the morning. This is a serious issue.

Sometimes they are told by parents, "*You must go and look after the cattle because we do not eat school, we eat food.*" We as parents fail our children, because we do not offer the necessary support because of our economic and social status.

Parental responsibility is lacking and the result is under achievement, which is clearly evident in our education system.

Honourable Speaker, Honourable Members, in order to achieve equity and quality in Education, social ills such as poverty, hunger, ignorance, diseases, malnutrition, retrogressive cultural practices and other evils, such as a deliberate torching of schools and vandalism should be fought tooth and nail. We cannot afford to waste millions on unnecessary repairs and renovations because of unruly and irresponsible learners.

Parental responsibility should be encouraged, together with education in reproductive health issues, such as spacing of children. We cannot continue, the economy is not coping with the population growth. Those are also other important factors which need to be taken into account, so that we educate the parents that there is a need for spacing, so that mothers can now space in order to bring up the children in a progressive manner.

Honourable Speaker, Honourable Members, in conclusion I would like to echo the sentiments expressed by my colleague, Honourable Katali, that an opportunity must be found to revisit some clauses in our fundamental law or our Supreme Law, namely Sections 16 and 100 of our Namibian Constitution. In my view, these sections which relate to property rights and land rights, should be addressed in light of the serious challenges facing our country in the economic, social, political and cultural spheres

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON T MUSHELENGA**

and the conditions prevailing in our country. I thank you, Honourable Speaker.

HON SPEAKER: I am forced to correct the wrong impression created, that somehow I, in my opening remarks, suggested that we should revisit parts of our Constitution. I did not say anything like that. I was very careful in differentiating between the Constitution and the laws which we every morning when we come here affirm on the one hand, and Rules and Standing Orders, on the other hand. I was very explicit. The Constitution can be revisited through arrangements that either this House or any other body can institute. Honourable Members are free to express their views, but I hope that I did not by implication attribute what I did not say to the Speaker. My namesake, Honourable Mushelenga.

HON DEPUTY MINISTER OF HOME AFFAIRS: Thank you, Honourable Speaker. Like my neighbour, I wish I could have said some words before the father of education spoke. However, I will try to make a few points that I jotted down and leave some that have already been mentioned.

Comrade Speaker, allow me to make my contribution in support of the statement of the Minister of Education on the state of education in Namibia.

At the outset I would like to extend my appreciation as a parent to the SWAPO Party government through the Ministry of Education, for informing the nation on the state of education and most importantly, for addressing the problem of access or accommodating 2 611 learners in Grade 11, who could not find places in school at the beginning of the school year.

In the same vein, I would like to encourage communities, particularly parents, teachers and learners, to join hands with the government, to ensure the success of our learners' education, because I know being in the classroom is one thing, succeeding is another and that is where we all as parents, as teachers, as community members and more importantly, as learners have to work very, very hard and cooperate to ensure that those who are in classes do succeed.

Some of the tools that I noted that could contribute to the success of the learner in school are, one, discipline and, two, hard work.

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON T MUSHELENGA**

Comrade Speaker, among other elements, discipline and hard work are critical values in the learning process. It should also be clear that learning does not start at school, it starts at home, as was mentioned here earlier.

For education to be a success, regardless of the system, it requires a conducive environment, accompanied by a positive, willing and ready mind and that is the minds of the parents, the minds of the community in which schooling is taking place and more importantly, the minds of the teachers and learners, who have to be ready and willing to contribute to the learning process.

This environment is to be created, as I mentioned earlier, by all stakeholders in education. It is, therefore, important that parents and guardians should follow the development of children, the children's performance and behaviour at school.

As a teacher myself, I know of some teachers who try their best at school, but if a child comes to school without discipline and the parents do not follow the pattern of behaviour and performance of this child at school, believing that the child could be reformed and made a productive person by the teacher, this cannot be done. For a child to perform requires effort from the teacher and the parents together, to put this child between them so that they make sure that the child produces.

Therefore, it is important for parents and guardians to have rules for or agreements with their children. I know it is not an easy thing, rules are not easy to follow, but sometimes they help. You do your part, I do my part, then we evaluate the result of your study for this academic year at the end of the year.

This means that we as parents, teachers, learners and community all have to ask ourselves the question at the end of the day: "*What has been my contribution towards the results of a child that is under my care?*" Because it is very, very important for the child to pass examinations and it will make everybody happy, but when the child fails, it is the teacher's fault, it is the government's fault and all those things. Yet parents have the responsibility to ensure that, in the first place, the child goes to school, and in the second place, follow how this child is performing.

I said in this House before, that it is not only educated parents who can follow their children's performance. I know of parents, not only one, who follow their children's education and they do not know how to read and write. I like the phrase of the Minister, because he said, "*to ensure that women are literate*" and it is true, women follow their children's education regardless of whether they are educated or not. You know when the kid gets a tick and where he gets a cross and you know what these

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON T MUSHELENGA**

things mean. (Interjection)

HON MEMBER: The men also.

HON DEPUTY MINISTER OF HOME AFFAIRS: Not many of them, some, very few. Out of a 100 probably two. Yes, I have been teaching for not 100 years, but at least for those years I can prove that women follow their children.

Comrade Speaker, what I was trying to say here is that responsibility for education should not only be seen and put on the shoulders of the government, but should be the responsibility of all stakeholders.

I have heard colleagues expressing the idea of a conference. Yes, it is positive thinking, but if the attitudes of the community, of parents, of teachers and children in the classroom are not changed, then obviously conferences could also be a waste of resources. But I am not saying it should not take place. I am just saying we need to do more in addition to the conference that we are talking about and that is to be really practical on the ground. The schools that perform look at the practicality, they follow and enforce the rules that are set at the school level, and that is what will really help us, because talking will not really help and blaming this and that will not really help.

Comrade Speaker, I am also of the opinion that there is a great need for increased productive education at the lower level of our education, so that our learners could be able to appreciate productivity at an early stage, and also try to be able to apply at an early stage what Nation building and Nation development means.

Most importantly, I think it will help to develop learners' creative thinking, which in turn will generate future job creators rather than job seekers, and if not job creators, then they will also be able to be employed easily because they have the skills, for those who may not be able to continue to further their studies, because it is not always true that everybody will achieve a Master's Degree or whatever, but that person could still be more employable and productive than those with Master's Degrees.

Comrade Speaker, the Honourable Minister in his statement mentioned the need to invest in libraries, and I could not agree more about this very important service. I believe library accessibility facilitates and enforces the culture of reading, which the

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON T MUSHELENGA**

majority of our people were deprived of. It has been mentioned here by my neighbour. So, Comrade Speaker, this scenario should be changed to ensure equity of our knowledge-based.

Before I conclude, Honourable Speaker, I would like to address one thing, which was mentioned, or a question, which was asked here: What went wrong? I know a lot of things probably went wrong, but one of them is the question of the business-related activities within or around the school premises.

This, Comrade Speaker, is one of the problems that need to be addressed and it needs a concerted effort by all of us. We probably need to come up with a law to regulate within how many metres a business can be set up from a school, because obviously some of the business-related activities within the environment of the schools are contributing negatively to the improvement or performance of the learners, and this really, Comrade Speaker, in my view needs to be addressed. A solution may not be found today or tomorrow, but it is one of the concerns that I think needs to be addressed.

With those few remarks, Comrade Speaker, I rest my case.

HON MUDGE: Honourable Speaker, Honourable Members, a lot has been said and I do not want to repeat too much, although I think it is important just to give one's views on this very important issue.

I want to commend the Right Honourable Prime Minister, because I think he hit the nail on the head. There is a problem, there is no question about it. We all heard that it is not the Cambridge system, it is the Cambridge examination system in Grade 10 and 12. But it means that if the learners are not doing well in those Grades, then the system leading them up to that examination system, has a problem. Either that or those who are supposed to teach them have a problem.

I think one of the problems that we have in the schools today starts with management. Like in any business and the Ministry of Education is also a business, a school is supposed to be run like a business, you have managers who have certain responsibilities and they must act on those responsibilities and also accept those responsibilities and the consequences and if they do not perform, then you have no choice but to replace them.

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON MUDGE**

I am one hundred percent convinced that we have the people and the human resources in this country to make a big success of education and by that I mean in the Ministry, from the Minister right down to the teachers. We have them here, it is a question of utilising those people correctly. I could mention many things that I think could be the problem.

But I think, if you listen to teachers, as was also mentioned by Honourable Kaura and other Members, there are persons walking on the soil of this country who have basically very little education, in those days Standard 6, but they were excellent teachers. They always said that to be a teacher is almost like being a nurse, it must be your passion. You must be passionate about it and I saw that during my school years. It was very clear which teachers were passionate and they got the results and those who were not passionate were just there for the money, they did not get the results.

I am also of the opinion that we should look very carefully at the training and the qualifications of the teachers, which in a certain sense is in contradiction to what I said just now. But it is important to ensure that our teachers are properly trained.

I do not have children at school anymore, but if you listen to friends and family, it is worrying to listen to what they experience in classrooms at the good schools, or so-called good schools like Windhoek High School, where you do have teachers who are not really capable of teaching certain subjects. We should ensure that the teachers are properly trained and that they are encouraged to further their studies and to ensure that they are in a position to train the learners properly.

Another area of great concern, I think, is indiscipline, absenteeism, that was also mentioned and the Right Honourable Prime Minister mentioned schools up North. It is a question of management, whether you have a good Principal, who can manage.

I saw that in our days in certain schools - I can still remember in Walvis Bay there was a principal who later became an inspector, I think his surname was Slemmer, there were a few of them, but where they went they got the results. At every school where they taught or where they were principals they got results. It is a question of management and it is a skill to manage properly.

It should be within the power of the Minister and his Ministry to ensure that those people are chosen well and that they ensure that we have good principals. I again say I am convinced we have those people, they are here, we must just ensure that the best people are appointed for those jobs.

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON MUDGE**

Another big problem that I find is lack of discipline amongst the learners and that can be ascribed to many things, but I do not want to say something that is going to cause a serious uproar here. But I still wonder why you did away with corporal punishment.

When I was young, even before school, I got many hidings, basically every day. I was a very energetic boy and I got many, many hidings, some not for my own fault, but my sisters' faults, but my father never discriminated. (Intervention)

HON GEINGOB: May I ask the Honourable Member a question? Honourable Mudge, do you have children? Do you beat them? How many times do you beat them?

HON SPEAKER: I have reliable information that Honourable Mudge is a candidate for becoming a grandfather very soon. Go ahead, Honourable.

HON MUDGE: Honourable Speaker, Honourable Geingob, my wife and I, we also gave our children hidings when they deserved it.

I know there is a lot to say for it, there is a lot to say against it. I am just worried, what do you do if learners do not behave at school? How do you really punish them? I can still remember those days when my sister was in Jan Möhr High School - she would prefer to have a hiding. As a female she would prefer to have a hiding than to have all this stuff to write out 50 or 80 times, because she said, "*give it to me, it is over and done with and I can carry on.*"

How do you punish people? I think it also puts a lot of responsibility on the teachers, how do you affect that? That is a serious problem because we are living in times now where it is a great challenge for the parents as well as the teachers to educate our children properly in the world that we live in. There are drugs, everything is freely available, you must bring your children up in such a way that they are not affected by that at all. If they however do cross the line, there must be some measures that you can take.

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON MUDGE**

I do not know how to solve that problem, I do not say bring back corporal punishment, but if I were the Minister I would have considered that seriously. I think more people suffer by not receiving a beating than people who do receive a beating.

Another problem that has been spoken about was automatic promotion. I think that is dangerous. It was mentioned by a number of Members that people should be proud, those who learn hard and study hard and achieve success. They must be the ones to carry on and those who do not work hard must stay behind and repeat.

If you look at the system that we have, there are enough learners in this country who perform well within it. They write the exams, they do well, they write the Cambridge exam and they pass and they do well enough to go to institutions of higher education in any country. We know to enrol in South Africa you have to have good marks and they achieve that, many, many learners. If they can do it, anybody can do it. Therefore I do not necessarily say the problem lies with the system. What I do say is that I think we should start earlier, we should start at pre-primary. It has been taken away, I think it should be reintroduced at the schools, because in the times that we are living in, the fathers and the mothers are working and they now have to rely on other children to look after their children, and while they are looking after their children, educate them, give them that grounding that they need.

I do not have to say this, that we must be very, very careful. The youth is a tremendous responsibility and I am standing on the wrong side to say this, but there has been a long and bitter struggle to improve the situation, and today they say that the situation has not been improved. I think we owe it to them.

A lot of the people that I speak to, the older people who did not have the privilege to have this type of education, have put their hope in their children to be properly qualified, to get their degrees so that they can be proud of the children, as they were not able to get that education. Maybe those people are also becoming a bit desperate. So, I think it is not only the youth who have a responsibility towards these older people, the parents are becoming desperate about this situation.

I also agree with what Honourable Nambinga has said, and I think a national conference would be the right thing. It is always good to listen to everybody and then to sit down and work out something that you know can work and that everybody is in agreement with. I do not see this debate as a debate where we should insult or blame, this is a very important issue and we should look at it collectively and find solutions to those problems as quickly and as soon as possible. Thank you.

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON MUNGUNDA**

HON MINISTER OF GENDER EQUALITY AND CHILD WELFARE: I thank you, Comrade Speaker. First of all, let me congratulate the Minister of Education, my brother-in-law, for bringing this matter to the Chamber. Yesterday when the Speaker was calling on those politicians in the House who are teachers we were more than 40 percent.

16 June is known as the Day of the African Child. It came as a result of South African children who were marching against the inferior Bantu education and these children were brutally killed, because of Education. So, their blood waters the freedom of the African children in education.

The song which they were singing was: “*We march for education, we march for education*”, but by dawn the song had changed after these children were killed to: “*What have I done?*”

Comrade Speaker, education is a torch passed down from generation to generation in civilisations. It is a bridge that leads economies and societies to a bright future and a fundamental condition for all-round human development.

Similarly, there will be no social justice to speak of without equitable education opportunities. We must all, therefore, work to ensure children’s equitable rights to education, promote balanced development in compulsory education and bridge the gap between urban and rural areas and between regions in education development.

I am a teacher at heart and I do have passion for it. Children whom I taught never failed in the subjects I taught and Honourable Mudge, “*ek het hulle nie gesweep nie*”, I just know the way to do it right.

I strongly believe that the success of our education system depends on the quality of our teachers, the resources that are made available to assist the teachers in doing their job, the equitable distribution of resources to all schools, regular review of the education system and above all, partnerships among all stakeholders, including the government, teachers, parents, learners and the private sector. Without equitable distribution of resources and proper planning, our young people will miss opportunities to acquire training to meet the challenges of their future and the future of their country.

Therefore, in contributing to the current timely debate on the issues affecting education within our country, allow me to underscore the following:

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON MUNGUNDA**

A post mortem needs to be carried out. No wonder that Honourable Venaani yesterday in his contribution talked about death and mortuaries.

When Namibia became Independent on 21 March 1990, education in the country was best characterised by a number of features, such as:

1. Fragmentation of education along racial and ethnic lines;
2. Unequal access to education and training at all levels of the education system;
3. Inefficiency in terms of low progression and achievement rates;
4. High wastage rates. (Intervention)

HON VENAANI: May I ask the Honourable Member a question? Honourable Minister, can you just repeat what you said about Honourable Venaani? About Honourable Venaani speaking of mortuaries. I was listening elsewhere.

HON MINISTER OF GENDER EQUALITY AND CHILD WELFARE: What I said was that we need a post mortem in Education. That it is no wonder that you talked about death and mortuaries yesterday. (Intervention)

HON VENAANI: On a Point of Information. When mortuaries and the corpses came into the debate I was quoting the Minister of Health. He was on television the other night saying that the reasons why we do not have medical facilities to train our students in health matters is because we do not have corpses in this country to do that. It is expensive to have corpses. I said that it is very funny, because when you go to government mortuaries, you have unidentified corpses lying there for years. Why can we not borrow them and use them? That is where the corpses came in.

HON MINISTER OF GENDER EQUALITY AND CHILD WELFARE: Never mind.

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON MUNGUNDA**

5. Irrelevance of the curriculum and teacher education programmes to the needs and aspirations of individuals and the Nation; and lastly
6. Lack of democratic participation within the education and training system.

Teachers, parents, administrators and workers were largely excluded from the decision-making process in education. There was also an extremely unequal financial resource allocation in education, based on the 11 ethnic authority systems, which were operational before Independence. Soon after Independence, one unified education system was created to provide education to the Namibian Nation on an equitable basis. That is why the Right Honourable Prime Minister brought in education for All.

The SWAPO party government undertook urgent reform of our education system, equalising the facilities that were in the past racially and ethnically stratified, but without undermining the good schools. The government has, therefore, been giving priority to education by spending a significant percentage of the national annual budget, on Basic Education year after year.

Our successes have included improvement of curricula, continued improvement of teachers, getting over 90 percent of the children of school-going age into schools, achieving a literacy rate of 80 percent, expanding vocational training facilities and opening a university.

These achievements have, of course, been of benefit to Namibian citizens, but we have a long way to go to improve the content and delivery of education, including universal values, before our citizens are able to give expression to what they might wish to do and what Namibia needs to do.

It is in this context that we need to look at the current debate on education as we examine the challenges we are faced with and how we can meet these challenges.

It is necessary to critically examine the policy frameworks within which our education system operates and to discuss how to deal with issues of improving the quality of education, standards, accreditation and strategies for quality assurance. We need to ask why some schools do better than others. We need to ask ourselves how we can assist the poorly performing schools. Is it a question of the system not being appropriate for our circumstances or is it a question of inadequate training of our

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON MUNGUNDA**

teaching staff and lack of adequate resources and modern teaching facilities? Therefore, before we condemn the education system, we must first undertake a critical evaluation of the prevailing conditions.

Comrade Speaker, the debate on the quality of the education system cannot take place in isolation from those who are meant to make it work. In this instance, I am referring to our teachers. Are our teachers well prepared and properly equipped for the important work they are expected to carry out? We must not forget that teachers do not operate and work in a vacuum and that the school is a microcosm of society.

If the training of teachers does not prepare them for the needs and realities of their students and the challenges facing the teaching profession, then we have failed these teachers. If we do not provide the teachers with support and encouragement and the necessary tools to practise their trade, we are failing them. Similarly, if our policies are not realistic and practical, they will remain statements of intent and symbols of our failure. If teachers are not supervised and are left to their own devices, we fail our children.

As lawmakers, we must provide the necessary preconditions and the environment for teachers to be lifelong learners, to be successful in the execution of their tasks and to receive the necessary support, encouragement, incentives and recognition.

I fully agree with my *Maros*, Honourable Schimming-Chase that pre-primary education belongs with the Ministry of Education, because it is too important a sector for quality education. It is scientifically proven that children attending quality early childhood development or pre-primary centres perform successfully and excellently and hardly fail Grade 12. But the ETSIP may be the solution.

We may not be able to achieve all our educational goals, but we must strive to ensure that within the scope of available resources, we prepare our own children, our Nation's children to leave school with at least some of the critical goals attained.

Having said that, there are widespread successes in education across the country and I am sure all of you know and have experienced teachers who are notably successful. Their students learn, enjoy school and appreciate education. The question we need to examine, instead of dwelling on the ills, is: What are they doing right?

If Namibia is to compete globally, we need to have in place an education system that is able to produce learners to meet the challenges of the globalised world. It is

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON MUNGUNDA**

important for us to build a dynamic education system, developed on a vision that puts economic development in the context of human development, stresses the need to set goals and adheres to a timeframe within which these goals should be met.

Meeting the challenges requires that we recognise that we cannot treat education as merely the priority of parents, teachers and education reformers. It is equally the responsibility of the businesses, since education and global competitiveness are intertwined. Education is thus the responsibility of everyone in our society.

I quote from a book written by a man of God, Reverend Matthew Ashimolo: *“The degree to which you add value to work influences your success against opposition. Excellence lifts you above your competitors.”*

Comrade Speaker, as was once again seen at the beginning of the current academic year, Namibia is faced with a continued demand for access to schools. In essence, we are faced with the challenge of offering education to all who qualify to enter schools and other institutions of higher learning. As the President, His Excellency President Pohamba, stated earlier this year, it is crucial that proper planning be done to avoid some recurring problems of enrolment.

It is equally crucial that although financial resources are becoming increasingly scarce, the provision and maintenance of quality and relevance must be upheld. This problem will pose a big challenge to schools, as student numbers are increasing.

Comrade Speaker, the fact remains that we have inherited enormous social deficits. Many of our schools are ill equipped and understaffed or inadequately staffed. This makes the task of our teachers even more difficult. That should only prompt us all to take up the challenge more vigorously, involving parents and other members of the community to overcome these problems.

It is true that disparities between urban and rural areas and between regions remain a stern reality. The Nation’s foundation for education as a whole is still weak. We must keep on working hard to attain the goals of education for All.

It is true that the challenges we are facing cannot be left to government alone, but there is a need for genuine involvement and participation of civil society in planning, implementation and most importantly, in the monitoring of policies.

We need to put in place strong and urgent coordination, not for its own sake, but in order to improve the effectiveness of education on the ground. We need coordination

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ULENGA**

at all levels: from school and community, through local and regional to national levels. We need proactive dialogue among partners on the highest priorities and more effective cooperation by all stakeholders.

As lawmakers we need to ensure that there is an enabling environment for effective partnerships in pursuit of educational goals. Enabling environments are environments where there is a favourable policy environment for civil society to take part in policy matters in the allocation of resourcing, where there are structures that allow for participation of stakeholders, to allow and promote dialogue on policy matters, allow for independent voices and assessments on how government is doing in the delivery of services. We must ensure that there are structures at grassroots level and forums at local, regional and national level for policy dialogue.

We must enter into partnerships that are mutually beneficial and that are conducive to the improvement of education.

Comrade Speaker, allow me to conclude by noting that education is a responsibility of all Namibians. A critical assessment of the current education system should thus not limit itself to the Cambridge system and its perceived shortcomings.

Instead we must look at the preparation and opportunities afforded to our teachers, the access to education by all our children, equity in terms of resources and teaching materials and partnerships among all stakeholders.

The point to keep in mind is that knowledge and learning are the pathways to the future. Our children are that future. When we invest in assuring a quality education for all children, we are investing in the future vitality of the entire Nation.

We need to strategise because strategy, not size is what makes winners. A great strategy is a battle half-won.

God bless our education system. God bless the President.

HON ULENGA: Thank you, Comrade Speaker. Comrade Speaker, I do not have a written speech as my Colleague over there had, but I have scribbled down a few notes. I realise this is a very, very important issue that we are discussing and to a very great extent this is an issue that engages almost everybody in the country. It is not

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ULENGA**

necessarily that we want to stand up and say nice words about it, I am not necessarily blaming those who have read from written speeches, but simply because this is an issue that is very close to our hearts.

Therefore in my contribution I would like to address some of the issues that have come from the floor today.

First of all, I am a little worried by the kind of attitude that says, "*no, look, these are collective issues, so if we have failed, let us rather say we have failed collectively.*" There is some extent of truth in that, but I think one issue that is very important in this matter is leadership and responsibility. Let us for a few minutes talk about leadership and responsibility. Of course, a few speakers have talked about those issues, which is why I want to take them up.

The Prime Minister spoke about leadership and other people also emphasised responsibility.

With regard to this I want to say the following: the problems with the education system in our country, we will all agree did not start in 1990 at Independence. Even the fact that more than half of those who attend schools fail did not start in 1990. So, if you want to count those who have been failed by the system, go way back perhaps to the fifties and you will have a clearer and a fuller picture of the kind of social, economic and cultural situation that really harmed us as a society in terms of education.

However, the biggest change that came in 1990 is that Namibia took its destiny into its own hands and that is where leadership and responsibility comes in.

Since 1990 we have an elected government of the people that has pledged to serve the people and should be serving the people in the first place. We have a government and the leadership with regard to education rests with government. So, it is not just a question of distributing blame equally. Government must say the buck stops here, as far as education is concerned.

Having said that, I would hasten to say that the responsibility not only rests with government, there is also a National responsibility concerning education. Whereas government has the primary responsibility to make sure that there is delivery in bringing education to our children, we as the Nation and especially we as Members of Parliament should walk together with our children.

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ULENGA**

It is one thing to stand up and talk, say nice things about what is not happening in Education, but I think there is a very great degree of lack of commitment from us as leaders. So, primary responsibility is with government and secondly, it is with the national leadership, including us as Members of Parliament.

I was thinking perhaps I should make this kind of example to illustrate what I mean:

How many of us have ever thought of actually going out and registering ourselves at the various secondary schools and combined schools, so that at the end of the year we write HIGSCE with our children? (Interjection). I am saying, how many of us here as Members of Parliament have actually considered to go out and register ourselves? Because we talk from a distance about those problems and we do not actually know in many cases what is happening. Just listen to what was being said today and digest it. Many of us will fail. We will fail Mathematics, we will fail Science, we will fail the whole issue. I am giving that as an illustration of commitment.

I understand a few years ago the government in Ethiopia, the Prime Minister required Cabinet Ministers to take an MBA-degree, and everybody from Cabinet had to write and pass. It was not necessarily to equip Members of Parliament, it was a question of showing commitment and it is one thing to speak from a distance, to say the country's system is bad, it is not suitable for Namibia. If you listen to the facts today and of course, generally speaking, people should have realised this long ago. But there is no curriculum that is a Cambridge curriculum and very few of the kids actually write HIGCSE at the end of the school year.

The fact of the matter is that the vast majority of them do not even get close to the Cambridge system, before they get there they have long fallen out of the school system.

So, Honourable Speaker, leadership, who takes the lead, who says the buck, stops here, who takes responsibility?

Number two, are we working together or are we just criticising? And talking about Members of Parliament participating in the secondary school and writing exams, I am just talking about it as an illustration of how much we need to get involved, another way is just to go to school and see exactly what is happening there.

Last year my own boy was doing very badly and what I did was, I took off my shoes and I went to school and I spoke to every teacher who was involved in teaching the

16 February 2006

DEBATE ON THE STATE OF EDUCATION
HON ULENGA

child. I spoke to the Principal and there were differences at the end of the year. So, it makes a difference when we as national leaders, not just with regard to one child, get involved in the system.

Therefore, instead thinking out high-flown strategies and so on, I would like us to rest with what Nora Schimming-Chase just said about passion, commitment, involvement.

I will say with regard to this that when I heard that the current Minister of Education had been appointed as Minister, I was half thinking: "*What has he done to the President? Why is the President putting him in such a spot?*" I was thinking that for the last 15 years we have done insufficient work with education, so much so that whatever needs to be done now, every year it becomes more and more difficult, especially for one person or for a Ministry to resolve.

It is high time that we take education not just as the responsibility of one Minister or one person, but as a national responsibility, but of course with leadership coming from Government.

I was looking at a certain document and on top here it says, "*This document is neither for circulation nor for citation.*" So, I shall not directly quote from it. But what it actually says in general is that the Namibian education system is failing the economy of the country. (Intervention)

HON SPEAKER: Honourable Ulenga, even if you consult the document, is it an in-house document, is it a document from the Ministry?

HON ULENGA: It is a document that directly deals with education and we are talking about education. I am not going to read from it directly. We said we are serious and we are talking seriously. I am not referring to a non-existent, phantom document. I am talking about stuff that is in here.

The failures that are facing our economy, the jeopardy in which the very Vision 2030 is in now, arise from the education system. It is education that is failing our economy and it is education that is failing our future. So, if we are going to show passion, if we are going to show commitment, if we are going to show involvement, it must primarily be. ...(Intervention)

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ULENGA**

HON HAMUTENYA: May I ask the Honourable Member a question? Could it possibly be that document from the World Bank, which is so unhappy that we did not borrow money yet? Is that why it cannot be shown? Do you get me?

HON ULENGA: Just repeat again.

HON HAMUTENYA: I was saying, could it be that the document is the one of the World Bank and the World Bank has a bone to pick with us? It is unhappy that we have not borrowed money from there and they gave us a minus that the education system is failing because we have not borrowed money from them.

HON ULENGA: Thank you very much. Honourable Speaker, it could well be the document from the World Bank and there could well be a few bones that the World Bank has to pick with us as far as our other acts are concerned, but I thought whatever it said with regard to education, only confirms what we are also saying. So, we cannot doubt the World Bank's results, if we are saying ourselves that this is our conclusion, this is what we see. (Interjection). It says this paper is not for circulation or citation. Therefore I do not want to quote directly from the paper, but I am speaking generally and this is what the Members are saying too. We cannot get anywhere with any of our efforts if we are failing with education.

Honourable Speaker, I want to zero in on what I think really is the problem with education and I will repeat what others have said. I am neither a specialist, nor an expert in education. I am just a worried person, I am very concerned with regard to Education.

We have taken on an ostrich mentality when it comes to education, starting off on the wrong foot, where we go from congratulating ourselves, because if you look at our budget, the biggest percentage that goes into one single sector goes to education and many of us in government or outside government, because I have heard many Namibians citing this, especially outside the country when they talk about education. This is a fact that they want to cite and it is a very dubious fact because number one, it does not really show how these amounts address the inadequacies in Education.

It is good to say 25% of our budget goes to education, but it does not say, therefore

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ULENGA**

we are adequately looking at our educational challenges and challenges there are, indeed, like the Prime Minister said. There are overwhelming challenges. We do not want to call them a crisis, but they are so overwhelming that until such time that we can quantify clearly and specifically the size of these challenges and say this is how we are going to resolve them, with what amount of resources and in what amount of time, until we can say that, we may not be able to march on with confidence and say we are going to resolve our problems and challenges in education.

A few years ago I went to a school at my village to visit the teachers. We talked about a particular phenomenon. The one teacher said, "*Why is it not raining, we have drought and why do we keep on having these ever-recurring droughts in the country?*" Another teacher said, "*No, I know it is because of colony, there is some kind of system which is a colony that is causing the droughts in our country.*" I was very intrigued. The teacher was speaking in Oshiwambo, she said it was *oshicolony*, *oshicolony*. So, I thought the teacher was talking about colony and I listened to what this teacher was describing.

She described a mysterious kind of situation. She said she was once in Cuba, it is just an example of a country, she was in South America, in Latin America some time and there is some kind of animal that is at sea, and once this animal is really, really angry, half the world will experience good weather and the other half will experience floods. In the end I realised that the teacher was talking about El Nino. But she was terming it a cyclone, so *Oshicolony* was a direct translation of "cyclone". And this was one of the teachers at a combined school and I was thinking of the kids who must be taught by this teacher.

Honestly, what I want to say is, we keep on talking about Education, but the first glaring problem is the teachers. We need to do something about the teachers, we do not want to import teachers, if we are not going to train them here then we will not march a step further. The teachers are not qualified to teach our children.

If we want to talk about passion, if we want to talk about commitment, if we want to talk about ... (Interjections). No, let me not say "some", let me say the teachers, because a system that cannot pass ... (Interjections). No, the point, Minister, is that collectively these teachers produce less than 50% of passes. It is a fact! It does not matter if at the school that the Prime Minister is talking about, Oshiya, all of them passed last year, because it only goes to illustrate that at many other schools they are even worse than 50 %, they have about 20 %, 10 % pass rate. If you have a number

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ULENGA**

of schools which are producing 100% passes, but still overall you have more than 50% failures, then you must know that it is not just a question of a few teachers, it is the majority of teachers. It is so clear.

If we are talking about commitment and passion, the first investment must go into teachers and that problem must be resolved. (Intervention)

HON DEPUTY MINISTER OF FINANCE: May I ask the Honourable Member a question? I appreciate this very eloquent explanation, that the Honourable Member shared with us about how worried a parent he was when his own son showed some signs of poor performance and he decided to go barefoot to school and at the end of the year he was not a worried parent anymore. Can he share with this House, if many parents do that, not to become Science teachers or Maths teachers, but simply to commit to the performance of their own children, will the Honourable Member still be a worried citizen and refer to the teachers only? Thank you.

HON ULENGA: I hope I understood the Member, otherwise I will perhaps not be able to get to the heart of his question. If it was a serious question, perhaps he would want to repeat it. Honestly speaking, I did not get the gist of the question.

HON DEPUTY MINISTER OF FINANCE: The Honourable Member said he was a worried parent because his son did not perform well and he decided to go barefoot to school. After his visit to the school, at the end of that year, his son showed improved performance in his schoolwork, so he was no longer a worried parent.

My question was: If every parent, without being a teacher themselves, has the same attitude of showing interest in the performance of the children and following up what they are supposed to learn at school, will he still be a worried citizen in terms of the teachers not teaching?

HON ULENGA: Thank you, Mr. Speaker. There are many aspects to the

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ULENGA**

problem that I think I conveyed right at the start. I said while there is, for example, the very important issue of leadership and government leadership for that matter, there is also the important issue of responsibility and I talked about National responsibility for us as National leaders. My example as a parent goes to the responsibility of parents too and I will agree with the Honourable Mushelenga that parents do not have to be qualified people to show that kind of responsibility.

The example of responsibility coming from us as national leaders goes all the way. But that is not the only issue, there is the very important issue, actually the primary issue of teachers. Do not talk about anything else for now, consider the question of resolving the teacher situation. I do not want to mix it up with other things, because then it will sound as if it is just of general importance. It is highly important, therefore I talked about it separately and I think I have made that point. (Interjection)

HON MEMBER: What point?

HON ULENGA: *Oshicolony.* One thing that I observed at the time also, and it is a true incident, I then asked the teachers about their library and about when last they read a new newspaper at that school. Generally speaking, for that whole year the teachers had not seen the newspapers, let alone read a newspaper.

Honourable Kaiyamo talked about a certain culture, he referred specifically to the culture of reading. So, if you are talking about the culture of reading, which does not exist among teachers, how will you cultivate that culture of reading among the students?

I do not want to say let us go and cultivate it also among parents. Of course, it is important that at home the parents are seen by the kids with books, reading. The kids copy, they also develop a culture of reading. But we cannot really hope that with our kind of situation we can distribute books to all the parents, so that in the end our kids can learn from their parents. At least our kids should be at a school, in an environment where there are books and where the teachers themselves are also readers.

The well-known problem of resources is the second category, without which we cannot advance education, and we can do anything, we can talk about this, but the

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ULENGA**

fact of the matter, Comrade Speaker, is that there are no resources at most schools.

A few years ago I went to a certain school and I had a football in my car. The kids were gathering around the car, so I went to the car and I took out this round ball and I threw it in the air and I made it land amongst the kids. The children scattered, all of them ran away from the ball. I realised in the end that the majority of these kids had not seen a ball. (Interjections). It is the holy truth. Of course, you will say that if the school cannot even manage to get enough textbooks for Mathematics, where in the world(Intervention)

RT HON PRIME MINISTER: On the question of the ball, Honourable Ulenga, is this a ball on which you wrote CoD? There are children who will run away from CoD. (Laughter).

HON ULENGA: If you really want to get party-political, I will say it is a fact that SWAPO party would want everybody to believe that people are running away from CoD, but that is not a fact. That is something that you would very much want to believe. On this particular ball there was no insignia of CoD. So, if these children could also run away from CoD, they did not run away when I arrived initially, they started to run when they saw the ball. They could not quite understand it, they could not quite decide how to deal with the ball. But it is actually an example that does not come to the point. The fact of the matter is, I then started to worry about these people not having sporting facilities at the school.

I started to be worried, because when I looked around, there was no volley ball field, there was no soccer field.

HON SIOKA: May I ask my senior Colleague a question? Thank you very much, Honourable Ulenga. I do not believe your statement which you made, because in your life when you went to school deep in the village there, did you never see children tying up plastic bags to make a ball or digging some type of pumpkin from the ground, throwing them on the floor? Is it not giving you an image of a ball, whereby you are comparing those children that ran away from a ball? Does the ball made of plastic in the village not look like the one which you threw into the air?

16 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ULENGA**

HON SPEAKER: As soon as you answer the question we will be done.

HON ULENGA: I will not answer this question. The point that I want to make is actually that I was led to worry about wrong things that day, because what I started to worry myself about was the non-existence of sporting facilities at the school, until the teachers spoke to me about the non-existence of even more important facilities. The teachers then said, *“What are you worrying about a ball, look at our supply of textbooks in Mathematics, look at our non-existent library, look at our non-existent Biology laboratory, look at our non-existent Science laboratory.”*

So, this just goes to show the extent of the inadequacy of the resources that we need to have at our schools, and Honourable Minister, with passion, with commitment and with full involvement, the issue of resources is one of the primary issues with regard to our Education system. Thank you.

HON SPEAKER: We still have eight Members on the list who wish to contribute to this debate: Honourable Pandeni, Honourable Shifeta, Honourable Dienda, Honourable Kaapanda, Honourable Kuugongelwa-Amadhila, Honourable Nghidinwa, and Honourable Tjihuiko. The debate on the Minister’s statement will stand adjourned until Tuesday. I have done consultations, tomorrow’s meeting is not possible. So, my optimism has been dissipated on that score, but I am hugely encouraged, seeing the interest shown in the discussion on this very vital topic of Education.

With that the suspended rule under which we have to operate, will be regularised by the time that we meet on Tuesday. It will be normal business and the Order Paper will so indicate. The Honourable Members who would wish to continue to contribute will have an opportunity to do so on Tuesday and the Minister will have an opportunity to reply. There is still the outstanding matter, the contribution by the Right Honourable Prime Minister. We will do that the usual way.

The House stands adjourned until Tuesday, 21 February 2006, 14:30.

THE HOUSE ADJOURNS AT 17:50 UNTIL 2006.02.21 AT 14:30

**NATIONAL ASSEMBLY
ASSEMBLY CHAMBER
WINDHOEK
21 FEBRUARY 2006**

The Assembly met pursuant to the Adjournment.

HON SPEAKER took the Chair and read the Prayers and the Affirmation.

HON SPEAKER: Any Petitions, any Reports and Papers? Honourable Pandeni? Some of the Ministers are raising their hands. I am told that most of the names on my screen are ascribed for the later Debate. If the Honourable Members who have Reports on Papers would help the Chair by raising your hands. Honourable Minister of Finance?

TABLING OF REPORTS

HON MINISTER OF FINANCE: Honourable Speaker, I lay upon the Table the Annual Report for 2005 of NAMIBRE. I also lay upon the Table the Reports of the Auditor-General on the accounts of:

- (1) Ministry of Women Affairs and Child Welfare, for the Financial Year ended March 31st, 2004.
- (2) Office of the National Assembly, for the Financial Year ended March 31st, 2004.
- (3) National Council, for the Financial Year ended March 31st, 2004.
- (4) Ministry of Basic Education, Sport and Culture, for the Financial Year ended March 31st, 2004.
- (5) Namibia Press Agency, for the Financial Year ended March 31st, 2004.

I so Move, Honourable Speaker.

HON SPEAKER: Will the Honourable Minister table the Reports? Any further Reports on Papers? Honourable Minister Kaapanda?

21 February 2006

TABLING OF REPORTS

HON MINISTER OF WORKS, TRANSPORT AND COMMUNICATION:

Honourable Speaker, I lay upon the Table Annual Reports 2003/2004 by the Ministry of Works, Transport and Communication.

I so Move, Mr Speaker.

HON SPEAKER: Will the Honourable Minister, Table the Report? Any further Reports or Papers? None. Any Notices of Questions? Honourable Nora Schimming-Chase?

NOTICES OF QUESTIONS

QUESTION 13:

HON SCHIMMING-CHASE: Thank you, Honourable Speaker. Honourable Speaker, I give Notice that on Thursday the 23rd of February 2006, I shall ask the Honourable Minister of Defence the following Questions:

Recently, some members of the Namibian Defence Force, operating in Liberia under the United Nations, were accused and found guilty of serious sexual offences and sent home. Subsequently, they were found to be innocent by our own Defence Force. I would therefore like to know:

1. What efforts has the Ministry of Defence undertaken, with the United Nations, to clear the names of these soldiers and restore their honour?
 2. Since their actions were widely reported, casting aspersions not only on the Defence Force but on Namibia as a whole, what has the Ministry done to publicise the fact that their investigations have proven those of the United Nations to be wrong?
 3. Is the Ministry convinced beyond a doubt that the DNA tests, which will be taken once the children are born, will also vindicate these soldiers and the reputation of our Defence Force?
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21 February 2006

**NOTICES OF QUESTIONS
HON SCHIMMING-CHASE**

QUESTION 12:

HON SCHIMMING-CHASE: I further give Notice Honourable Speaker that on Thursday the 23rd of February 2006, I shall ask the Minister of Justice and Attorney-General the following Questions:

At the end of the Judicial Enquiry on the AVID saga, the Presiding Judge announced that certain personalities gave false information and that this fact was reported to the Honourable Minister for further action.

Similarly, during the recent Court case of SILNAM against the ODC, which was surprisingly settled out of Court, the Advocate representing SILNAM stated to the Judge that the Permanent Secretary of the Ministry of Trade and Industry was a serial perjurer. In view of this I would like to ask the following Questions:

1. What action, if any, has been taken to institute legal steps against these people?
2. If no action has been taken, why has this not happened and;
3. Is there any intention to take the required action and, if so, when will this happen?
4. Has the Ministry taken any action to charge the Permanent Secretary with perjury? If not, why not?
5. Will any action *ever* be taken in these cases where perjury was openly committed?

I so Move.

HON SPEAKER: Will the Honourable Member table the Questions? Any further Notices of Questions? Honourable Moongo?

21 February 2006

**NOTICES OF QUESTIONS
HON MOONGO**

QUESTION 15:

HON MOONGO: Honourable Speaker, I give Notice that on Thursday, the 23rd of February 2006, I shall ask the Honourable Minister of Works and Transport the following:

1. Is it true that the RCC Workers from Otjiwarongo now operating at Epukiro and Otjinene are still temporary workers, after having worked for more than 7 years?
2. Is it true that they do not receive benefits and their Conditions of Service are bad, while working in the field. Are they not entitled to special pay if they are not operating at their home towns?
3. What are the criteria of those who are working in the field, far from their homes?
4. Is it true that they are not provided with transportation, whenever going for their holidays from Epukiro to Otjinene?

QUESTION 14:

HON MOONGO: I further give Notice that on Thursday the 23rd of February 2006 I shall ask the Minister of Safety and Security the following:

It is a fact that licence-holders suffer owing to the draconian Act No. 22 of 1999, Section 31(a)(b), that no person shall drive a motor vehicle on a public road unless he or she carries a licence with him or her in the vehicle; naturally anybody can forget or misplace the licence at home or in another car. It is not intentional.

Can the Minister propose an amendment to reduce the penalty from N\$300-00 to N\$30-00 per first offence and as to whether the licence could be presented within two weeks at the nearest Magistrate?

HON SPEAKER: Will the Honourable Member table the Questions? Any further Notices of Questions? Any Notices of Motions? Honourable Venaani?

21 February 2006

**NOTICES OF MOTIONS
HON VENAANI**

NOTICES OF MOTIONS

HON VENAANI: Thank you. Honourable Speaker, I give Notice that on Tuesday the 14th of March 2006,

I shall Move that this House debates and makes recommendations on the current poor Health Administration in our country:

Honourable Speaker, the Health Sector in our country has reached a state of crisis and this Assembly must address the question earnestly and with reason. Among others, there are the following burning issues:

1. The poor state health facilities and unhygienic conditions;
2. The administration and planning of health;
3. Availability and poor services from nurses and doctors;
4. The high cost charges on Medical Aids by private practitioners.

Honourable Speaker, I so Move.

HON SPEAKER: Will the Honourable Member table the Motion?

HON VENAANI: Honourable Speaker, I further give Notice that on the 28th of March 2006, I shall move for this House to debate the current alarmingly high prices of Erven (land) in our cities and towns, and further Debate on the high property rates charged to different clients in Municipalities and Town Councils, and other matters incidental thereto.

I further Move that this Debate should further task the Standing Committee on Economics, Natural Resources and Public Administration, for further public input and recommendations to this House.

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON PANDENI**

I so Move Honourable Speaker.

HON SPEAKER: Will the Honourable Member Table the Motions? Any further Notices of Motions? None. Any Ministerial Statements? None. The Secretary will read the Order of the Day.

**RESUMPTION OF DEBATE ON THE STATE OF EDUCATION IN
NAMIBIA.**

HON SPEAKER: When the Assembly adjourned on Thursday, 16 February 2006, in terms of Rule 90(a) of the Standing Rules and Orders the Question before the Assembly was a Motion by Honourable Minister of Education. Any further discussion? Honourable Pandeni?

**HON MINISTER OF REGIONAL AND LOCAL GOVERNMENT AND
HOUSING AND REHABILITATION:**

Thank you very much, Honourable Speaker, for the opportunity also to make a contribution to the Debate on the State of Education and the challenges in Namibia. It is very clear that this Debate has taken the interest of all parties that much is evident since the Debate has started. The contributions that have been made by the Members of Parliament in this House have shown that, indeed, we are not only concerned but that we all would like to see a situation - an improved situation - in which *our* children and the learners in general will be offered the *best* form of education.

Honourable Speaker, we have shown this and we are also continuing to show it in a practical way that through the way in which we become very selective in the type of school that we believe is able to offer a better form of education. This is also allowed; this is also a right that is enshrined in the Constitution.

Comrade Speaker, I believe that on the issue of education (particularly the reform part of it) the result will only be visible when all of us, as Stakeholders, make our contribution and I believe the section that should be made in the first contribution - the early contribution - is the parents. The parents are the first educators, they are the first teachers and I believe we should check on the best way how we should prepare our children to be successful, not only in Education but generally in life.

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON PANDENI**

It is also very clear that preparing learners to be successful in education involves each of us to identify the impediments that are preventing learners from being successful. I believe the social environment is one possible impediment: when learners listen to programmes with the potential to divert learners from paying full attention to their education. We, as parents, possibly do not say that much in order to prevent nor do we show that we are concerned that they may not pay enough attention to education.

I believe we should also like to see an improvement in those that are assigned with the responsibility to educate, that they do so and ensure that the learners are at the centre of education, so that when teachers are faced with situations that are sometimes not as comfortable as they would like (for example, when they are operating in the rural areas) they would really want to go and educate the learners in those areas. The reason is that this is the area that is hard-hit in terms of the availability of equipment, in terms of the remoteness of those areas from the centres of education.

So we are looking for the type of teachers who are not putting the salaries at the forefront but rather the learners – meaning, actually, that when we are faced with a situation where we have urban areas and rural areas, no teacher should aspire to go and teach in the rural areas for those learners to be exposed to the quality of education that is enjoyed by the other people.

I believe, Comrade Speaker, that reforming education has also something to do with our looking at the level of competitiveness: we are comparing ourselves in the country nationally to the other countries, neighbours perhaps in the SADC Region, maybe in Africa, maybe in the world. And I also believe that education should also not just pass information but we should also look at the impact that it will have on the society as a whole. I hereby mean that when we are talking about sufficient schools, possibly in a particular area, the number of schools should *not* be the criteria to give answers that, indeed, in that particular area enough was done, but we are also looking at whether the number of schools is making an impact on the improvement of the lives of the learners in that area and, in general, the citizens in that particular area.

Comrade Speaker, I just felt that I should raise those few issues.

Thank you.

HON MINISTER OF HOME AFFAIRS: Comrade Speaker Sir, Honourable Members, firstly I would join my Colleagues to give my compliments to the Honourable Minister of Education, Honourable Nangolo Mbumba, for opening a free

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON NGHIDINWA**

Debate on Education to all Members of this august House.

Last week, I listened to NBC, Oshiwambo service, which discussed the same topic with an official from Namcol and a community member who brought her views on air. It was a constructive programme that is why I commend NBC Oshiwambo service for continuing with such programmes and I urge other Regions to emulate their colleagues. In so doing, the Namibian people will add valued contributions to issues affecting their daily lives.

Comrade Speaker, as we all know, education is the key to success in every country. Our country can only reach the goals outlined in Vision 2030, if we are capable of providing quality Education to our children. I think appropriate to recognise the effort made by the SWAPO Government in the education sector to date, that brought all pieces of Education together, to make it education for all.

Nevertheless a number of factors rebutting in the Education Sector need to be addressed and I have some comments to add to my Colleagues who have already given their views. Number one is on alcohol abuse. The unreasonable use of alcohol and related substances by some parents, teachers, and community members is having a negative impact on the learning process in all academic performance of learners. Therefore, I call upon School Boards, parents, business people and community members, to participate actively in the campaign to root out the scourge of alcohol abuse and the spread of HIV/AIDS at schools in the country.

Legislation banning the sale of alcohol near schools should be considered, as alcohol abuse leads to violent crimes, unprotected sex, which then leads to school dropouts and juvenile delinquency. Furthermore, shebeens which are open for 24 hours are adding to the problem of alcohol abuse and the spread of HIV/AIDS and crime. We all understand the rights of those who can earn a living by selling liquor in shebeens; however, there should be a balance between making a living by selling alcohol and the interest of society.

The fact remains that some teachers go unprepared to schools, owing to being at shebeens long hours, while students are increasingly exposed to all evils, including unprotected sex and rape *et cetera*.

Comrade Speaker, Honourable Members, shebeens are not only a breeding place for the evils as already mentioned, but they are also a constant nuisance to community members living in the vicinity. Therefore our Community Leaders, Regional

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON NGHIDINWA**

Councillors, parents, learners themselves and the other Stakeholders, should work together in enforcing closing hours at shebeens throughout the country, in co-ordination with the Police to rescue our learners from that problem.

My point number two is relationships between some teachers and learners. This type of relationship between teachers and learners is on the increase and is of great concern. Such a destructive relationship is on the rise in some regions and is contributing to a higher rate of teenage pregnancy and female school dropouts. Sometimes I do ask myself where the moral fabric of our society is. This whole question of intimate relationships with schoolgirls is unacceptable. On occasion, male teachers eventually refuse to acknowledge paternity of these children, causing delays in the process of issuing a birth certificate by my Ministry. My poor Ministry and the Ministry of Education and Home Affairs are affected in that way.

Point number three is Bible Study, Needlework and Woodwork. The study of the Bible can play an important role in the behaviour of our children. Biblical Studies should become an elementary subject in the School Curriculum, to complement the efforts of educationalists and the parents. On the other hand, Namibia today has many institutions actively engaged in the field of training and the provision of skills. However, it seems that many learners drop out of school without any skills to enable them either to find jobs or to start up self-employment projects. It also seems clear to me that access to Vocational Training Schools and other such programme institutions is limited only to the field. I therefore call upon the Ministry of Education to introduce subjects such as Needlework and Woodwork in all schools. Such subjects will help dropout learners to possess basic knowledge and skills that will enable them to put up self-employment projects or to be employed in the decent labour market.

Some of these young unemployed Namibians spend most of their time standing at road intersections. I call upon the Ministry of Education to join hands with the Ministry of Labour, the National Youth Council, National Youth Services, and other Stakeholders, to come up with an ambitious plan that will serve all staff such as Carpentry, Woodwork and Needlework, Emergency and Rescue operations, HIV/AIDS awareness construction projects *et cetera*. Other players, including the Private Sector and State-Owned Enterprises, will be expected to contribute in terms of funding, and thus create a self-employment capacity in the country.

My last point concerns schools without Science and Mathematics teachers. It is common knowledge that some schools do not impart Science and Mathematics subjects, owing to the lack of teachers. I call upon the Ministry of Education to identify such schools and allocate qualified teachers for Science and Mathematics.

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON TJIHUIKO**

In so doing, our education process will enable learners from all the corners of the country to be able to take up the modern challenges because without Mathematics they will always be disadvantaged.

Lastly, Comrade Speaker, many speakers before me have touched upon the issue of pre-primary education. I cannot sufficiently emphasise the importance of this Programme, placed in the early development of our children. Therefore, I again call upon the Ministry of Education to take up the challenge of providing pre-primary education to all corners of the country, and that each school should have a pre-primary school, if resources can allow it. The private sector and other Stakeholders should fully participate in this programme.

With these contributions, Comrade Speaker, I now rest my case.

HON TJIHUIKO: Thank you very much, Honourable Speaker. I just wanted to add my voice to those who have already contributed to this very important topic.

Honourable Speaker, I am fully aware of the fact that the issue that we are talking about is a very serious one. We are talking about education: something that is the right of every child in Namibia. I listened carefully to the contributions that were made by my Colleagues, which to some extent were very interesting, but I am still thinking about one specific topic that has not been touched. That is the question of how do we plan our system?

We were saying that the problem of education today is the Cambridge system. We are also saying that the problem of education is unqualified or under-qualified teachers. These are all the things that we have been talking about for 15 years. What is actually the problem? If you refer to unqualified teachers for 15 years as a problem of the education system then something is wrong somewhere and I think we have not yet been able to look at that. I think another issue, at which I have been looking, is the question of planning.

I remember when I started in Government back in 1990, under the leadership of Honourable Ben Amathila, I was fortunate because I was among the first to be employed at the Ministry of Trade. I remember the first day that I entered his office, I entered his office and I said, "*Minister, I have been appointed as the Deputy Director for SME. What should I do?*" The reason I said that was that there was nothing. It was a new Ministry and there were no papers. He advised me that the reason I had

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON TJIHUIKO**

been appointed was that it was my responsibility to plan. I still remember that you cannot do anything before you sit down, think properly and plan properly. That is exactly what I did. If you look at the Ministry of Trade (I know that I was one of the good civil servants) then you will note the Programmes and Policies that have been developed - and not only developed but implemented - especially in the Industrial Planning Division. You can ask Honourable Benhardt Esau.

If you look at the Industrial Development Department, you could see that it is properly planned. However, the problem that we have (and I am saying that all of us) we are always good in training others. We are not doing it ourselves. I read sometime last year that the Honourable Minister of Education was saying that the problem of Education is that we should look at the Principals. It may be that we need to have 5 year contracts, it was reported in the papers and this one was blaming the other but the problem is not the Ministry of Education. I am saying because of proper co-ordinated programmes, not only with the Ministry of Education, but in all Government Ministries, is that everybody is doing whatever they want to do.

There is no proper management system in the Ministries, there is no proper planning in the Ministries. As we are sitting here, last year we approved a Budget, and I am sure that when the Budget is presented this year, nobody is going to look at how the money was spent that was approved last year. How did they budget, how did they spend, and where are we with the money budgeted last year? We just keep moving on.

The good example is that they are talking about education today - last year (I think in June) Honourable Kaura introduced a Motion on Education. The Motion was thrown out - and not only that - it was thrown out by the Opposition. The Opposition wanted this Motion to be seriously looked at. They wanted this Motion to be adopted and approved because we could realise by *then* that there was a problem with the education system. However, what happened?

Even the Honourable Minister and Deputy Minister of Education supported the Motion to be thrown out. If you re-introduced this time of the year, it is very clear that either somehow there was a lack of understanding or the Honourable Members who are responsible for the Ministry of Education did not know that there was actually a problem with the Education system. So what do we do? (Intervention)

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON TJIHUIKO**

HON MINISTER OF FINANCE: Now that the Honourable Members seem to be impressed by the efforts of Honourable Kaura, is NUDO considering going back to DTA? (Laughter)

HON TJIHUIKO: No. That is a nice one. No, I do not intend to go back to the DTA.

HON VENAANI: Honourable Member, may I ask you a question? Honourable Member, recently, through your Speaker, President Mugabe of Zimbabwe has for the first time recognised that the Cabinet that he has appointed to turn around the country, is in a serious mess and is under-performing. Do you believe that His Excellency the President Pohamba should do the same?

HON TJIHUIKO: The reason that I want us to look at the question of planning, within not only in the Ministry of Education but also in all the Ministries, is that at least somebody courageously has admitted to the problems. That is the Permanent Secretary of the Ministry of Education: he was quoted in a newspaper *New Era* of 16 January. He has admitted that, yes, indeed there are serious problems of planning within the Ministry. That is courageous – I think that the gentleman must be admired for that because he has admitted, and I think he is the second person I have heard who has accepted that there are mistakes.

The first one was His Excellency the Former President, the Father of the Nation, when he said (I think it was something like he was sorry) he has made a mistake. The second one is the Permanent Secretary that is very courageous. However, my concern is that *he* has been the Permanent Secretary for the last 15 years, meaning that for the last 15 years the Ministry of Education has never properly planned. The very same person who has been worked for 15 years has admitted that, yes, indeed, we have a problem with planning within the Ministry. No wonder we found ourselves in this situation. What we need to look at is actually not the Cambridge system.

We need to look at ourselves. \$We need to look at what is going on in the Ministry. The political leadership must provide leadership in planning the Ministries; otherwise we are in trouble. In conclusion, Honourable Speaker, I believe that instead of hanging around and saying whatever we are saying, we need to come down to the

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON SHIFETA**

reality - come down to earth and say, “*Let us sit down somewhere, let us agree that there is a need for a National Conference on Education.*” It is not a question of us Politicians who do not know anything about Education, trying to pretend that we are the experts on Education. Politicians are Politicians. We can do some good things of a political nature, but the issue of Education - where we are now - needs all of us to look at a Motion introduced by the Members of the Opposition and therefore we should throw it out. It does not help because we did it last year and consequently we shot ourselves in the foot. We wasted time, we are now back to square one and we are now doing the things that we were supposed to have done couple of years, six or eight months ago. That is not the way we should do things. Money is not a problem. If we need money, we go to the Ministry of Finance we get a million - that is not the problem.

If *Air Namibia* has a problem, the Ministry of Finance has money. If you need a million you go to the Ministry of Finance you get money. So money is not the problem. The problem is planning properly.

Thank you.

HON DEPUTY MINISTER OF YOUTH, NATIONAL SERVICE, SPORT AND CULTURE:

Honourable Speaker, Honourable Members, thank you very much for this opportunity granted to me to address myself to this question of education.

I would like to confine myself to certain aspects of Education. Some of these elements were mentioned here by previous speakers since the Debate has started in this House. Firstly, I think I want us to acknowledge (and I think no one will object to this) that there has been improvement in Education. With this issue, I think we have to be honest and we have to acknowledge this. The concern is only that the improvement has not been moving at a pace we all wanted but the improvement is there.

In the grading of learners in Grade 12 and Grade 10 there has been improvement. The curve has not been sliding; it has been at least going up sharply (Intervention) No, it has not been stable; it has been moving. So therefore whether it is moving by 1 percent or 2 percent it is a movement. The question is the movement and we do need to acknowledge that. We also need to consider the question of qualified personnel. There has been an improvement in that area as well. We do not simply have to consider the statistics, but if we do so, we will see the improvement in those

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON SHIFETA**

areas as well.

I want us to look at the question of some elements that somehow were mentioned here, and some, of course, are contained in the Presidential Commission's Report. These are elements that we need to study very seriously and, if need be, we need to conduct some qualitative research, so that we can have empirical evidence. For instance, we are now talking about issues such as a problem of commitment amongst teachers and learners. There is a lack of discipline at schools, among some teachers and learners; the environment may not be conducive, especially with cuca shops and alcohol abuse among teachers and learners. Parents are not particularly involved in Education and there is a lack of community involvement. Therefore we need to prioritise these factors and then try to find some empirical evidence. We need to have a kind of qualitative research done. Each element should be taken separately and then we must analyse why we have this and what the impediment may be in a particular factor. What can we do? I think we will be able to get an answer.

There is also one very serious paradox that we have to look at. The question of the urban and rural performance of learners. If you analyse the results, you would easily see that the question of inequity, which has been talked about, is also put in brackets now, because you will see that many schools in rural areas even perform better than schools in urban areas. For that paradox we need to have a conclusion. We can only do that if we go deeper by doing a kind of a research, and establish as to why some schools in rural areas have no water and electricity, and, of course, the problem of qualified personnel in the schools will be there. However, these schools are performing better - not only better than schools in the rest of Shandumbala or in the northwest of Rocky Crest, but also schools down here. Centaurus learners, for example, performed weaker than some schools in rural areas. We have also to look at those elements, analyse these elements, and come up with a solution.

Now for us to have a National Dialogue is good, but we first have to analyse elements properly and we need to have some empirical evidence, as to why all these things are an impediment to our education. Without that we can call a National Dialogue, but the situation will still be the same. We will come back to square one and still come to complain about all these elements we are mentioning here. So, therefore, I do not have any problem in supporting the National Dialogue but before that we need to have researchers going deeper to analyse these separate elements and to give us some kind of conclusions.

I am therefore happy that the University of Namibia has pledged that this Institution has the

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON DIERGAARDT**

capacity to conduct research.

Comrade Speaker, Honourable Members I rest then my case here.

HON DIERGAARDT: Mr Speaker, Honourable Members of Parliament, may I join those Colleagues that participated in this Debate, by congratulating you, Mr Speaker, and, through you, the Honourable Minister of Education for introducing this very critical yet topical subject for discussion by this august House.

Mr Speaker, education is of fundamental importance. There is no social, political or economic problem one can solve without effective and adequate education. Some people see education as a way of accessing the labour market. For others, education is a way of bringing about social change and accomplishing greater social equality and justice. The notion that education is the greatest equaliser is indeed so true.

In the words of the great 'Mwalimu' of Africa, Julius Nyerere: "*Here in Africa we can, by the use of education, help people to transform their lives from abject poverty - that is, from fear of hunger and always endless drudgery - to decency and simple comfort. We can help to relieve the women of the burden of carrying water on their heads for miles; we can help to bring light and hope to small children, otherwise condemned to malnutrition and disease. We can make our own homes: that is the homes where the masses of our people live, into decent comfortable places, where all the inhabitants live in dignity. But then we have to be part of the society, which we are changing. We have to work from within it, and not try to descend like ancient gods, do something, and disappear again.*"

Honourable Speaker, Honourable Members, during the past few days, and as part of this important Debate, some Honourable Members were referring to our education system as a system under siege. However, those who see a crisis ought to recognise that education is a process, a lifelong journey, not a destination. It is the most travelled road, and therefore a road that remains under construction. As we constantly construct and improve on our education system, we ought to take cognisance of the fact that there are weaknesses and shortcomings that require collective input, in order to design an education system that meets the unique needs of our people.

Mr Speaker, the Ministry of Education has put in place the *Education and Training Sector Improvement Programme*, which is aimed at addressing the very shortcomings

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON DIERGAARDT**

that have been pointed out during the current Debate. Therefore, while I sympathise with those who are calling for a National Education Indaba, we must give the Ministry of Education the opportunity to implement the new programme. Having said that, I wish to stress that it remains critical that we help the Ministry by highlighting some of the existing bottlenecks. Of particular concern are the following:

1. Poor socio-economic conditions: hungry, deprived learners certainly would find it much more difficult to concentrate than the well looked after children from rich households.
2. Lack of sound management at *certain* schools. Monitoring and mentoring are *not* applied as sound management practices.
3. Inefficient Inspectorate and Subject Advisory Services, owing to impediments such as lack of transport, financial and human resources. This leads to crisis management and a *reactive* instead of a pro-active operational system.
4. Emphasis should also be placed, Honourable Speaker, on proper and effective planning. Doctor Robert Schüller once said. "*If you fail to plan, you plan to fail.*"
5. The morale of teachers is low for well known reasons. Much too often are diligent teachers mentioned in the same breath as lazy teachers, ineffective managers with effective managers, and inefficient Principals with hands-on Principals. Then there is also the issue of unsatisfactory salaries and working conditions.
6. Overcrowded classrooms, as a result of the ever-increasing learner-teacher ratio, coupled with heavy workloads, are definitely contributing to an unpleasant learning environment.

The question, Honourable Speaker, that remains to be answered, is *what can be done to improve the status quo?* Well, Sir, apart from *the Education and Training Sector Improvement Programme*, it is important that we start off by restoring the image of the teaching profession.

Secondly, we should work hard and diligently to improve the standards in education where acceptable standards are lacking. Short, medium and long term plans should

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON MBAI**

be designed by Principals, in collaboration with the teachers and parents. These plans ought to be submitted to School Inspectors for them to mentor and monitor the process.

Thirdly, candidates for the teaching profession should be carefully selected. Aptitude tests as well as competency tests *should* be conducted to ensure the right candidates are selected.

Fourthly, a system of rotation of Principals *should* be considered. In this way, experienced Principals may share their experience and knowledge where necessary. This may be coupled with the earlier suggestion by the Honourable Minister of Education, that Principals may in future be appointed on a contract for a fixed period.

In conclusion, Mr Speaker, we are passionate about education, because education fosters a clear understanding that power lies in the preparation of the mind, body, and spirit. I therefore cannot but agree with Lord Brougham who said: *“Education makes a people easy to lead, but difficult to drive, easy to govern, but impossible to enslave.”*

I thank you, Sir.

HON MBAI: Honourable Speaker, Honourable Members, please allow me to add my voice and opinion to the topic under discussion. Much has been said and I rise to support and concur with the various views expressed by the previous speakers. I believe this time around we shall have to take concrete action rather than to wait for another 12 months - more or less this time next year - to express our serious concerns with regard to the state of Education in our country. Upon education, the future of the country depends. The future of our country is in danger. For as long as our citizens continue to ignore the opportunities created by an educated Nation, our country will be experiencing difficulties.

Honourable Speaker, I personally do not believe in an approach of trying to blame someone for the failure of something. It is therefore our responsibility as elected leaders of this country to accept the failure of an issue and investigate and apply remedial action in order to rectify the situation.

Honourable Speaker, the issue on the floor was discussed here last year, when we accepted the explanation contained in a detailed Report delivered by the

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON MBAI**

Honourable Deputy Minister of Education, Doctor Ndjoze-Ojo, in this august House. Unfortunately, the Report was delivered in November/December last year. In January/February the examination results arrived and the crisis started. Somebody, something, somehow needed to be blamed for the crisis. Now the issue is back in Parliament again.

Honourable Speaker, Honourable Members. I think this time around we need to investigate the causes of the crisis.

Many positive developments, achievements, and progress in the sector over the past 15 years are recognised and appreciated. We shall have to analyse and assess the causes or the shortcomings of the system in order to enable us to assign an improvement programme, now and not later.

Honourable Speaker, Honourable Members, at the current performance in education and training, we shall *not* be in position to produce citizens who are capable of transforming Namibia to a knowledge-based economy, as is expected from us in Vision 2030. There are some factors that I identified: I shall now outline these:

There is a lack of a clear-cut campaign for the establishment of a culture of learning.

Many of our children are not gaining the basic skills.

Equity in our Education has not been rapid enough.

Management and discipline at some schools leave much to be desired.

These are only a few to be mentioned.

Honourable Speaker, against this background, I would like to suggest a Parliamentary Hearing to be conducted in all 13 Regions to investigate, to assess the causes of the shortcomings and to report back to Parliament before the Budget discussions commence. That is only way that we would establish the exact causes of the crisis.

I thank you.

HON NAMBAHU: Honourable Speaker, Honourable Members, I am rising to make my contribution to this very important issue, when almost all the Honourable Members who wanted to make contributions have made them. I am speaking in this

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON NAMBAHU**

context, not having benefited from the Presentation from my Minister on the issue, owing to a Parliamentary assignment. With that background, I beg for indulgence and understanding for the context in which I am making my speech.

Comrade Speaker, Honourable Members, during the festive season I have had a chance to interact with many teachers and students on the very topic under discussion. I was most astonished by the divergent views and understanding of the situation, the gaps of information, the lack of data and scientific premises which are informing the positions they are taking. Added to the incredible level of misinformation and hearsay is the amount of frustration and de-motivation, stemming from lack of social recognition, inappropriate working environment, misdirected criticism and blanket or collective accusation of the teaching profession, especially pertinent to those that do their jobs diligently and with dedication and commitment.

Debating (or criticising, for that matter) without a good understanding of the situation and without unpacking and disintegrating the different and often vague variables which make up and influence the educational equation, I am afraid will not help the situation much. I do not therefore wish myself or this august House to operate at the same level.

This, Comrade Speaker, is not to say that whoever criticises or debates is wrong or guilty of committing any kind of offence. What is most important, in my opinion (Intervention)

ASSEMBLY ADJOURNS AT 15:40

ASSEMBLY RESUMES PURSUANT TO ADJOURNMENT AT 16:05

HON NAMBAHU: Comrade Speaker, before the break I was at the point of stating that during the festive season I had a chance to talk to various teachers and students and, during the interaction, the most frustrating thing they were pointing out were the blanket statements and the blanket accusations to which they have been subjected. When one looks at the performance of some of the schools in some of the subjects, one would definitely concur that there are some people out there who are hardworking, very committed and result-oriented. So to blame the whole profession is sometimes not doing a good service to these colleagues that are really doing their level best to see the results, as we wish to see them.

Honourable Speaker, it is not to say that whoever criticises or debates is wrong or

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON NAMBAHU**

guilty of committing any kind of offence. What is most important, in my opinion, is the genuine and legitimate concern to help the Ministry change the situation for the better. That is very patriotic and most commendable a deed. Although one or two compatriots may want to say that we politicians are debating it from a political perspective, perhaps from what I have heard I cannot conclude in the affirmative on that point. However, most of the time when something is debated without creating any better understanding, people may not be able to help but think only that perhaps *'Tommy wants to make some political capital out of it'*. Definitely we are politicians and I would not blame us for doing that.

The inherent danger is that such criticism is not adding much value to the Debate and is also not helping to solve the prevailing issues, which are not that easy to understand, contingent upon, and/or incidental to education.

In this Debate some blame has been laid at the doors of the teachers. Others (within and without this august House) put it at the door of the planners and administrators, managers, the system, the budget, the infrastructure, the policymakers, apartheid, laziness, the parents, the Principals, the children, the Bars - the list goes on.

Having read the papers on the contribution of the Members of this august House on the subject, I am afraid I am not the more informed but a little more confused and unfocussed than I was, particularly when I left those teachers and students to whom I have already referred.

Where to now? Of what use is this kind of Debate taking place to the country – the kind of Debate that sometimes would leave one paralysed, if one were to, in expectation, draw up a remedial plan of action? Where does one start? The Bar, the teachers, the infrastructure, the values, laziness - where? Which one of the many, in our opinion, is the chief culprit for one to set priorities and timeframes? What kind of researched data and information is there to help us? Who is supposed to do this research or study and help the Debate shift from the periphery to the nucleus of the problem, from what *appears* to be the problem to what the problem is? Whom can we blame in view of the fact that people are debating without the assistance and benefit of proper scientific information and proper data?

I have always been under the impression that the National Institute for Educational Development does the kind of research and studies that we need for the kind of Debate we are undertaking. It seems that I have been under a very wrong impression. Yes, I agree I am, after I have read something about their profile and brief. Perhaps it

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON NAMBAHU**

is time the Parliamentary Portfolio Committee invited these fellows for a presentation before we go any further because I would not like this House to be a culprit of debating without the benefit of accurate and proper data.

There is a need for new approach and attitudinal change. Comrade Speaker, Honourable Members, some Honourable Members have questioned the role being played by the educational planners and developers. In this connection I would also wish to know how these fellows do their job. What research/studies are there that inform their planning process. Are they researchers themselves, or do they rely solely on the data gathered and information collected by or through the school inspectors? In my school days, these persons, the inspectors, for the most part resembled, both in appearance and character, a sheriff. You all know how a sheriff behaves in his county. In my school days the latter were individuals who were full of themselves. They were a little bit snobbish, very reclusive in their dealings and lacked the participatory approach necessary in modern management.

I do not know to what extent the Institution has changed with the advent of Independence. Perhaps Honourable Viljoen would be able to help in that regard. My observation is on the characters I saw and with whom I interacted. I have no evidence to prove that it is a generalised attitude but I also have no evidence to prove the contrary, nor have I seen or heard of efforts being made to suggest that the attitude of our planners is now different from former. In some Ministries and countries, these things necessitated an outside review to change the situation, after all the efforts to reform from within have failed, as managers and administrators were entrenched in the age-old tradition of planning for and not with the involvement of the consumer or stakeholder.

Research

I therefore would wish to see scientific research to premise whatever Debate we are making.

Before I agree to the National Conference, I would wish to see issues narrowed down and clustered with a separation of what works from what does not because I do not believe that everything does not work. I think that claim is excessive. We have had successes and we see the output in education in the people who have qualified and of whom we are proud. I think it is excessive to say the whole education system is a failure.

What can be addressed now and what in the long run, for I do not believe we have

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON NAMBAHU**

the resources to correct all the imbalances in education immediately.

The approach should be participatory, as one Honourable Member of the Opposition stated, with Government taking the leadership. On this issue, I would wish to say this is absolutely correct, Honourable Member, and that is how it should be. However, I would add, and I really expect that you would support me on this one, Honourable Member from the Opposition, because it is also correct and how it should be.

Comrade Speaker, in moments of challenges and difficulties, the Namibian people have always, with trust and confidence, looked to the Ruling Party, SWAPO for direction, guidance and an ultimate solution to their problems. On this score, allow me, Comrade Speaker, Honourable Members, to suggest and that I am fully confident that once the issue of challenges in Education is debated within the various structures of our mighty SWAPO, there will certainly be, as a result, valuable suggestions and fruitful ideas that our Comrades in the Executive can put to good use, in the quest of finding the solution to the Education challenge.

Concerning the premises, I would recommend the issue to be debated or re-debated in the SWAPO sections, branches, districts, Central Committee and other structures for a more balanced suggestion and recommendations before we even embark upon the path of a National Conference on Education. I would like my Minister for Education, his Deputy, and my Secretary-General to take favourable note of that. Since some in the Opposition are already doing that, they should invite researchers and practitioners to make presentations from the Ministry in order for them to conduct a more enlightened discussion.

The missions and functions of some of the components of our Education Ministry (especially those that concern the National Institute for Educational Development (NIED) and Directorate of Planning and Development) need to be reviewed, in order to determine whether there is no room for additions or specialisation. Synchronisation in planning is necessary. There needs to be integrated planning and management and inter-Ministerial co-operation between Planners and Developers of the Planning components of the Ministry of Education and those in the National Planning Commission.

I understand the following was said by Doctor Kwame Nkrumah (and I paraphrase): *"We look not west nor east; we look forward."* My question is where are we looking? If my assumption of where we are looking, or have always looked, is correct, then I suggest we look at what Ruth Kelly and Tony Blair are doing and learn a thing or two on the good, the bad and the ugly. My lesson is that education reform

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON /UI/O/OO**

is a life-long and ongoing process, an unfinished business *ad infinitum* and where we are in perpetual hot pursuit of perfection. Against this reality of life, I do not think it is healthy for any right-thinking *homo sapiens*, here or anywhere, to think he or she would live to hear the last word on Education. Let us criticise constructively but not *'throw the baby away with the bath water'*.

However, as politics cannot only be left to politicians, or law to lawyers, education cannot be left to educationists alone: it must be a subject of a participatory and an all-inclusive approach, where the interests and objectives of stakeholders count.

I thank you for your valuable attention.

HON /UI/O/OO: Thank you very much, Comrade Speaker Sir. Honourable Members of Parliament, Media Representatives.

I rise to contribute to the discussion regarding the status of education in our beloved country, Namibia. I will echo the same sentiments which were mentioned by the previous Colleagues, which put the record straight, that the education system in our country is an unhealthy situation: that is why it was brought to us in this august House, to source some inputs from us.

However, before that Comrade Speaker, I would like to join my Colleagues who spoke before me to congratulate you, Honourable Speaker Sir, for your new challenging position, which you have currently, and in the same vein I would also congratulate the Honourable Minister of Education Honourable Nangolo Mbumba for his kind generosity of tabling a very important subject in this Honourable House. I thank you for that. Let me also extend my humble congratulations to all the Honourable Members of this august House for your new and old positions.

Comrade Speaker Sir, after listening attentively to the statements made by the previous speakers and also after reading a quotation of the Former Head of State of the Republic of South Africa, his Excellency Nelson Mandela: *"Education is the great engine to personal development. It is through Education that the son or daughter of a peasant can become a Doctor, that the son or daughter of a mine worker can become the head of the mine, that the child of a farm worker can become the President of a great Nation."*

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON /UI/O/OO**

After reading this provocative statement I found it possible that even a son or a daughter of a hunter-gatherer could become the President of a great Nation once he or she has received appropriate education. Therefore, I am humbly requesting the Honourable Minister of Gender Equality and Child Welfare to create more pre-primary schools, in order to prepare the youngsters for the daunting task of formal education.

I will fail in my duty if I do not also thank the President of the Republic of Namibia, His Excellency Comrade Hifikepunye Lucas Pohamba, and his Cabinet Ministers who have taken a decisive and commendable decision to allow our children who failed Grade 10 to repeat. To me this was a good decision indeed, and from the bottom of my heart I wish him all the best in everything, because he has Education in his heart. I also recall very well last year when he said: *“Education must shape our future leaders.”*

Honourable Speaker Sir, Honourable Members, I have three suggestions to make, which are as follows:

1. The Government, through the Ministry of Education, must be encouraged to stop the automatic promotion to other Grades after failures.
2. People who have obtained diplomas and degrees must be employed as soon as possible, in order to replace those teachers who have served for many years without appropriate qualifications. The Government, meaning the Ministry of Education, must provide those teachers who are not qualified with scholarships or bursaries to pursue their studies at various tertiary education institutions.
3. The Government must plan more workshops for teachers, especially during school vacations, so as to allow exchange of their experiences with teachers from other schools.

Honourable Speaker, Honourable Members, the failure rate of learners from Tjum!kui Combined School is very disturbing and unacceptable. We cannot accept that each and every year only three learners are passing Grade 10. Something urgent needs to be done as soon as possible.

Last year 23 learners sat for their examinations whereas only three passed or were successfully promoted to Grade 11.

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON DIENDA**

My humble question to my senior Minister of Education goes like this: Why is it that Gam Combined School is doing better than Tsumkwe Combined School, while Gam Combined School has all the facilities like Tsumkwe? Let me salute the teachers from Gam School and wish them the best.

Honourable Speaker, Honourable Members, in conclusion, I am wholeheartedly supporting those Colleagues who call for a National Education Conference and to this Conference I would suggest that all the ethnic or diverse communities must be invited and be allowed to express themselves in their vernacular languages.

With these few remarks I rest my case and I thank you for your attention.

HON DIENDA: Thank you, Honourable Speaker, Honourable Members. I did not know anything about the Bantu education system. I received my education through the Cape education system here in Windhoek, and now my children are doing the Cambridge system. By saying this, I want to emphasise that systems will come and systems will go but that is not important. What is important is that we, as parents send our children to school, to be educated and we *all* want our children to be taught in the right way. This is what is important.

Honourable Members, the Minister in his Statement said: “*The country has been unable to provide adequate skilled human resources.*” I agree with him, because this is due to the lack of provision of an education system, which is responsive to the demands of the labour market. Not all of us are good in Mathematics and Science. We also need social workers; we need hairdressers; we need cooks, *et cetera*, and for these careers we do not need Mathematics and Science. To make these two subjects compulsory until Grade 10 was not the best we could do.

Vocational Training Centres will help us to identify what the labour market wants. Do we share the information provided by the Deputy Minister of Labour, Peter Ilonga? How accessible are teachers, parents and learners to information, and are we as parents, learners and teachers informed about Vision 2030?

Honourable Speaker, more money must be provided for the salaries of teachers. Teachers are left with few tools to engage productively in the education process.

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON DIENDA**

Teachers should be trained to prepare learners, to engage in economical inter-action and to keep the big percentage of school dropouts, school learners, and school push-outs busy with adequate activities.

Teachers teach because it is a job for them and no longer a calling. Every '*Tom, Dick and Harry*' is becoming a teacher these days.

Honourable Speaker, a classroom with 45 learners will not ensure quality education. We have to reduce it to 20 learners. This will help us to give good educational qualifications. Therefore, Honourable Speaker, we need more schools in our country. Parental involvement is being emphasised by our approach of the learner-centred education system. When last did we equip the parents to participate in the triangle we are preaching about? I agree it can be effective, as long as teachers and educators examine their assumptions and views about the role of parents in the participation and decision-making process. Do our parents, teachers and the learners understand why they are engaged in the education system, or is it a matter of learners just going to school because it is a constitutional requirement for them? Some teachers (*some* - not all of them) argue that some parents are not sufficiently educated in order to be involved in school activities.

Honourable Speaker, why do we uphold part-time learners if we cannot provide them with a way forward? Learners would not be able to see the relevance of going to school, if they are regarded as failures at the end of Grade 12.

Honourable Speaker, the lack of hostel accommodation is also a problem, and according to the Minister's statement the transition rate from Grade 10 to 11 is determined by the number of places available at senior secondary school level, allowing only a 50% transition. This statement offers different interpretations for different people in our country, and I am one of them.

One would argue that only 50% are entitled to formal senior secondary school education. NAMCOL should, therefore, budget on 50% of the Grade 10 learners already. It is justified that 50% of *all* Grade 10 learners, are not up to standard to proceed to Grade 11. 50% can join the unemployment market, for which we need to cater as a Nation.

Honourable Speaker, the introduction of human resources development could have indicated how tertiary education institutions are responsive to the objectives of human resources development. Are we providing degrees and certificates for the sake thereof, or are we responsive to the demands of the labour market?

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON DIENDA**

Honourable Speaker, the Minister was silent about School Boards. I do find that at some schools, the School Board members do not know their roles. They do not know what is expected from them - from the learners, teachers, the school and the community - in our new approach of a learner-centred system. I just feel that School Boards must be orientated to play a bigger role in order to improve the quality of education.

School inspectors: I hope that the Honourable Viljoen will help me with an answer to this one. I want to know whether school inspectors are evaluating and supporting teachers and schools in implementing learner-centred education. Some of our school Principals (not all of them) have a do-not-care attitude. Maybe it is time for the Minister to employ them on a five-year contract basis, depending on the performance of their schools. This might help them to be *more* involved in the practical part of their duties, rather than concentrating too much on the administrative part of their responsibilities.

Honourable Speaker, I also want to know whether education is affordable to the Nation. Can we, the Namibian people, afford to send our children for education with all the fund-raising, the School Development Fund, all types of fundraisings? Are teachers not putting too much emphasis on fund-raising to equip their schools with the necessary tools, rather than spending more time in the classrooms? This practice is also chasing learners away from school because not all parents can afford these fund-raising initiatives. Learners then stay away from school, which results in the non-performance of learners.

Honourable Speaker, last but not least, learners do not need to perform well at our schools to pass to the next grade. Honourable Members, I do not think repeating will harm anybody but would only ensure quality education for our children. So, if the learners did not master their grade, please allow them to repeat that grade.

I thank you.

HON GORESEB: Honourable Speaker, Honourable Members of Parliament, it is true that the state of education in Namibia calls for an urgent intervention from all the Stakeholders, if Namibia is to realise her dreams of Vision 2030 and if Namibia wishes to remain competitive in the sub-region, and to meet the challenges of the rapidly changing world.

Thank you, Honourable Speaker, Honourable Members, for affording me this opportunity just to air a few ideas.

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON GORESEB**

I have to thank the Honourable Minister of Education for enlightening the House on the state of education in Namibia. Achievements and challenges have both been mentioned. In my few remarks I would prefer to dwell on a couple of challenges we are facing.

Honourable Speaker, Honourable Members, the present system still perpetuates an inequitable distribution of access and opportunities for students along access or geographic discrimination. Here I am referring to the Regions where the higher level of Education, HIGCSE, is not offered at most of the secondary schools. Those students are simply cut off from continuing with their studies and they are losing opportunities.

There are also vast disparities between the historically black and historically white institutions, or rather, the rural and urban, in terms of facilities and capabilities for teaching and research.

There is also an inescapable need for a dynamic and viable programme on a large scale to redress both disadvantaged individuals and disadvantaged institutions.

Similarly, Honourable Speaker, Honourable Members, teaching strategies and modes of delivery have not been well adapted to meet the needs of a larger student intake and the diversity of lifelong learners.

Furthermore, there is a lack of a regulatory framework because of a long history of organisational and administrative fragmentation and weak accountability. This inhibits planning and co-ordination, elimination of duplication and waste, and the effective evaluation of quality and efficiency.

Honourable Members, coming back to the Cambridge Education system, I will keep to my original point; that there is nothing wrong with the system. We have localised the syllabi, we have drawn up the curriculum documents and there are schools, whether private or public, which are performing. Therefore, I would not blame the system. What really differs are, in many respects, the physical facilities and the human factors. Therefore, I have to emphasise continuous training of the teachers and the improvement of conditions of work of the teachers. The boosting of the morale of the teachers is an imperative if we need to succeed with our education system.

I do not think the advisory services are adequate. The inspectorate is not visible at various schools. Most of them have become office-bound; they do not visit the

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON GORESEB**

schools on a regular basis, hence the deteriorating situation at many schools.

We have to concentrate on the discipline of the learners. The so-called learner-centred approach requires a high degree of discipline from the learners themselves so that they can concentrate properly and interact regarding the teaching methods.

The Honourable Minister in his report mentioned that teacher-centred education was reformed, in line with the four major goals of education: namely access, equity, quality and democracy, which, in turn, can be realised through the educational principle of learner-centred education.

I am quite aware that numerous workshops have been held in our country to acquaint teachers with this new learner-centred approach but, in my view, this principle has not been well accepted by all members of the teaching fraternity. Hence, the learner preparation or teaching is not in line with the latest demands of testing and examining, and therefore there is the high failure rate.

Honourable Speaker, another factor worth mentioning is the overcrowding in classrooms, which makes effective teaching impossible. I am mindful of the financial constraints, shortage of resources with which we are faced but we have to do something about it.

Greater numbers mean greater expenditure. In a situation of financial constraints, measures will have to be devised to make wider participation affordable and financially sustainable.

Learner numbers also affect standards. To combat the potentially adverse effects of rising enrolment on education and academic standards, a policy assurance becomes a necessity. In other words, we must not compromise the set standards.

Let me reiterate my points:

Teacher training and retraining is imperative. We must not compromise the academically established standards. Overcrowding in classrooms is a matter of concern. A National Conference for the Stakeholders is also an imperative.

I have to applaud the Honourable Minister of Education for a document which is called 'Education Training Sector Improvement Programme' (ETSIP). This Programme document, called Phase 1 2011, is a document which is well-researched.

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON IILONGA**

Many of the questions and queries on many issues that we have are contained in this document and this document has been drafted by experts who have realised that there is something wrong with our education system.

All that I have to say to the Honourable Minister is: go and implement this programme.

I thank you very much.

HON DEPUTY MINISTER OF LABOUR AND SOCIAL WELFARE: Thank you, Mr. Speaker, I rise to contribute to the Debate on the state of education in the country, fifteen years, ten months and twenty-one days after Independence. If we talk about children, we are now talking about those who have reached the age of adolescence. That is the reality of our Independence.

Comrade Speaker, many speakers have indicated that the system is not the problem and I agree with them.

According to the Minister of Education, there are four core words: Access, Equity, Quality and Democracy. All of those have a positive and negative part - but not HIV.

To start with access, Comrade Speaker, we have really seen an improvement. As many Comrades and other Honourable Members have said, there has been an improvement in access to our six years in pre-school. That is very important; that is a positive aspect.

However, if you regard the negative part, do the majority of these learners (more than ninety percent) have *access* to facilities? It is this, which impacts on the following core word, which is equity. You might find that, owing to financial constraints, equity might not be there. We should look at that and whatever suggestions, whether we call a National Conference, this Debate is just going to be turned into blame and condemnation.

Then, if access is positive and equity is positive, *quality* will also be positive. However, when you find that there is no access to computers, to water, textbooks, then definitely quality will be reduced or sacrificed somewhere. Therefore, we need to look at those aspects.

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON IILONGA**

Then there is the issue of democracy. It is said that democracy has a price or a cost and this is true. Many speakers talked about discipline or indiscipline.

Democracy came with a particular way of *approaching* the issue of democracy. Owing to the history of the country when we were divided, you will find that people do not consider democracy together with responsibility. It is said that the child has rights and many teachers, who are supposed to be surrogate parents on the day the children are sent to them by their biological parents, also have inherited this limitation of not giving corporal punishment. The way it is taken, it is not taken to the limit: “*you cannot beat Ilonga’s child because you hate Ilonga*”, but you are supposed give a hiding after you have warned that particular learner. We do not have it and the children have now become the ‘*controllers*’ in the schools. The teachers cannot say anything. If a teacher says anything, then the learners march.

Comrade Speaker, we have to encourage our teachers and our learners to have a sense of patriotism towards their country. I have heard many speakers talk about under-qualified and unqualified staff but I can tell you that many of us were taught by teachers whose highest qualification was Standard 6, Grade 8 today, and I also taught as a professional teacher with a Standard 6 qualification.

However, the input of the teacher in the class was not like now. Perhaps it is because of the learner-centred education; that we want the learners to study. You would find that a teacher of that time would know if any one of his or her learners did not know how to read or write. We do not have this phenomenon here now. We have children who can speak English, which is our official language, *fluently*, but just give them some dictation and they cannot even write those words. However, when it comes to speaking, you would think nothing is wrong.

I think those are some of the issues, Comrade Minister. When we analyse these things, let us also look at those aspects. Let the Inspectors really do as the Inspectors of our time did. They came and made some tests. We do not have this in our new system.

Another issue is that we have our professionals and that is where I want to introduce the word ‘Patriotism’. Our professionals are good at talking, good at criticising, but they do not have that commitment to assist their Government with those skills they have. You find that somebody might go and teach in another country; I do not know whether there is a system which prevents them from practising here and that it is better to do it in other countries.

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON IILONGA**

Comrade Speaker, whatever money you give to a person cannot give that person courage. Money is an incentive but if you give a person three thousand, then he needs fifteen thousand a month, even if he is a disciplined person.

Therefore, we must really put the emphasis on the importance of building up our country's education to a standard only then can Vision 2030 be realised. That can only be realised, Comrade Speaker, through the introduction of Technical Courses.

I have grown up in the North and I came to the South around 1966. That time we were trained to do the *omashisa*, *eendunda* and to make *iimbale*, *Omashungu*. That is where we trained to make huts, silos, and the ladies were trained to make baskets and many, many things.

Here in the South, go to Rehoboth or here in Windhoek, go to Khomasdal. You will find big, beautiful houses, which people have built themselves because they were exposed to those skills. These are the people who had that access. We can only realise Vision 2030 if we reach that level, and then we can also try to tighten the belt and buy those people with those skills - and we do not make them Directors.

One problem, I also see in our system Comrade Speaker is the way we put things into practice. You have a person who is an expert, and then you train this person to be a Director. Then he is a zero, because this person does not know what he or she is supposed to do, and this person now becomes part of the management cadre, and you are not able to discuss him or her because he is part of your meeting. Therefore, if we have a scientist, an expert in whatever, that person must be given a Namibian to train so that those Projects and Programmes are put into practice.

In conclusion, Comrade Speaker, I just want us to stay focused under the guidance of our visions, patience and courage, to encourage our teachers to be committed to their country, to encourage our learners to study for their own future and the future of their children. Those who do not get enough points to study at UNAM and the Polytechnic should study through NAMCOL. NAMCOL should also be advised not to become a 'money hunter' because the prices of subjects have become unbearable.

Those are some of the issues we really need to consider. However, people have a problem with the social system. I always used to mention here that sometimes we say we do not have teachers in a certain field, but some learners in Grade 10 and Grade 12 obtain 21 points and some obtain 18 points. They failed to reach the passing mark but they passed with good marks in the Science subject. We do not have a Programme to identify these individuals and make them specialists in those fields they find easy.

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON TWEYA**

With those few remarks, I rest my case and would like to see how we improve our education.

HON DEPUTY MINISTER OF FINANCE: Honourable Speaker, Honourable Members, I would like to start my introduction by expressing my gratitude to the House, the Honourable Speaker, for creating a platform for a free Debate but also on the importance that has been placed on this Debate, as well as the quality of Debate by the Members on the state of education in Namibia. The discourse and Debate thus far was, however, in many instances not informed by empirical evidence, to assist the Ministry of Education to take appropriate action.

It is also unfortunate that the views of the teachers who are on the ground, as well as the researchers, and the Institutions of Higher Learning, especially the Faculty of Education, are not being heard in this Debate. It is therefore my considered view, that the Debate on the state of education should be approached with openness and on the basis of empirical data or practical experiences. It would be highly irresponsible for this Nation to take policy-decisions on the basis of assumptions that could be incorrect, because the solutions would also be incorrect solutions.

What are the fundamental questions?

Honourable Speaker, the fundamental questions, in my view, which should guide our Debate on the state of education in Namibia, should include the following:

- Is the philosophical underpinning (what the learners ultimately ought to be as persons) of the Namibian education system inappropriate?
- Is the content of our education system or curriculum irrelevant? How many of us, as Parliamentarians and parents, have taken the time to familiarise ourselves with what the learners are taught in schools in the various subjects?
- What is, by definition, a good education system and what inputs are pre-requisites to administer and maintain such a good education system?
- When we argue that the Ministry of Education receives the biggest share of the Budget (around 25 percent of the total Budget), which is, of course, a fact, do we go further to satisfy ourselves whether this share is sufficient and in relation to what? Does the share take into account the ratio of the number of

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON TWEYA**

- learners versus the rest of the population? I have it that the current youth population is around 800 000 plus, which is approximately 44 % of the total population. Is the allocation to the Ministry of Education equitable in real terms or has the allocation been declining in *real* terms?
- Around 80% to 90%, we were informed by the Honourable Minister of Education, of the budget is spent on administrative activities, including salaries, hence the argument - is the Education Budget fairly allocated to the different activities in the Ministry? I doubt it.
 - Are we, as a Nation, talking about schooling or education, in our discourse and Debate on the state of Education in Namibia?

Why are schools with a large number of qualified teachers still having high failure rates and a deteriorating pass rate?

Honourable Speaker, Honourable Members, I would like to offer some contributing factors to ineffective teaching and learning in our schools, and I will confine it to teaching and learning.

As a former participant, from a teacher to a Manager in the Education profession and, more importantly, as a parent, I would not argue that there are *no* problems in *our* education. The fundamental problem is whether our Debate on the state of Education is attempting to add value to the solution of the problem. Some of the factors which, in my view, could address some of the problems in the Education system include the following:

1. Education is about partnership between Government, parents, learners and teachers. I would like us not only to talk about this partnership, but come up with ways to monitor the output of such a partnership (the results should be measurable, obviously), and to come up with remedial actions when *one* of the partners has not delivered what is required of it.

There is a need to instil self-discipline, commitment and objective-setting among our learners. We *cannot* afford to advance the argument that our non-performance is the result of other people only, and consider ourselves as blameless. Most of you, Honourable Members, would agree with me that what helped some of us growing up in the rural areas to complete our education was the desire and determination to succeed, whatever the circumstances. Some, if not many, of our learners of today do not have a purpose in life and no ambition to succeed at all.

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON TWEYA**

There is a lack of discipline, a lack of effective administration and management, as well as supervision at the school and educational offices. Education is an orderly process which is underpinned by planning and order if the ultimate results are to be achieved. The sad reality, unfortunately, is that there is a lack of effective management, planning and supervision in many of our schools and educational offices.

It is the duty and responsibility of parents to ensure that their children do their homework and prepare adequately for their exams throughout the year. Learners who fail at the end of the year should not be a surprise for the parents. They should be involved during the year and take the necessary actions then.

What is the way forward?

Honourable Speaker, let us continue with the Debate and discourse on the state of our education system without curtailing it so that we could identify the correct problems in order to provide the correct solutions.

The parents, teachers, and learners should fulfil their responsibility towards the Nation.

The Namibian education system has been over-studied but we should continue to subject the assumptions on the state of education to empirical data before we resolve to change whatever we intend to change.

We should commit ourselves to do the right things, such as instilling discipline and effective management and administration, in order to make the system work, instead of *assuming* that a Conference on Education would resolve all the problems, knowing very well that we would continue with the old habits after such a Conference.

We are aware that 80% to 90% of the spending by the Ministry is directed to administration costs (including salaries), leaving a mere 10% to 20% for educational purposes. I appeal to all the Members rather to come up with ways to source and mobilise funds specifically to increase the 10% to 20%. Let us occupy ourselves with something more constructive.

Honourable Speaker, Honourable Members, against this background, I strongly recommend a National Conference to look at all the issues raised, including resource mobilisation. (Interjections) Honourable Speaker, I am not on a talk show; there is a gap that we need to fill. Let us rather talk how we can raise *more* resources to fill that

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON TJIRIANGE**

gap. However, this should be in all the corners of Namibia, to come up with recommendations for change to be considered by the Ministry of Education, as well by this Honourable House.

I am of the opinion that, if the root problems are not identified and resolved, not even unlimited resources will help our situation.

Honourable Speaker, simply put, teachers should teach; learners must learn; managers must manage; parents should be active parents; Government should see to it that *all* players in education are accountable and that they fulfil their respective roles.

In SWAPO we believe in hard work. Hard work is action. Therefore, each player and stakeholder in the education system should play his or her specific role to the full.

Ask yourself as a Parliamentarian: are you contributing to this action or are you only creating destructive Debates so that people do not teach and parents do not do what they need to do? Thus, do not just talk; start to do something.

I thank you.

HON MINISTER WITHOUT PORTFOLIO: Thank you, Comrade Speaker, I will be very, very brief indeed.

I rise to address just two issues. I have done that before and I am going to do it now and, as I said, I am going to be brief.

Comrade Speaker, I am not yet satisfied with some of the explanations that I receive when I always raise these issues.

The first one is the forcing of Afrikaans on our children. I do not hate Afrikaans but, as the first Prime Minister of this country, now Prime Minister *emeritus*, has said, "*Everything forced on somebody is wrong.*"

Comrade here was going to explain when he was a Minister. I disagree with you; I do not know what the new Minister is going to say about this. Look what is happening now. The best schools that we have - Windhoek High School, Centaurus - name them, as a matter of must (and this is why I say 'force') children have to go through Afrikaans as a subject. There is no choice. Why should we be forced to study one of

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON TJIRIANGE**

the local languages? (Interjection)

HON MEMBER: There s Otjiherero there.

HON MINISTER WITHOUT PORTFOLIO: No, where? (Interventions)
Otjiherero, you took it to Augustineum, which is falling apart. The issue is that some of our children (like, for example, when we came back from abroad) never spoke Afrikaans whatsoever and they are disadvantaged because they do not know what was going on.

Therefore, I think people have to have a choice. If you are not able to provide other languages, do not provide one so that you can provoke people.

This year I am going to talk and I do not want the Afrikaans-speaking Colleagues to think that I am against Afrikaans. I am against the idea of *force*. (Intervention)

RT HON PRIME MINISTER: May I ask the Honourable Tjiriange, the Secretary-General of SWAPO, a Question? Honourable Tjiriange, are you aware that the best performing school in Oshindonga is Jacob Marenga? Are you aware of that?

HON MINISTER WITHOUT PORTFOLIO: I do not know: I do not know that much about Oshindonga and I have never heard of that before. That is my answer. However, it does not really matter. I do not say that languages should not be taught. English is the main language, but you can teach all the other languages. However, why force one language on the children instead of other languages? Tell me one Afrikaans child who is studying in Ndonga? Tell me! At which school? Why should my child be forced to study Afrikaans if he or she does not want? There is something wrong.

Do not defend something which is wrong. Tell me of a child from the white community who is studying in Herero. Where? So why should you force my child to study Afrikaans? I think it is wrong and you people who are putting these things into

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON TJIRIANGE**

practice must think about it. I am really bitter about this.

The last issue that I want to raise is the issue of Hostels. The other day I was talking here and people thought I was telling lies: I am talking about those who are in the system in the hostels, who occupy the hostels and are running the system to which the hostels belong.

I was talking about the difficulties in which children find themselves, who are *far* from the schools and who are sent to the hostel by parents. There is this system of out-weekends. Just remember, somebody is coming to Plessisplaas and he stays somewhere in Otjombinde. He does not have a car; he gets a lift from elsewhere and tries to make sure that his child is back at school. After three weeks, out-weekend. Without a car, how is he going to get the child back to Plessisplaas from Otjombinde?

The answer was that there is no force. It is not true. The workers just disappear. Yes, it is a fact; they just go. The cook is not there, the children are forced to go out and stay with other children's parents nearby. Good Samaritans. It is not a lie; it is a fact of life. (Intervention)

HON MINISTER OF ENVIRONMENT AND TOURISM: May I put a question to the Honourable Minister, please? Do you know, Comrade Minister, that in some instances, even from some schools and hostels, it is announced over the radio that the parents must come and get their children for the '*out-weekend*' because the hostel staff also want to rest?

HON MINISTER WITHOUT PORTFOLIO: This is exactly what I am saying. It is not that we do not want the children, it is the situation. How can you expect an old woman to ask someone to give a lift to her child to a school, which is a hundred kilometres away? The hostel is at the school and then it is an '*out-weekend*', they are going to rest. The child is lost.

I am told in this process some children have even lost their lives, and when I was talking here it was denied but I am talking about things that I see. People are also talking to us, and some of the things I know. I have the children of my farm workers in Otjinene. Sometimes I go there on weekends, but if for that weekend which I did not go there, the children are supposed to have an '*out-weekend*', the *skoroskoro* that

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON TJIRIANGE**

I have there will not reach that place, the *plaaskar*. However, the people have to phone Otjinene, “*Please go to this school and get my child because the car is not here.*” If it was optional, why is it so that children are told to leave the school? Where are these people going to go?

The workers just go to their villages or everywhere and leave the children there. It is a self-defeating policy, whoever introduced it. (Interjection) No, I do not think so. I am in the Cabinet and I have never come across that policy by the Cabinet, unless perhaps at that meeting I was not there. However, I read the minutes.

Therefore, these two issues are really tricky, ticklish, provocative and arrogant. (Intervention)

HON VILJOEN: May I ask the Honourable Minister a Question? Minister, if you should stop teaching Afrikaans in schools tomorrow and allow all learners to stay for long, or even over holidays in the hostel, will it change the state of education in the country?

HON MINISTER WITHOUT PORTFOLIO: A good question. I am *not* saying the standard of Education is being compromised by teaching Afrikaans. No, I do not say so. I am saying that nobody should be forced to learn the language that he is not prepared to learn.

What is happening is that at the best schools in the country, all of them are forcing Afrikaans on our children. Why? Why do they not teach Oshindonga in Windhoek High School? (Interjection)

HON MEMBER: You cannot teach Oshindonga. (Interjections)

HON MINISTER WITHOUT PORTFOLIO: Let me come to the one that I know. Why do you not teach Otjiherero? (Intervention)

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON TJIRIANGE**

HON DEPUTY MINISTER OF LABOUR AND SOCIAL WELFARE: On a Point of Information. In Windhoek High School there is Oshindonga; there is Otjiherero; there is Nama; they are there, Damara>Nama. There are some – yes.

HON MINISTER WITHOUT PORTFOLIO: My friend, Petrus, I thought you were vigilant enough, and you were a fighter. Do not be cheated. Perhaps it is there in theory; practically you cannot get it. You cannot. You tell me go and eat, and when I come in the kitchen there is no food.

Therefore, I am saying, do not force things on people.

HON SPEAKER: Can we be clear? Are languages other than Afrikaans are also taught in our schools? We are speaking to the Nation out there and I want the people who are listening to be clear.

HON MINISTER WITHOUT PORTFOLIO: Comrade Speaker, when I asked these questions here, I was informed by the former Minister that each school has a language. (Interjection)

HON MEMBER: No, no, there is only one language policy.

HON MINISTER WITHOUT PORTFOLIO: No, it is one language, which is now English, but all of them have one of the other languages. One (school) is designated Otjiherero, another one is designated Nama, and so, and the best ones are the ones that are designated Afrikaans. This is what I am talking about.

RT HON PRIME MINISTER: On a Point of Information. I understand the complaint of Honourable Tjiriange but the policy is as follows:

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON TJIRIANGE**

English is the medium of instruction at secondary school level and any other language. A child is supposed to have two languages at secondary school level. If a school now happens not to have enough learners who can constitute a group to be taught in a particular language, that school will not be motivated to hire a teacher to teach those children. I think it is in those circumstances that these things happen.

I was surprised why, for example, Jacob Marenga teaches Oshindonga and has been declared the top performer in that language, while the learners failed at everything else because that was a very unlikely situation in this regard.

I do not know the situation of language at the Windhoek High School, but something like close to 40 percent of the curriculum in Namibia is languages of all types - languages, languages. I think we have 11 of them being taught in schools. However, the situation there depends on the practicality, whether you can recruit a teacher to teach in that language, so that the child does not learn a different language. That is really the problem.

HON MINISTER WITHOUT PORTFOLIO: Comrade Nahas is the author of these things and I think he has a legitimate right to defend himself but I am talking about the truth. At one time a child who came with me from abroad was put in the People's Primary School here. After that we removed her from there and sent her to Centaurus. There in the People's Primary School the children were not taught Afrikaans. When she moved to Centaurus, one of the subjects that she was forced to study was Afrikaans and she failed it. That is torturing the child.

These are the realities of the situation. Let us not deny things that are happening. I am irritated by these things and I will always talk about them. Thank you very much.

HON ANKAMA: Thank you, Comrade Speaker. Honourable Speaker, fellow Parliamentarians, let me first thank whoever decided that a free time is allocated to some topical issues, including this one, for Members with interest to air their views.

Education has been a topical issue in Namibia for many years, before and after we obtained Independence. In NANSO we talked about it, and so did we in NANTU. In Churches we talked about it and in many platforms and conferences. We all have one aim and that is to improve it. Many of us have realised that education is a national concern and duty, our people talk about it almost on a daily basis.

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ANKAMA**

For the last two days when Parliament resumed last week, I was absent as I was attending a dialogue on *'Loan Contraction and Debt Management and Development in the SADC Region'* at Safari Hotel here in Windhoek.

If one speaks about loan contraction and debt management and development in SADC region and, of course, beyond, one would obviously think about education, because it receives in some countries, including Namibia, a huge chunk of the national cake. Its huge budget has the potential of drawing a country into debt.

Honourable Speaker, fellow Members, if education receives a huge chunk of the national cake, and fails to produce a praiseworthy yield for about 16 years as we see it, then we need to sit down seriously and ponder about the problems, through an exchange of views: what, why and where things went wrong. We should by now have realised that, indeed, something is not well, either with our Management or Curricula in Education.

The 1998 World Book Encyclopaedia states: *"Education is the process by which people acquire knowledge, skills, habits, values or attitudes. The word 'education' is also used to describe the results of the educational process. Education should help people become useful members of society. It should also help them develop an appreciation of their cultural heritage and live more satisfying lives. The most common way to get an education is to attend school. But much of education also takes place outside the classroom."*

And further, Encarta Encyclopaedia 97 Dictionary defines Education in a threesome:

1. *the act or process of being educated;*
2. *the knowledge or skill obtained; and*
3. *the field of study concerned with teaching and learning.*

Education thus involves an act or process of knowledge or skill development within a specific field of concentration: it does not matter in teaching or learning.

In a nutshell, education should satisfy the needs of the individual student, of the country, and of the global world. It should be in harmony with the trends of development in the immediate environment of the student and then beyond borders in order to respond to changing needs of the larger international world. Education should be in tandem with the National Development Plan of a country, for example, the type of industries Namibia has or its neighbours, types of industries likely to be in Namibia in 20 to 30 years, the relationship our country has with the international

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ANKAMA**

community, in terms of imports and export earnings and more.

Comrade Speaker, it is a known fact that nobody can deny that education in Namibia has not been doing particularly well. There are, though, indisputable successes expressed in terms of a youthful civil and public service force, produced after Independence. However, we should also note the fact that in our country education continues to produce unskilled products, at the most, thus contributing heavily to unemployment instead of job creation.

Our education focuses more to produce many learners to become highly academic and white-collar workers, something with which I personally do not agree. A country cannot be developed entirely by academics and white-collar workers. In other words, factors hampering the positive output of our education should be viewed in relation to the following:

1. The relevance of the curriculum: How better the curriculum responds to societal needs and global changes.
2. Appropriate career education: Are learners given career education early enough to prepare them for the future?
3. Lack of early childhood education: Early childhood education gives young children an orientation to long-life education.
4. Types of schools we have: Do we have enough technical, enough commercial and/or vocational training institutions?

Honourable Speaker, Parliamentarians, still there are visible disparities in our education system, such as *“inequality of teachers and provision of facilities, particularly for the teaching of Science”* according to the SWAPO Party Election Manifesto of 2004.

It is a fact that *“the quality, efficiency and effectiveness of our schools will depend to a large extent, on the nature of Teacher Education Programmes”*, as per the Ministry of Education and Culture of 1991.

Positive education output will be more visible: If everyone is accorded the necessary resources and access to them.

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON ANKAMA**

- (a) if everyone is able to utilise the provided necessary resources maximally and gain access to the possible attainable skills and expertise; and
- (b) if basic resources and finances are equitably provided for in education and competently used to benefit the intended targets.

Comrade Speaker, on the other hand, people's hopes would diminish if:

- Provision of educational supplies to schools and other Education Institutions remain unimproved;
- Under-resourced schools do not get preferential assistance in getting human and material resources from the Government to redress the deficiencies of the past;
- Human resources are unevenly spread across the country, while some Regions have a significant higher learner-teacher ratio than others.

I would like to come to my conclusion. What we should, therefore, (amongst others) strive for is to:

- Upgrade teachers already in service, to get the necessary qualifications to relieve the system from relying on foreign experts;
- Create relevant curricula and a school system that can prepare our students to learn practical skills, thereby enabling them later to create jobs, rather than for many to expect Government recruitment or to become NAMCOL students or street beggars;
- Expand Colleges of Education and Vocational Training Institutions' curricula, and train the necessary number of students in response to Namibia's most urgent educational and socio-economic development needs.
- Introduce need-based multi-disciplinary schools and Tertiary Institutions to increase intake and further allow flexible individual career choice;
- Introduce a critical review of students' grants and loans in order for the successful ones to access Tertiary Education. Currently there are those who get, there are those who do not really get, even though they have succeeded.
- Review options of education language policy versus the national language

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON DE WAAL**

policy.

This was talked about right now but not in detail.

Honourable Speaker, more heads are better than a few. If there is a blame to be placed on our education, I believe we all have to share this blame, as citizens of this beautiful country, because we all have a collective responsibility to mould and direct the destiny of our education to greater heights. We should remember, it is a process, as per the Encarta Encyclopaedia 97 Dictionary, and processes *continually* evolve.

Our Education, therefore, should continually be revisited and debated upon in formal educational conferences, involving all stakeholders and parties to it. We should also refrain as much as necessary from comparing our education system with those of countries that have many years of Independence. After all, other countries' operational ground and resources may not match ours. Let us think of a National Education Conference as a way forward to begin. I thank you.

HON SPEAKER: It has been a long Debate and there is only one speaker left. I want to give that Speaker a chance so that tomorrow the Minister will be able to reply. Honourable De Waal.

HON DE WAAL: Thank you Honourable Speaker, I will be very short. First I would like to ask the Honourable Minister, when he replies, to tell us how many Vocational Training Centres we have in the country. We also need to know what the capacity of each of these Training Centres is, and how many children are enrolled in each of these Centres this year.

Honourable Speaker, I am asking this question because I firmly believe that we cannot all be scientists. I think that is one of the biggest problems of our Education system today. We are trying to make all our children scientists and it is not going to work. We have to separate the children at an early age between the plumbers, the builders, the carpenters, the teachers, the professors, the scientists, the rocket scientists. Then we will make progress. However, as long as we handle our children as if one has a sausage machine and one puts them all in at the top and turns the '*slinger*' and then tries to push them all out into the same direction, it is not going to work.

21 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON DE WAAL**

That is why I am asking the Honourable Minister to please inform us in his reply how many Vocational Training Centres, what is the capacity, and how many children because I have heard, Minister, - and I do not know if it is true - that some of these Centres are even standing empty, they are not being used. I do not know whether it is true; that is why I am asking the question.

Secondly, Honourable Speaker, I want to appeal to the relevant Standing Committee of Parliament that instead of just complaining and talking together with all of us, let us become pro-active. We have a Standing Committee of Parliament; let us do something. Let us get the Education Budget, analyse that budget and let us see what we spend on what in that Budget and, if necessary, come back with Recommendations. Let us visit some of these schools with bad results. Let us just turn up on a Friday morning and see who is there and who is not there and evaluate the condition of the school.

I can tell you that, if the Standing Committee does that with five schools, you will see a change in what is happening at our schools. There is no stick behind what we are doing. So, let us become active let us do something.

And, lastly, Honourable Speaker, I just want to make a comment about the Cambridge organisation. I find it very, very strange that an organisation like Cambridge must threaten people with a Court case because something was said about their system. That to me is most peculiar.

When you are confronted with the allegation that your system is bad, firstly you provide the information to prove that your system is not bad. Why does Cambridge not tell us where they are being used and how many schools there are in Britain? Do not tell me there are 14 000 schools in which this system has been used. If it is 14 000 out of a million schools, then it is a bad record. If it is 14 000 schools out of 40 000, it is a good record. I want Cambridge to come up with the information before they start to threaten. You do not threaten people with Court cases: you give the relevant information to *convince* people that you have a good system.

I thank you, Honourable Speaker.

HON SPEAKER: I thank Honourable De Waal and on that very constructive and patriotic note, I ask the Honourable Prime Minister to adjourn the House.

21 February 2006

RT HON PRIME MINISTER: I propose that we adjourn the House until tomorrow 14H30.

HON SPEAKER: Any objection? The House stands adjourned until tomorrow 14H30.

THE HOUSE ADJOURNS AT 17:45 UNTIL 2006.02.22 AT 14:30

**NATIONAL ASSEMBLY
ASSEMBLY CHAMBER
WINDHOEK
22 FEBRUARY 2006**

The Assembly met pursuant to the adjournment.

HON SPEAKER: Took the Chair and read Prayers and the Affirmation.

HON SPEAKER: Any Petitions? Any Reports of Standing or Select Committees? Other Reports and Papers? Notices of Questions? Honourable Viljoen.

NOTICES OF QUESTIONS

QUESTION 16:

HON VILJOEN: Honourable Speaker, I give Notice that on Thursday 2nd March 2006, I shall ask the Honourable Minister of Mines and Energy the following questions:

1. Can the Honourable Minister give this House an indication whether Legislation exists for the rehabilitation of worked-out mining areas in Namibia? This question is asked against the background of dangerous and unacceptable scars and 'footprints' left on the surface of Namibian soil by mining companies. Examples of such mines are the Brandberg West Mine, Lorelei Copper Mine and the Diamond quarries along the northern border of the Orange River where no rehabilitation took place after mining activities were abandoned.
2. If Legislation does not exist, is it possible to prepare such Legislation as a matter of urgency?
3. Is there also a possibility to request mining companies who were responsible for such irregularities in the past to embark on a Rehabilitation Programme for abandoned mines?

I so Move.

22 February 2006

**NOTICE OF QUESTIONS
HON VILJOEN**

QUESTION 17:

HON VILJOEN: Honourable Speaker, I give Notice that on Thursday, 2nd March 2006, I shall ask the Right Honourable Prime Minister the following question:

1. What is the present policy regarding the display of photographs of the President of Namibia and that of the former President in Government buildings?
2. Is the Government satisfied that this policy is adhered to?

I so Move.

HON SPEAKER: Any further Notices of questions? Any Notices of Motions?
Honourable Ankama.

NOTICES OF MOTIONS

HON ANKAMA: Honourable Speaker, today the 22nd February 2006, I give Notice that tomorrow Thursday, the 23rd February 2006, I shall table a Motion in this House on the establishment of the Parliament Access Centre (PAC) in Regions.

The Parliament Access Centre in Regions will have Parliamentary-related materials for the communities in those areas to access.

The Parliament Access Centre in Regions will help our Parliament to get closer to people, thereby fostering vibrant democracy among all our people.

I would, therefore, like to invite a lively contribution and Debate from the House on the Motion submitted tomorrow.

I so Move, Comrade Speaker.

22 February 2006

NOTICES OF MOTIONS

HON SPEAKER: Will the Honourable Member table the Motion? Any further Notices of Motions? Any Ministerial Statements from the Government Bench? None. I have a slight dilemma; I hope it is merely a technical one. The first Notice of Motion is one by the Honourable Minister of Finance. I see neither the Minister nor the Deputy Minister. It is possible that one of the Cabinet Colleagues have been assigned to carry out that responsibility on behalf of the Minister of Finance. Minister Honourable A. Iyambo.

HON MINISTER OF FISHERIES AND MARINE RESOURCES: Honourable Speaker, I would like to Move that this item stands over until tomorrow.

I so Move on behalf of the Honourable Minister.

HON SPEAKER: The Notice of a Motion by the Honourable Minister of Finance stands over until tomorrow. The second Notice of Motion is the one of the Honourable Ulenga. Does the Honourable Member Move the Motion?

HON ULENGA: Honourable Speaker, I would like to ask for the indulgence of the House to give my Motivation of the Motion only on Tuesday.

HON SPEAKER: The second Notice of Motion by Honourable Ulenga is postponed until Tuesday next week. I must express my regret that my enthusiasm for the fact we would remain engaged in serious business of the House is being dissipated. These Notices were served in good time and I would have expected Honourable Members to come prepared. However, I take it that there are good reasons for this. The Secretary will read the Order of the Day.

**RESUMPTION OF DEBATE ON THE
STATE OF EDUCATION IN NAMIBIA**

22 February 2006

**REPLY TO DEBATE ON THE STATE OF EDUCATION
HON MBUMBA**

HON SPEAKER: When the Assembly adjourned yesterday, Tuesday, 21st February 2006, the question before the Assembly was a Ministerial Statement by the Honourable Minister of Education, Honourable Mbumba. Any further discussion? We had the last speaker on this yesterday. Does the Honourable Minister of Education wish to reply?

HON MINISTER OF EDUCATION: Honourable Speaker, drawing inference from the valuable contributions made by all Honourable Members, it is clear that education is our common heritage and we shall all work together as a team, a national team, to resolve the key critical issues in education.

I must say from the beginning that I will not be able to answer each and every statement and question put to me, because if I do that I will need two days to do it. I shall, nevertheless, attempt, in a holistic manner, to consolidate my answers.

Honourable Speaker, once again, thank you very much for inscribing this item on the agenda of Parliament, at the very beginning of our Session.

I also hope that we are listening to each other because some of the answers were provided during the Debate. The Honourable Prime Minister provided answers as to the nature of our society and the differences in terms of languages, in terms of distances from school in terms of the types of schools we attend; the equipment available in those schools, totality of the teachers and so on.

There has also been an attempt to say that “*Why do you not swap school Principals?*” Yes, I know we have to improve the Management at our educational institutions. Just imagine swapping a teacher or a school Principal who is very weak with an efficient one. That could create a burden at that particular school. Who wants a school Principal who is known to be weak? It is thus better just to say that we change the school Principal and put in an able Management Team rather than swapping apples with pears.

There have also been many, many other issues to which I shall refer. Let me first mention the following:

I think we, as the National Assembly, and we, as a country, are agreeing on the following about education in general. I am not talking about the education system, I am talking about education.

22 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON MBUMBA**

Education is the key. It is the foundation on which to build a solid society. It is of fundamental importance in our lives. It helps us to acquire proper employment and even create employment for ourselves. It helps us to address the issue of poverty for ourselves, our communities, and our families. It helps us to go through the social transformation that society is going through and, above all, it is hopefully the legacy we ought to bestow on the next generation and, indeed, on generations yet unborn.

Therefore, the importance of education cannot be over-emphasised; hence, this Government, from the beginning, has committed a great deal of its resources to education.

Honourable Speaker, at Independence in 1990, the focus was on access (as I said before), on equity and democracy, on efficiency, on effectiveness and, lastly, quality, which is the item we should like to address.

There is a word, 'workaholic': people become addicted to working hard and I think we have become '*demoholic*'(sic) - we are addicted to talking. We are proud of our own speeches and, therefore, I would like to call on all of us to sincerely to look at the schools in our neighbourhood, as some Honourable Members have said, visit those schools, advise the Management, advise even the Chairperson or the members of the School Board. The reason I suggest this is because if you go and talk to them, you would know that the level even of the Chairperson of the School Board may even be lower than the poorest of the teachers in that school because it is a community thing. Our communities have not had the luxury of education and facilities.

Some colleagues were also talking about their own education in the sixties and seventies and how they managed. Just remember how many of your classmates are to be seen anywhere, managing something, improving something or developing something. They are old people. The only thing that saved you is because you became so politically active, politically naughty. You left your country, you received additional education and now you can talk about your Augustineum, Oshigambo, Ongwediva of the past.

These children we are educating now, even the children who are attending mobile schools in Opuwo or Tsumkwe, speak better English than your classmates. So do not think your education was so wonderful.

Then there was an issue of passion. Everybody is talking so passionately about education - passionate that you are finished. Passionate about education? What are you doing here if you are so passionate about education? Why are you not in the

22 February 2006

**REPLY TO DEBATE ON THE STATE OF EDUCATION
HON MBUMBA**

classroom and teaching? So, let us just say that we support the education system. We support the teachers. We support those who are managing schools; and we wish our children very well. Let us not talk about 'passionate'. A dead horse could not talk 'passionately' about anything.

Then there was the issue of distances from school and languages. Distances from school are a wonderful pattern of Namibians' free will to settle wherever they want. Education cannot be made to serve *all* the problems of geography, of history, of distance, of culture and of every community. It cannot. We do not have the energy, the intellectual power, and the resources to solve all the problems. Just imagine if you have to provide transport from one farm to another farm, or from one house in Omusati or Oshikoto or Ohangwena or Rundu or Kavango or Caprivi. If you have to pick up children from one village to another, the day will be over by the time you reach the school. Let us accept those patterns the way they are but let us still aim to address the issue of the distribution of schools in all the major places: major villages, major settlements and not talk about other things.

It is now 16 years since Independence. Access to schooling is enjoyed by 92 percent of all Namibian children. Not only Namibian children; sometimes even children who live next to our borders are schooling in our country. That is an achievement.

Over 400 new schools have been built to accommodate this increased access. Education has remarkably improved. However, because education is a process and not a product, there is still room for improvement.

I am not going to defend anybody, because they are here, they can defend themselves. Now we have already forgotten how difficult it was to combine the 11 education systems we inherited at Independence. We have forgotten about that. We are condemning those who were there to do the donkey work left, right and centre, because they have not solved the problem of today. The question that they have solved the problem of yesterday is immaterial.

There are people who said that in some countries they cannot tolerate heroes or people who have succeeded. Therefore if you succeed, take the backseat because you will be the first target. We are unable to appreciate what others have done and I hope we can truly say that what we have been doing can compare favourably to what others have been doing in education.

I take note of *all* your contributions and I agree that we need to tackle the remaining challenges in education. We must definitely *ensure* value for money. Any money

22 February 2006

**REPLY TO DEBATE ON THE STATE OF EDUCATION
HON MBUMBA**

that does not produce anything *is* money wasted.

They used to say that you can never pay a good teacher enough and anything you give to a bad teacher is a waste. So, value for money, not only in education but in all sectors, must be recognised as being very important.

Some people have also said, "*Oh, Education has so many problems; it is actually a mess.*" Yes, if you check how the economy is doing; if you check how the roads in the villages are doing; if you check the bulk water supply to *all* the villages in this country and then you are just complaining, "*Education is such a mess*" because we want it to be perfect today. Since we want it to be perfect, then we must work together and work very hard.

It is true that 22 to 25% of the National Budget is allocated to education. It is a great deal of money we spend on education because the Government of the Republic Namibia has designated education to be a priority above all priorities.

Nevertheless, it should also be noted that there has been a gradual decrease and fluctuation in terms of money spent on education from year to year. However, we are hoping that this year the Honourable Minister who is now in the House will have mercy on poor teachers and those in education.

We should also recognise that the Government is the biggest employer in the country and the Ministry of Education is the biggest employer among *all* the other Ministries. You have some people who have squeezed through and who do not have all the prerequisite qualifications, but this Debate has put notice on them to produce or they will find themselves in a different category.

Honourable Speaker, I am talking about the Ministry of Education, present and past. Way back, a few years ago, I think somebody knew he may not be in the Ministry of Education and he came up with an idea that he needs experts to come and study the whole education system, and some of you know the documents I have presented to you, just at the end of last year. That is the document, "*Education and Training Sector Improvement Plan*" (*ETSIP*), which analyses all our weaknesses, indicates our strength and gives us a strategy how to improve the Education system.

Right now we have a team from the World Bank analysing the document. Next month we will have experts to check that document and in April we will have a round table with all our development partners to obtain extra funding to improve general education, early childhood education, not to talk about Technical and Tertiary

22 February 2006

**REPLY TO DEBATE ON THE STATE OF EDUCATION
HON MBUMBA**

Education. So, we hope that all Namibians will be willing to offer.

It would be nice if, before we go to the round table, at least each Member of Parliament will commit himself or herself to give N\$100. What is N\$100? However, for all of us to give N\$100 - 72 of us - you could even give N\$200. It is a great deal of money and it would also be an indication that Members of Parliament are serious about Education and our children and all the statements which are made in this hall.

The other day someone was talking about '*Mr Education-for-All*' and he came up with that idea. So, it is an indication that this Debate did not start today. It started with the indication that our education system needs to improve. This recognition was made already in the Ministry, in the Cabinet, and the Cabinet has authorised all this documentation and all these meetings I am talking about.

Efforts are being made to make education responsive to the present needs of nation building. The programme is being constantly reviewed to be wide-ranging and inclusive, rather than exclusive.

Through the School Boards the Ministry of Education attempts to ensure parental involvement in all schools where parents are not represented. The weaknesses of our communities are recognised. However, there is no community, which can say it has not been invited to be involved in the education of its children.

There are efforts to upgrade teachers' training and qualifications, through in-service training and through an expanded teacher-training programme.

As I have said, I will jump from item to item because I will not be able to answer all Honourable Members.

Then there is the issue of examination of the education system. I think the Honourable Members were able to explain, in addition, the difference between the education system and the examination system. Let me try once again.

The education system is a total portfolio for which the Ministry of Education is responsible. It includes, among our dreams, General Education from Grade 1 to 12, Adult Basic Education with *all* its components; tertiary education equally with all its components; Vocational Education and Training equally with all its components; language and innovations, also with all of its branches. Finally, there is the social support component, such as student financial support, general service and the combating of HIV/AIDS. All these put together entail what we would call the

22 February 2006

**REPLY TO DEBATE ON THE STATE OF EDUCATION
HON MBUMBA**

education system in Namibia.

If you do not know exactly what to say or whom to attack, you attack the system. It is like shooting into the air. Let us not shoot into the air, let us pinpoint specific items or specific issues where the weaknesses are.

I am told a soldier was complaining that he and his fellow soldiers are not treated well. All the time this soldier said, "*We are not treated well, we are not treated well.*" So, one person stood up and said: "*Why are you saying that?*" He said: "*I am a soldier, we are not treated well.*" That is the problem. If you have to stand up you must be specific; you must say, "*We do not have uniforms, we do not have boots, we do not have helmets, we do not have guns, we do not have ammunition.*" All the children are treated as soldiers but nobody in a school uniform should go around crying, "*We are not treated well.*"

Therefore let us not go around as leaders of the country, as lawmakers, crying that our system is not treating us well because we are the owners of the system. Let us fix where there are weaknesses and let us do what needs to be done, and let us not cry - because we are crying to ourselves. I hope this remonstrance will be remembered.

Then the examination system: The examination system is but one component of the education system which focuses on assessing whether the learner has acquired the competencies, as identified in the curriculum. The examination is just to check whether the materials which were provided were actually studied and to assess whether they can be applied, as with any other student in any other school, because you are part of the country or the African continent or in the world.

Namibia's examinations come out every year. They are mandatory examinations. We are not talking about the tests at the schools or the tests by the subject teachers, we are talking about compulsory National Examinations. One is a National Examination at the end of the Junior Secondary phase that is for the last year of Grade 10, or for what usually used to be called Junior Secondary Certificate.

This examination seeks to confirm that the competence that learners should have acquired at this level has indeed been achieved. It, therefore, empowers those learners who achieve the prerequisite standard to be admitted into Senior Secondary level in our schools.

Many teachers and maybe even many schools have accepted the notion that because there are no National Examinations in a particular year, "*I do not have to teach my*

22 February 2006

**REPLY TO DEBATE ON THE STATE OF EDUCATION
HON MBUMBA**

Student, I do not have to test him at the end of the term or at the end of the year.” That is a mistake, because the schools themselves must keep record, indicating that this student has done this year and is able to continue and not wait for assessment in the National Examination.

The Senior Secondary Examination, on the other hand, is an accreditation through an International Examination, which performs the same function as the Junior Secondary Examination. That confirms that such a learner has met the requirements.

On the issue of Cambridge examinations, it is not true that we have a Cambridge examination system, in our country but a Cambridge-accredited examination system, like any other country. It is very difficult to put up your own system without comparison to any other and this is one of the most widely accepted systems, in terms of examinations.

So, when one talks about the Cambridge examination system, please bear in mind that that is just one component of a vast education system. We took a resolution upon Independence to ensure that we are recognised, that we ourselves are recognised comparably to other systems, and that other countries will accept the qualification of our senior secondary school-leavers.

I would now like to address the issue of Grade 10 and the reason why learners who fail in Grade 10 are not allowed to repeat. The policy of the Ministry is that any learner who fails Grade 10 and is under the age of sixteen years *may* be allowed to repeat, provided space is available to accommodate him or her. This is in keeping with Article 20 of the Namibian Constitution. If every child who failed Grade 10 was allowed to repeat, however, then we should be prepared to spend more on the same child, in addition to those coming for the first time from Grade 9 into Grade 10.

There are so many implications for such a move, among which are: the additional classroom space to accommodate learners, the need for accommodating additional teaching staff to handle such larger numbers of learners, the need for additional furniture, stationery, textbooks and other teaching and learning materials, the need for additional hostel space, since most of the learners require hostel accommodation, given the long distance from the learners' homes to Senior Secondary schools.

These are the challenges we are facing. These are not decisions, which are taken because we are mean or we do not want to help our people. However, the best method, which is the aim of ETSIP, is to overall improve the education system to provide proper classrooms, proper equipment, to have schools with libraries and

22 February 2006

**REPLY TO DEBATE ON THE STATE OF EDUCATION
HON MBUMBA**

schools with laboratories. Can you imagine a secondary school that has no library, does not subscribe to reading newspapers and other things and yet there is the demand that a child should be able to read fluently? Those are the problems of Grade 10.

There was also mention of the Namibia Student Financial Assistance Fund. On Monday I had a meeting with a delegation from NANSO and we had a very good discussion. However, at the end they said, "*Minister, can we ask you this question?*" I said, "*You can go ahead. This is the very representative of Government.*" "*You must tell us that the only way I can be admitted to access money from this Fund is if I am a child of Nangolo Mbumba*" and it hit me very hard. It hit me very hard when it was also referred here by Honourable Members, who cited the idea that you have to know somebody, you have to be a family member of somebody and so on.

One of the things the two Ministers (the Minister of Higher Education and the Minister of Basic Education) advised me when I took over the Ministry was that there would be demands and there would be pressures but it was important to remain firm otherwise there would be trouble. It is exactly referring to this type of situation. I will tell you. Firstly we have a full body that accepts the applications, evaluates them, and issues these scholarships or grants or loans. The Ministry of Education is represented, the Office of the Prime Minister is represented, as well as the National Planning Commission, the Ministry of Labour, UNAM and Polytechnic, and then the Parastatals with specialist fields of study and other Line Ministries and Agencies. This is not a job for the Minister. My daughter is studying somewhere. She used to accompany me when I was in Finance, she was the only one who was brave enough to say "*Daddy, I can go with you to Parliament.*" However, even there she could not get access to that money, and if she could not get a scholarship, I cannot see why somebody should have to know Nangolo Mbumba, in order to get a scholarship for his child.

I would like one of you to tell me: we talk, we discuss, and we come from the same election district. Tell me which one of you came to me and said, "*Can you give a scholarship to my child and I will give it to him?*" All I want to say is that those perceptions are everywhere. Honourable Member, if you know somebody who is a Minister, you can do anything, and it is for Members of Parliament to think that today I am a Member of Parliament, tomorrow I am a Minister. However, if you think that once you become a Minister then you can get whatever you want, you are mistaken, you are very wrong. There is no way you can say, "*I am the Minister of Labour and everybody that I know can have jobs.*" It is a lie.

22 February 2006

**REPLY TO DEBATE ON THE STATE OF EDUCATION
HON MBUMBA**

There is no way you can say “*Since I am the Minister of Health, in my village - irrespective of the distance from other clinics - there must be a clinic*”. Things do not work like that. (Interjection)

The body is there that goes through these things. Somebody also once said, “*Why do we not allow all the children whose marks are the highest just to get a scholarship?*” How do you do that in a country like ours? Those who are good also have parents who could afford to send them to school. We have really not only to check the academic performance of the child but also the background. Otherwise nobody from Tsumkwe, nobody from Opuwo, nobody from Aminuis and maybe even nobody from Olukonda would get a scholarship. (Interjection) No, Oshiwambo - you are well situated.

So, we go according to what we are calling the ‘*Tswana System*’: at one time in Botswana they had resources basically to give to everybody who qualified, but right now things are changing slightly, they are asking students to pay a small amount for their own education. However, we have criteria we are using for people who are really in need to be given an opportunity, otherwise we will have Mbumba Minister following a Mbumba Minister. There will not be anything like that. Our children do not even want our professions. They hate politics; the hours are too long, the missions are too difficult, so they want to get into other new things.

However, the truth of the matter is, if you want, let parents apply in time. There are some teachers who do not even help the children to apply. You know you have Grade 12 children and they are going to write examinations. Some will pass, some will not pass, but help them to have a short CV, a copy of their marks made in time and make sure that it is with the Body that awards these things, and not wait until the last minute and say, “*It is only because this child was born by that one or is coming from this village.*”

There are also fields where we need people and therefore we want to encourage more people in those fields and of *all* these scholarships, 18% go to medical and health-related fields. If you want to become a doctor and you are bright enough, you have a chance. It is 18% out of the total budget of the scholarships.

Engineering, architecture, quantity surveying and technical courses are appointed 18%; Natural Sciences and Computer and Information Sciences - 18%; Agriculture and Veterinary Science - only 12%, my friend; Law - 7%; Administration, 5%. The remainder is for all the additional courses.

22 February 2006

**DEBATE ON THE STATE OF EDUCATION
HON MBUMBA**

You are now saying you are Nangolo Mbumba's child but you want to study something else. With your name or without it, you will not pass, plus the more your father is known, the more you will not pass because they will send you back to your parents.

I do not like it and I do not want the criteria to be that all you need is to go so and so. You go to the Speaker; the Speaker speaks to this one and you get something. We should not operate that way and, with this smiling man called Noah, I do not want you and me to be the first in front of that individual - Noah and Van Der Merwe, a very nice combination.

Then there is the issue of a National Conference on Education. There is something called the 'headquarter culture'. You allow things to be announced by those who are authorised to announce, you allow things to be signed by those who are authorised and mandated to sign. One thing I can say about your call for a National Conference on Education is that it is not with the Ministry of Education but with the whole Government. I will decline to comment on that until the Leader of the Government Business in Parliament says something on it. I hope you understand what I mean. It is part of the retreat and I am not going to mention things that are already part of our Debate as we go along. You will just have to learn 'headquarter cultures'.

Now what else do you want me to tell you? Let me tell you a nice story on the question of mother tongues.

There is no such thing as anybody being forced to study any other language, not by law or not by any other means. We have the official language which is English and which is the medium of instruction after Grade 4.

What is happening is really by accident of history, your long history, that the Afrikaners during their time in power built up the libraries, the language, the dictionaries, the books and *even* the teachers in Afrikaans, and because you have these teachers and you have these books, you can say, "*Do you want to take Afrikaans?*" We have a teacher. However, if you ask, there is a school Principal who will want to say, "*We have books in Silozi or Otjiherero or Rukavango and we have a teacher ready.*" No, this is not a question of force, it is a question of something we have to address and phase out.

I was at Ongha and Ponghosi Senior Secondary Schools. I visited the schools, because those are the schools where we put additional learners and additional teachers. They

22 February 2006

**REPLY TO DEBATE ON THE STATE OF EDUCATION
HON MBUMBA**

have a teacher for Science; they have a teacher for Mathematics, and even for the English Language. What teacher do they not have? They do not have a teacher for *Oshikwanyama*, in the *heart* of the language, because nobody studied the language at that level so that they could teach at Secondary School.

I was at Nehale Senior Secondary School at Onayena. When you talk about Nehale, you talk about Nehale, if you see what I mean, and what teacher do they not have? There is no teacher for Oshindonga in the Nehale district. So, the problem sometimes is around weaknesses to fight for our cultural heritage because one is somehow ashamed. Politics depends: if I started to speak proper Oshindonga, there might be some who think, "*My goodness, that tribalist.*"

You see everybody is now hiding and you want to be *Mbwiti half and Mbwiti half Herero* and the brother-in-law of the South, and these types of things. However, anybody who wants to teach his mother tongue and is properly trained to teach that mother tongue should come forward.

The Afrikaners have done their thing, so it is up to us to organise ourselves, to love our culture and to know not only how to talk the language but also how to write the language and to know the grammar of the language. This is a Senior Secondary School we are talking about. It is not just somebody because he is Ndonga by birth or Kwanyama by birth so now one thinks he can teach Oshikwanyama - no. "*Apa wa ove mwene weli efela ino kalapo ku vakweni ushima.*"
(Intervention)

HON MEMBER: Are you going to translate that?

HON MINISTER OF EDUCATION: No. You are saying you want to speak your mother tongue. Now I spoke one of the dialects and now you are saying I would translate.

HON SPEAKER: Honourable Minister, what was that Oshindonga word you used?

22 February 2006

**REPLY TO DEBATE ON THE STATE OF EDUCATION
HON MBUMBA**

HON MINISTER OF EDUCATION: No. The translation basically means “*Where we ourselves are being weak in defending our own interest, we should not blame the other person.*” It is similar to when one goes into the boxing ring. One thing the referee always recommends is to defend oneself. One cannot go into the ring and then say that when one was struck on the cheek and hit on the face: one must defend oneself. Culturally, intellectually, professionally, politically defend oneself.

The issue of the Vocational Training came next. I must say that we all agree that we cannot all be rocket scientists. It is not possible and therefore I will say that we are people coming from poor backgrounds and yet our children are TV people, cell phone people, car people and they do not recognise the poverty of their parents. If we recognise that and we truly want to build ourselves up, first choose the subject you can manage and choose the profession where you can truly excel. Do something in your life for yourself and for your children.

Vocational Training is exactly the part of ETSIP to improve our skills. The idea, truly, that you only go to school so that you can just be, ‘*ha unyara mondjato*’ (‘Mr. Hands in the pocket’) is not acceptable. It is not acceptable that the children of the poor are wasting their time following fancy things, fancy dressing, and not learning how to do things - because we get paid for what we do. We must get paid for what we do. Our people want carpenters to come and fix the houses. They want other people to come and fix their plumbing system. They could hardly fix a door if the door starts to make a noise, and yet when I come and fix their door they are complaining that I am charging too much. Yes, this is foolish, I must charge them too much. I must charge them because all foolish people must lose their money. Yes, that is the norm. A fool and his money are soon parted. All the wise people keep their money, know how to earn their money and keep their money, and nobody should complain if he cannot even fix his own house, clean his own house, and build his own hut. If I do it for him, he pays.

Now how many children are in these schools? There are about ±3000 students in the four centres we have for Vocational Training. Of those we have about 72 instructors, which equates to 18 instructors for each centre. We need to expand the number of centres and the number of facilities. We are also in the same category. I have said that people really are not taking their jobs seriously even where we have equipment from other countries. We are not yet serious, we do not train properly. Some of our trainers are not up to standard but we are not even keeping time. We are not utilising the equipment properly and sometimes we only utilise it if the thing we are making is for ourselves. We must be professionally honest; we must have integrity in terms of our profession.

22 February 2006

**REPLY TO DEBATE ON THE STATE OF EDUCATION
HON MBUMBA**

Comrade Speaker, what is the verdict now? In summary, the verdict is that education is our responsibility as a team. An improved situation is envisaged for *all* our children. A better form of education is required and it is for us to make it. Improvement of those assigned with the responsibility of education is required, namely teachers, school principals. Planners came in for a tough time but planners are just planners. School Principals, as I said, must have the responsibility to manage the school to the best of their abilities.

Therefore, the state of Education in Namibia urgently requires reform and hence ETSIP, the Educational Training Sector Improvement Plan, is that Plan to improve it. If the urgently needed reform is to become a reality, then the implementation of ETSIP in *all* its components *must* be implemented in full. I therefore concur with the Honourable Members who called for the immediate implementation of ETSIP.

The Government of the Republic of Namibia, through the Ministry of Education, is committed to this Programme, and I wish to assure the Honourable Members that ETSIP *shall* be implemented.

Thank you, Honourable Speaker.

HON SPEAKER: I congratulate the Minister for his comprehensive Statement. Keep up the good work. We have agreed that that is all that we expected. The Debate has been concluded. This is not a usual Debate. This was a Ministerial Statement. I am not going to put the question. I shall merely ask the Minister to kindly represent his reply to the front desk.

With the concurrence of the Honourable House, I reconsider my earlier decision of deferring the first Motion, that by the Honourable Minister of Finance, until tomorrow afternoon. The Minister has arrived and I would with your concurrence, give her the floor to move the Motion. Does the Honourable Minister move?

HON MINISTER OF FINANCE: I do, Honourable Speaker.

HON SPEAKER: Who seconds the Motion? Is there any objection? Agreed to.

22 February 2006

**DEBATE ON FINANCIAL INTELLIGENCE BILL
HON KUUGONGELWA-AMADHILA**

Will the Honourable Minister please table the Bill?

HON MINISTER OF FINANCE: Thank you, Honourable Speaker,
Honourable Members of the House.

HON SPEAKER: Will the Minister Table the Bill? I would have said: does the Honourable Minister move that the Bill be now introduced?

HON MINISTER OF FINANCE: I do, Honourable Speaker.

HON SPEAKER: Who seconds the Motion? Is there any objection? Then agreed to. The Secretary will read the Bill a first time.

FINANCIAL INTELLIGENCE BILL

HON SPEAKER: Does the Honourable Minister of Finance Move that the Bill be now read for a second time?

HON MINISTER OF FINANCE: I Move, Honourable Speaker.

HON SPEAKER: Any objection? Who seconds it? Agreed to. The Honourable Minister has the floor.

DEBATE ON SECOND READING – FINANCIAL INTELLIGENCE BILL

22 February 2006

**DEBATE ON FINANCIAL INTELLIGENCE BILL
HON KUUGONGELWA-AMADHILA**

HON MINISTER OF FINANCE: Thank you Honourable Speaker, Honourable Members. Of late, Namibia has seen many instances of corporate corruption, which has led to the loss of millions of taxpayers' monies, simply because there is no legislative framework in place to combat money laundering.

For background purposes, the Financial Action Task Force, or FATF, a policy-making body created in 1989, has published 40 recommendations on Anti-Money Laundering, and in the wake of recent terrorist attacks worldwide added 9 Special recommendations on Terrorist Financing.

The Eastern Southern African Anti-Money Laundering Group or ESAAMLG, to which Namibia is a Founding Member, was created in 1999 and our Namibian Task Force on Anti-Money Laundering has been established. It must be stressed here that ESAAMLG is a FATF-styled Regional Body and its main objective is to promote the implementation of the 40 plus the additional 9 FATF recommendations, in its member jurisdictions. The Namibian Task Force's duties were mainly to prepare anti-money laundering legislation, along the lines of the 40 recommendations on money laundering for enactment in Namibia.

As the Financial Intelligence Bill aims to combat money laundering within our Financial System, it complements the following pieces of Legislation:

1. The Prevention of Organised Crime Act 29 of 2004;
2. The Anti-Corruption Act of 2003;
3. The Anti-Terrorism Activities Bill of 2003; and
4. The Drugs Control Bill of 2003.

You will agree with me that prevention of money laundering will, in effect, contribute towards the prevention of organised crime, corruption, and the financing of terrorism, as criminals will have no place to hide their ill-gotten gains or gains intended to facilitate unlawful activities. Therefore, terrorism, organised crime and corruption are inextricably linked.

Salient features of this Bill

As stated in its Preamble, the Act will:

1. Provide for the combating of money laundering;
2. It will establish the Anti-Money Laundering Advisory Council;

22 February 2006

**DEBATE ON FINANCIAL INTELLIGENCE BILL
HON KUUGONGELWA-AMADHILA**

3. It provides the Bank of Namibia with the necessary powers to collect, assess, and analyse financial intelligence data, which may lead or relate to money laundering;
4. It will impose reporting duties on certain Institutions which may be used for money laundering purposes;
5. It will provide for incidental matters related thereto.

The Act will be administered by the Bank of Namibia, which will be the Financial Intelligence Unit. The Act is divided into seven parts, which I shall now briefly introduce.

Part II deals with the application of the Act to the Bank, accountable institutions and supervisory bodies. It states that the Act does not apply to the Bank, save insofar as it confers powers on the Bank to perform its functions, which is mainly to combat money laundering activities. The functions of the Bank are spelt out in detail in Section 5, whereas Section 6 states that the Bank, insofar as it is the Financial Intelligence Unit, may be funded from monies appropriated by Parliament. The financial matters of the Financial Intelligence Unit (FIU) are to be kept and audited separately from those of the Bank of Namibia.

Part III, which are Sections 9 and 10, creates the Anti-Money Laundering and Advisory Council to be composed of the Permanent Secretaries of the Ministries of Finance, Trade and Industry, and Justice, as well as the Inspector-General of the Namibian Police Force, the Director of the Intelligence Services, the Chief Executive Officer of the Namibia Financial Institutions Supervisory Authority, the President of the Bankers Association, a representative of accountable institutions and another from supervisory bodies.

The functions, under Section 11 of the Council are to advise the Minister of Finance on policies and measures to combat money-laundering activities and will act as a forum for consultations for future policy development.

Part IV contains money laundering control measures and these are covered under Section 13 to Section 20 and this places obligations on accountable institutions to identify and to keep records of their clients and transactions, be it natural persons or juristic persons, before entering into business relationships with them. Old clients are also to be identified within six months after the commencement of the Act. This is in line with the worldwide '*know-your-customer-policy*'. The Bank of Namibia is to

22 February 2006

**DEBATE ON FINANCIAL INTELLIGENCE BILL
HON KUUGONGELWA-AMADHILA**

have access to these records for verification and, if need be, for investigations.

Accountable institutions are obliged to report to the Bank, in a prescribed manner, all suspicious transactions, which are defined as *'transactions above a determined threshold to the Bank'*. The Bank will then collect, analyse this information, and *"if really suspicious"*, refer the case to the Namibian Police for investigations. All electronic transfers of money within Namibia or across the borders *above* prescribed limits are also to be properly reported and this is provided for under Section 22.

The result may either be that the client is involved in some dubious activities and the funds may be forfeited to the State after due legal process. The Bank also has powers to freeze assets or accounts subject to investigations.

Supervisory bodies, which are umbrella bodies of accountable institutions (like the Law Society of Namibia, the Estate Agents Board and so forth) are to ensure that those institutions comply with their obligations in terms of the Act by reporting to the Bank those uncooperative accountable institutions. Conveyance of cash to or from Namibia is regulated by Section 24, which places obligations on conveyors to apply for authorisations from the Bank, before conveying amounts above prescribed limits out of or into the country.

Section 30 limits the duty of confidentiality or other restrictions on disclosure of information, whether imposed by legislation or arising out of the common law or agreements, except where this arises from the common law professional privilege between a legal practitioner and his or her client, in respect of information communicated to the legal practitioner, so as to enable him or her to:

- (a) Provide advice to the client;
- (b) Defend the client;
- (c) Render other legal assistance to the client.

This latter exception only applies if the legal assistance is rendered in connection with an offence, in respect of which the client is charged, arrested or summoned, or a criminal investigation is being conducted. Persons making reports are protected by Section 31 against any civil or criminal liability and they cannot be compelled to testify in subsequent proceedings, although they remain competent witnesses. Tipping off of suspected persons has been criminalised by Section 32, and carries a fine of N\$100 000 or up to ten years' imprisonment.

22 February 2006

**DEBATE ON FINANCIAL INTELLIGENCE BILL
HON KUUGONGELWA-AMADHILA**

The Bank has powers to disclose information relevant to national security, to the relevant authorities in Namibia or elsewhere. This is under Section 34.

Part V, covering Section 37, deals with enforcement of the Act and administrative proceedings. In a nutshell, it gives powers to the Bank to hold internal inquiries or hearings against non-compliant accountable institutions, or supervisory bodies and to fine them in order to instil a culture of compliance. However, this applies only to minor violations. All serious cases meriting criminal prosecutions are to be transferred to the Office of the Prosecutor-General. Authorised officers of the Bank have enough powers to conduct their investigations by entering premises and seizing property they deem important to their investigations, as per Section 42.

Part VI, covered under Section 44, lists offences and heavy penalties for violations of the Act.

Finally the Act contains a list of accountable institutions in Schedule 1, and a list of supervisory bodies in Schedule 2.

I conclude by stating that this Act, by monitoring financial transactions within the financial system and, in fact, the whole corporate environment in Namibia, will prevent financial crime and therefore contribute towards the financial stability of the country, which in itself is an incentive for investors and donor countries. I therefore have no doubt that this Act promotes the objectives of economic emancipation, as set out in our Vision 2030. It is therefore my wish that, while the quality of legislation must not be compromised, this Act should receive the urgent attention of this Honourable House and be passed without delay.

Thank you.

HON SPEAKER: I thank the Honourable Minister for her statement. Any further discussions? Honourable De Waal?

HON DE WAAL: Thank you, Honourable Speaker. I Move that the discussion on this Motion be adjourned until next week on Thursday.

I so Move, Sir.

22 February 2006

HON SPEAKER: Any objection? The consideration of this Motion stands adjourned until Thursday next week. I now call on the Right Honourable Prime Minister to adjourn the House.

RT HON PRIME MINISTER: Yes, Honourable Speaker, I need to be advised because prior to the start of this Session, you requested some of us to make contributions for the general information of the House and Debate. I spent some sleepless nights trying to prepare something to save the situation but now I am not so sure how to handle this. I am wondering whether you are just going to refund my time spent beyond the call of duty? Or you forgot about it?

HON SPEAKER: We will give the Right Honourable Prime Minister the opportunity tomorrow afternoon to do what is expected of him, on the basis of earlier consultations. With that understanding I will once again ask the Right Honourable Prime Minister to adjourn the House until tomorrow.

RT HON PRIME MINISTER: Honourable Speaker, it is my honour to propose that we adjourn now until tomorrow, Thursday 23rd of February 14:30.

HON SPEAKER: Any objection? None. The House is adjourned until tomorrow afternoon.

THE HOUSE IS ADJOURNED AT 16:00 UNTIL THURSDAY 2006.02.23

**NATIONAL ASSEMBLY
ASSEMBLY CHAMBER
WINDHOEK
23 FEBRUARY 2006**

The Assembly met pursuant to the adjournment.

HON SPEAKER: Took the Chair and read Prayers and the Affirmation.

HON SPEAKER: Any Petitions? Any Reports of Standing or Select Committees? Other Reports and Papers? Honourable Minister of Finance.

TABLING OF REPORTS

HON MINISTER OF FINANCE: Thank you, Honourable Speaker. I lay upon the Table the Annual Report of 2003/04 of Namibia Airports Company.

HON MINISTER OF FINANCE: I also lay upon the Table Reports of the Auditor-General on the accounts of the –

- (a) Ministry of Women's Affairs, for the Financial Year ended March 31 2004;
- (b) Ministry of Finance for the Financial Year ended March 31 2004;
- (c) Ministry of Trade and Industry, for the Financial Year ended March 31 2004;
- (d) Department of Police of the Ministry of Home Affairs, for the Financial Year ended March 31, 2004;
- (e) Minister of Fisheries and Marine Resources, for the Financial Year ended March 31, 2004;
- (f) Department of Civic Affairs of the Minister of Home Affairs, for the Financial Year ended March 31, 2004;
- (g) Summary Report on the Accounts of the Government of the Republic of

23 February 2006

**MINISTERIAL STATEMENT CABINET RETREAT
HON ANGULA**

Namibia, for the Financial Year ended March 31 2002.

I so Move, Honourable Speaker.

HON SPEAKER: Will the Honourable Minister table the Reports? Any further Reports and Papers? None. Any Notices of Questions? Any Notices of Motions? Any Ministerial Statements? The Right Honourable Prime Minister.

RT HON PRIME MINISTER: Thank you, Honourable Speaker. As part of the oversight function of the Parliament over the Executive, the Speaker directed that I brief Parliament on the outcome of the Cabinet Retreat, which took place in Swakopmund from 2 to 3 November 2005.

Honourable Speaker, Honourable Members of the National Assembly, it gives me great pleasure to deliver my short remarks in Parliament on the subject of the Cabinet Retreat last year.

On the occasion of his inauguration on 21 March 2005, His Excellency President Hifikepunye Pohamba reaffirmed the commitment of the SWAPO Party Government to uplift the living standards of our rural population and to enable them to contribute to our ongoing efforts to attain socio-economic development.

The President stated that the Government needs to initiate and strengthen programmes and projects that promote improved agricultural output, provide safe drinking water, electricity, adequate and affordable medical facilities and services, as well as improved infrastructure. All these programmes must be anchored within the framework of the SWAPO Party election manifesto, the Second National Development Plan and the country's Vision 2030.

The President further emphasised the need to allocate a sizeable part of our national budget to the education and training of our youth, so as to equip them with the necessary tools to meaningfully contribute to the country's socio-economic development.

Honourable Speaker, Honourable Members, the President believes there is a need for

23 February 2006

**MINISTERIAL STATEMENT CABINET RETREAT
HON ANGULA**

Government to engage all stakeholders in the country's socio-economic development. To this effect, the President last year organised a Cabinet Retreat to solicit the views of all the stakeholders, such as the private sector, labour, state-owned enterprises, academia and social organisations, in order to incorporate their views in the process of planning and implementing national programmes.

Subsequently, Cabinet adopted the recommendations of the Cabinet Retreat as the core Government policy framework for stimulating economic growth and sustainable development. This policy framework consists of over-arching core issues, such as human resource development, industrialisation, mobilisation of domestic savings, attracting foreign direct investment to create a conducive environment for business and initiating programmes aimed at empowering vulnerable groups, namely women, youth and the rural poor.

In particular Cabinet resolved as follows:

- That human capacity-building initiatives be instituted to educate and train a critical mass of professionals in different fields of study to make tangible contributions to the development of the country.
- That the capacity of industrial development be enhanced by expanding the manufacturing base and further industrialising the economy in line with Vision 2030;
- That domestic resources be mobilised in order to finance and implement capital and industrial projects to re-engineer economic growth and development;
- That efforts be made to attract foreign direct investments in different sectors of the economy, particularly in mining, agro-industries, manufacturing and fisheries;
- That in order to facilitate and fast-track economic growth, mobilisation of resources be directly tied to viable projects to ensure that funds are channelled and utilised for economic activities with a positive impact on people's lives;
- That the identification of viable projects for funding be systematic, consistent and sustainable and that measures and checks and balances be put in place to ensure that the implementation of such projects are carried out in a sustainable manner, with a view to generating the necessary levels of output;

23 February 2006

**MINISTERIAL STATEMENT CABINET RETREAT
HON ANGULA**

- That public resources earmarked for social and economic upliftment reach the targeted beneficiaries and that the processes of identifying beneficiaries and setting our priorities should be transparent, fair and free from corruption and mismanagement;
- That special programmes be designed to address the plight and empowerment of vulnerable groups, that is women, the youth, senior citizens and the rural poor, to ensure that these categories receive the benefits from public investments;
- That Government encourage communities to initiate income-generating projects and thereby complement the government's anti-poverty programmes;
- That policy interventions initiated by Government be implemented in a transparent and accountable manner and that mechanisms to evaluate and monitor policy implementation be strengthened in all Offices/Ministries and Agencies; and
- That Government Offices/Ministries and Agencies devise strategies to enhance co-ordination and ensure efficient and effective public service delivery.

The Government believes that this policy framework can be achieved through public-private partnership. In this important task, the Government will need your support and co-operation.

I therefore urge you to come forward with ideas and views on how best to implement the stated noble objectives.

I thank you.

HON SPEAKER: I thank the Right Honourable Prime Minister. I will entertain brief topical questions within the timeframe of five minutes and if there are additional indications of interest, we will follow the usual procedures in the form of Motions and questions. Honourable Ulenga.

23 February 2006

QUESTIONS ON CABINET RETREAT

HON ULENGA: Honourable Speaker, I thought we were going to treat this particular issue like we did the previous one on education and I was therefore going to ask that the discussion on the Prime Minister's presentation be adjourned to Tuesday, so that the Members on this side have a substantive programme, including our questions and so on. I want to Move, Sir.

HON SPEAKER: The Speaker is flexible. The request is to postpone consideration of the Prime Minister's ministerial statement to Tuesday next week. But if there are any pressing questions, topical and short, those can be put today. Honourable Venaani.

HON VENAANI: Honourable Speaker, I was prepared with a statement but I can ask some very pertinent questions to the Prime Minister.

It is commendable for Government, first and foremost, Honourable Prime Minister, through you, Hon Speaker, to call a retreat and to address pressing economic and social issues in our country.

Secondly, it is a question of Black Economic Empowerment legislation, because I tell you, in our country

HON VENAANI: It is a question, Honourable Speaker. The question is, when will we see Black Economic Empowerment legislation in this country? And then we can take the debate further on Tuesday.

HON SPEAKER: I think we should defer that question to Tuesday for more elaborate consideration, when we take up the whole discussion, unless the Right Honourable Prime Minister wants to give a short answer.

RT HON PRIME MINISTER: Yes, I will give a short answer for now. This

23 February 2006

**MINISTERIAL STATEMENT CABINET RETREAT
HON ANGULA**

morning we had a workshop on Black Economic Empowerment. Mr. Venaani was the only one who was absent and we received a comprehensive briefing from a senior official from the Ministry of Trade and Industry of the Republic of South Africa.

So, if Mr. Venaani is interested, obviously I can share with him or this House the outcome of the workshop, and he can take it from there. So, we have made the first step.

First of all we have to devise a framework, which I call a Framework for Transformational Empowerment. After working on the Transformational Empowerment Framework, we can come up with a Bill. After the deal we will ask the various sectors of the economy to come up with their empowerment charters. After that we will put up measures to find out whether they are living up to their charters. That is the process. Thank you.

HON SPEAKER: I thank the Honourable Prime Minister. Any further Ministerial Statements? None. Today, Thursday, is the day on which we afford the Opposition an opportunity to interact with the Executive. The first question is by Honourable De Waal. Does the Honourable Member put the Question?

RESPONSES TO QUESTIONS

QUESTION 1:

HON DE WAAL: I put the Question, Honourable Speaker.

HON SPEAKER: Does the Right Honourable Prime Minister wish to reply?

RT HON PRIME MINISTER: Thank you, Honourable Speaker. Thank you, Mr

23 February 2006

**RESPONSES TO QUESTIONS BY HON DE WAAL
HON ANGULA**

De Waal of the DTA, for your concern about the financial situation of Local Authorities. It is also my concern. It is, therefore, regrettable that some Ministries, Offices, Agencies and institutions of Central Government are not meeting their obligations on time, are not paying for the services they are receiving. They are, therefore, guilty of being delinquent in paying for services received from Local Authorities. Such behaviour is certainly not to be condoned by the Office of the Prime Minister.

I believe the best way to improve the situation is for Local Authorities to be up to date with their billing systems and to put in motion follow-up actions. Including unpaid bills of Local Authorities in the budget will in my view not help the situation. There are many Government creditors besides the Local Authorities. The Office of the Prime Minister is therefore not in a position to ensure that all Government liabilities, including those related to Local Authorities are listed in the budget. The Office of the Prime Minister supports the view that all monies owed to Local Authorities be paid to them before the closure of the 2005/06 budget year.

I thank you.

HON SPEAKER: Is there a follow-up question, Honourable De Waal? The second question is by the same Honourable Member, addressed to the Minister of Regional and Local Government and Housing. Does the Honourable Member put the question?

QUESTION 2:

HON DE WAAL: I put the Question, Honourable Speaker.

**HON DEPUTY MINISTER OF REGIONAL AND LOCAL GOVERNMENT
AND HOUSING:** Honourable Speaker, I ask the indulgence of the House for the postponement of this question to next week, Thursday.

23 February 2006

**RESPONSES TO QUESTIONS BY HON DE WAAL
HON KAZENAMBO**

HON SPEAKER: The question stands over until Thursday next week. Question number 3 is again by the same Honourable Member. Does the Honourable Member put the question?

QUESTION 3:

HON DE WAAL: I put the Question, Honourable Speaker.

HON SPEAKER: It is addressed to the same Ministry. Does the Minister or Deputy Minister wish to reply?

**HON DEPUTY MINISTER OF REGIONAL AND LOCAL GOVERNMENT
AND HOUSING:** May I ask the same thing?

HON SPEAKER: The fourth question is by the same Honourable Member. Does the Honourable Member put the question?

QUESTION 4:

HON DE WAAL: I put the Question, Sir.

HON SPEAKER: Does the Honourable Minister or Deputy Minister wish to reply?

**HON DEPUTY MINISTER OF REGIONAL AND LOCAL GOVERNMENT
AND HOUSING:** I request a postponement.

23 February 2006

**RESPONSES TO QUESTIONS BY HON KAURA
HON N IYAMBO**

HON SPEAKER: So it continues. The fifth question is by Honourable Kaura, put to the Minister of Agriculture, Water and Forestry. Does the Honourable Member put the question?

QUESTION 5:

HON DE WAAL: We put the Question, Honourable Speaker.

HON SPEAKER: Does the Honourable Minister wish to reply?

HON MINISTER OF AGRICULTURE, WATER AND FORESTRY:

Honourable Speaker, I am reliably informed by my competent officials that this question is misdirected. It should actually go to the Minister of Lands and Resettlement. Thank you.

HON SPEAKER: The observation is noted. I trust that the information will be conveyed to Honourable Kaura, to put the question to the Minister of Lands. Question number 6 is by Honourable Moongo. Does the Honourable Member or his surrogate wish to put the question?

QUESTION 6:

HON DE WAAL: We put the Question, Honourable Speaker.

HON SPEAKER: The question is addressed to the Minister of Works, Transport and Communication. Does the Minister wish to reply?

23 February 2006

**RESPONSES TO QUESTIONS BY HON MOONGO
HON KAAPANDA**

HON MINISTER OF WORKS, TRANSPORT AND COMMUNICATION:

Honourable Speaker, this question is misdirected. It should be directed to the Minister of Information and Broadcasting.

HON SPEAKER: I see a reference to NBC, but I do not necessarily therefore conclude that the question is addressed to the line Minister under whose portfolio the NBC falls. Does the substance of the question indeed relate to the responsibilities of the Minister of Information and Broadcasting? Honourable De Waal.

HON DE WAAL: Honourable Speaker, we took it for granted that because the question deals with a building, the NBC-building in the North, it falls under the Ministry of Works, Transport and Communication. But if that is not the case, we will redirect it to the Minister of Information.

HON SPEAKER: It is granted that it will be redirected to the Minister of Information and Broadcasting, but could the Minister just clarify the aspect about the ownership?

HON MINISTER OF WORKS, TRANSPORT AND COMMUNICATION:

Comrade Speaker, I want to give some clarification on the reason why we are saying the question is misdirected.

The Ministry concerned undertook the responsibility of renovating the NBC-building in Oshakati. It was their own project, and as a result they contracted the contractor as well as the supervisor of the project directly. We were not involved.

HON SPEAKER: The question shall be redirected to the Minister of Information and Broadcasting. Question number 7 is by Honourable Venaani. Does the Honourable Member put the question?

23 February 2006

**RESPONSES TO QUESTIONS BY HON VENAANI
HON ANGULA**

QUESTION 7:

HON VENAANI: I put the Question, Honourable Speaker.

HON SPEAKER: Does the Honourable Prime Minister wish to reply?

RT HON PRIME MINISTER: Thank you, Honourable Venaani.

You are right that some farmers who were issued with eviction notices, are still grazing in the Uukwangali traditional area. The Government, particularly the Ministry of Lands and Resettlement is represented by the Kavango Communal Land Board in this matter, as per the Communal Land Reform Act (Act No 5 of 2005).

The Board has been advised by the Minister of Lands and Resettlement and the Office of the Attorney-General on the way forward in this regard.

Section 43(2) of the said Act empowers the Chief or Traditional Authority or the Communal Land Board to institute legal action for the eviction of any person who occupies any communal land without authorisation.

In this case, the Kavango Communal Land Board, together with the Uukwangali Traditional Authority, are in the process of laying complaints with the Namibian Police to take further action against the alleged illegal grazers in the area concerned.

Once the case has been reported to the police, the police will either arrest the suspects or issue them with notices to appear before a competent Court of law.

Honourable Members, any assistance given by Government in this regard is on the advice of the Ministry of Justice and Attorney-General to both the Uukwangali Traditional Authority and the Kavango Communal Land Board on the procedures to evict the illegal grazers.

The Ministry of Lands has not given any other assistance to either the illegal grazers or the Traditional Authority and the Board.

23 February 2006

**RESPONSES TO QUESTIONS BY HON VENAANI
HON ANGULA**

Furthermore, the government, through the relevant structures has been on the ground, that is to get in touch with the Chief and the Traditional Authority for the purpose of sharing information on the steps to be taken to evict the illegal grazers.

Similarly, the police have been in touch with illegal grazers, where they advised them on the need to move and the legal consequences likely to result from their non-compliance.

On the last question: The government does not have plans at the moment to resettle these farmers and therefore they are expected to move back to where they came from. They did not drop from heaven, they moved there from some other place.

However, these farmers may also apply for resettlement on resettlement farms, where such farms are advertised, using the prescribed procedures or identify any other communal lands and apply to the relevant Traditional Authorities and Communal Land Boards for consideration.

I wish to assure the Honourable Members that the issue of illegal grazers in the Kavango Region is being pursued through the appropriate legal channels. We are a land of laws and due process of law has to be followed. Thank you.

HON SPEAKER: I thank the Right Honourable Prime Minister. Any follow-up question? None. Question number 8 is one by Honourable Venaani. Does the Honourable Member put the question?

QUESTION 8:

HON VENAANI: I put the Question, Honourable Speaker.

HON SPEAKER: Does the Honourable Minister of Finance wish to reply?

HON MINISTER OF FINANCE: The first question of Honourable Venaani is

23 February 2006

**RESPONSES TO QUESTIONS BY HON VENAANI
HON KUUGONGELWA-AMADHILA**

whether it is true that AgriBank during the Financial Years of either 2001/2002 or 2002/2003 loaned an amount of close to N\$65 million for the construction and operation of the !Uri !Khubis Abattoir project at Witvlei.

My answer is: During the year 2001/2002, loans for a total amount of N\$36 910 000 were granted to the company for the construction and operationalisation of the abattoir. Further loans in an amount of N\$10 090 000 were granted during the 2002/2003 Financial Year.

In his second and third questions Honourable Venaani wanted to know whether it is true that this loan amount has as yet not been recovered by AgriBank and that the amount has been written off by the said institution. He went on to further question whether it is true that no summons was ever issued to, in his words, “*lenders*”, by which I suppose the Honourable Member meant “*borrowers*” to recover these funds.

The answer is: It is true that the loans have not yet been recovered. However, it is not correct that AgriBank has written off the loans. What AgriBank has done is to make provision in its budget, in line with international accounting practices, for the possibility of this debt going bad. But this is not to say that the beneficiaries have been relieved of their obligation to settle this debt with the institution. Instead, AgriBank has filed for liquidation of this company with the Courts in order to try and recover its costs.

Question 4: The Honourable Member asked whether I can tell this august House why this loan amount was written off, while the borrowers or their companies were never declared bankrupt. As I have indicated, these loan amounts were not written off. What has happened is that AgriBank has filed for liquidation of this company.

The fifth question was: “*Can the Minister in the public interest and for the benefit of this House name the company and its directors that benefited from this huge “costly gravy loan?”*”

In the light of the information I provided above, it is clear that the Honourable Member is off the mark in describing this loan as a “*gravy loan*”. It was a loan that was granted in a similar manner and under similar conditions as all other loans provided by AgriBank and whose default is being dealt with by the institution in strict compliance with the internal procedures of the Bank.

This case is now being dealt with by the liquidators, as I have indicated, and the proceeds from the sale of properties during liquidation, will go towards the settlement

23 February 2006

**RESPONSES TO QUESTIONS BY HON VENAANI
HON KUUGONGELWA-AMADHILA**

of the AgriBank loan.

In spite of this misrepresentation, however, I shall reveal, for the sake of transparency, the list of the shareholders and board members of the !Uri !Khubis Abattoir.

The shareholders are:

New Horizon Holding (Pty) Ltd has 10% of the shares;
Omaheke Farmers Investment Trust has 31%;
United Women Investment Group (Pty) Ltd has 21%;
Nawegro Investments (Pty) Ltd has 5%;
Tsogang Investment Company (Pty) Ltd has 12%;
Namibia Harvest Investment Ltd has 21%.

The following persons were directors of the company at the time that the liquidation process commenced:

P. Kauta	-	(Chairperson)
G.S. Hinda	-	Member
A.G.V.K. Marenga	-	Member
K.F. Kandjoze	-	Member
T. Kangueehi	-	Member
V. Kaenda	-	Member
O. Kakujaha-Matunda	-	Member
A. Mushimba	-	Member
I. Murangi	-	Member
B.K. Paulino	-	Member
C.J. Wuim	-	Member
V.V. Kauaria	-	Alternate Director
S.F.I Ueitele	-	Alternate Director.

Thank you.

HON SPEAKER: I do not believe Honourable Venaani has any supplementary question.

23 February 2006

**RESPONSES TO QUESTIONS BY HON VENAANI
HON KUUGONGELWA-AMADHILA**

HON VENAANI: Honourable Speaker, thank you very much. I want to thank the Honourable Minister for her response in the interest of transparency. But I want to ask the Minister whether she is really sure that this loan has not been written off, because during the consultations of the Public Accounts Committee last year with the Chairman of the Board of AgriBank, he revealed that this loan would be written off. So, I just want the Minister to really substantiate that as a statement of fact. Thank you.

HON MINISTER OF FINANCE: Honourable Speaker, I would like to share with this Honourable House that the only basis on which any person can ask for the liquidation of a company is if they are owed by that company.

If it is the case that AgriBank has written off this loan to !Uri !Khubis, they would have no grounds to ask for !Uri !Khubis to be liquidated. So, that alone should already indicate that this loan was on the books of AgriBank. Thank you.

HON SPEAKER: Thank you, Honourable Minister. Question number 9 is one by the same Honourable Member. Does the Member put the question?

HON VENAANI: I withdraw the question.

HON SPEAKER: Question number 10 is by Honourable Ulenga. Does the Honourable Member put the question?

QUESTION 10:

HON ULENGA: I put the Question, Honourable Speaker.

23 February 2006

**RESPONSES TO QUESTIONS BY HON ULENGA
HON ANGULA**

HON SPEAKER: I shall have something to say after the Right Honourable Prime Minister's reply.

RT HON PRIME MINISTER: Thank you, Honourable Ulenga, for your question and the answer is as follows:

1. Cabinet, to the best of my knowledge, was never notified about allegations of plans or intentions by unidentified persons or instances to assassinate certain politicians, including the Head of State.
2. Cabinet is **not** aware of an investigation regarding such allegations.
3. Cabinet is not aware whether the investigation has been completed.
4. Cabinet is not aware whether any person or some persons have been charged with any crime as a result of any investigation regarding the above-stated allegations.
5. Cabinet is not aware whether any criminal case has been opened regarding such allegations.

I thank you, Honourable Ulenga.

HON SPEAKER: Honourable Members, I suggested that I would say something after the Right Honourable Prime Minister's reply. Initially I wanted to pre-empt the Right Honourable Prime Minister from replying to this question from the floor here, but had I done so, I would have, inadvertently, put the Prime Minister in a straightjacket, as if I were preventing him from replying to the question.

But given the formulation and characteristics of the question, I have the following to say:

In terms of Rule 79 of our Standing Rules and Orders the Speaker has the power to interpret questions and to be the sole judge of those questions under this Rule. In terms of Rule 108(g) on General Restrictions, "*a Member may not refer to names or persons or any statements of fact unless they are necessary to render the question*

23 February 2006

**RULING ON QUESTIONS BY HON ULENGA
HON SPEAKER**

intangible and can be authenticated.”

I therefore, wish to place on record in future this Ruling. The right to ask questions and make statements must not be used to spread rumours or make unsubstantiated claims in the House, which are not authenticated. Honourable Members are again strongly reminded not to abuse their parliamentary privilege, by making statements which are not based on facts or which a Member is unable to substantiate if challenged, except that a Member is legitimising rumours, by putting them on the floor of the House. Such unsubstantiated claims can be picked up by the public and reprinted as truth or otherwise disseminated worldwide.

Members have the constitutional duty to act with dignity at all times and to refrain from making serious allegations that will cause the general public to panic, because their President might be in danger, without any substance. Honourable Ulenga.

HON ULENGA: Thank you, Honourable Speaker. Seeing that the Right Honourable Prime Minister did supply a response to this question, I thought you were going to put to me whether I had any follow-up question and I was prepared to say the following:

HON SPEAKER: What I did is the Speaker’s right to do and I have given the Right Honourable Prime Minister an opportunity to reply. The same goes for follow-up, therefore I will allow supplementary questions for clarification, but not a debate on the issue.

HON ULENGA: You will not allow me to say the following?

HON SPEAKER: No. Question 11 is one by the same Honourable Member, Honourable Ulenga. Does the Honourable Member put the question?

QUESTION 11:

23 February 2006

**RESPONSES TO QUESTIONS BY HON ULENGA
HON NAMOLOH**

HON ULENGA: I do put the Question.

HON SPEAKER: Does the Honourable Minister of Defence wish to reply?

HON MINISTER OF DEFENCE: Honourable Speaker, Honourable Members, I rise to respond to the question posed by Honourable Ben Ulenga. The Honourable Member raised questions on alleged appropriation of large herds of cattle into Namibia from Angola by the Namibian Defence Force between 1998 and 2002.

Before I respond to the Honourable Member's question, I want to remind him that on 11 October 2001 his Colleague, Ignatius Shixwameni, raised the same question in this august House and he was answered by my predecessor, Honourable Erkki Nghimtina. Despite this I will still respond to the question.

In his first question the Honourable Member wants me to confirm whether during the Military operations between 1998 and 2000, the Namibian Defence Force appropriated large herds of cattle and brought them into Namibia, putting the figure at 30 000.

I want to say that I think our Opposition Members rely on rumours and also exaggeration of information.

I want to respond with an anecdote. If something happens one day in this House and the Speaker calls the Honourable Ulenga and informs him that tomorrow at 15:00 there will be an eclipse, which does not happen every day and he informs him that the Honourable Members will queue outside the Parliament so that everybody could watch this phenomenon, but if the weather is nasty, the eclipse cannot be observed, then the Honourable Members will remain in the Chamber to continue with their Debate.

What happens when Honourable Ulenga goes to other parties to inform them? When he goes to DTA, he will tell them, tomorrow at 15:00 there will be a sun eclipse. If it rains it cannot be seen outside the Parliament, in which case the eclipse will take place in the House. It does not happen every day.

23 February 2006

**RESPONSES TO QUESTIONS BY HON ULENGA
HON NAMOLOH**

When he goes to MAG, he would tell them at the Speaker's instruction, that tomorrow in the House there will be an eclipse. If it rains, the Speaker will issue a special instruction, it does not happen every day.

When he goes to NUDO he would tell them, tomorrow the Parliament will eclipse in the Chamber, which will happen every time when it rains.

When he goes to the Republican Party, he would tell them, tomorrow there will be no session for the Honourable Members, due to the Speaker's eclipse because of the sun. If it rains in the Chamber, which does not happen every day, all the Honourable Members will queue outside the Chamber and then all the Opposition Members between themselves, if it rains tomorrow, there will be a sun eclipse of the Speaker in the Chamber, who knows why this does not happen every day.

All the misinformation is based on misinformation, from 1 000 to 30 000. The answer to the question is that the NDF has never appropriated cattle. What happened is that during that period, UNITA banditry activities spilled over into Namibia, with the possible assistance of some people who are today in this august House.

As a result of this, many Namibian lives were lost, people were abducted and maimed, property burnt and stolen. The Namibian Defence Force and the armed forces took part in combined efforts in UNITA-controlled areas with the aim to retrieve Namibian property stolen by UNITA elements.

The Namibian Defence Force recovered some of that property. Among them were cattle, but the NDF did not appropriate them as alleged by the Honourable Member. The number of cattle recovered was about 1 110 and not 30 000 as alleged by the Honourable Member.

In the second question the Honourable Member wants to know the whereabouts of those cattle now. The answer to this question is that according to our records and this was also stated in the answer to Honourable Shixwameni, about 1 000 cattle were identified and were handed over to their rightful owners by the Regional Councillors and local leaders who were involved in the identification and handing-over process. The whole process was recorded by the NBC and the Honourable Member can check from them if he is interested. The NDF members were not part of this process. About 110 cattle were not identified according to our records and as a procedure, any cattle not identified by their rightful owners in Namibia were handed over to the Angolan authorities for further identification by the rightful owners inside Angola. Of course, that process cannot be observed by us, it is the right of the Angolans to do

23 February 2006

**RESPONSES TO QUESTIONS BY HON ULENGA
HON NAMOLOH**

so.

The Honourable Member should remember that also Angolan civilians lost their lives, their livestock and property at the hands of UNITA elements.

The Regional Councils of the adjacent constituencies of the two countries were involved in this process for the purpose of transparency and accountability.

In the third question the Honourable Member wants to know who the legitimate owners of those herds of cattle were. The answer to this question is covered by the answer to question 2. Those cattle were identified and given to the rightful owners by the local leaders. Those which were not identified were handed back to the Angolan authorities for identification and returned to their owners in Angola, not in Namibia.

In the fourth question the Honourable Member wants to know whether it is true that the cattle were divided among some top NDF commanders as war booty. To this question I would like to inform the Honourable Member that NDF members are disciplined and operate in accordance to the Supreme Law of the country and its internal rules. It is illegal for them to take war booty, whether in Congo, or elsewhere and they do not bring any booty from these areas.

To our knowledge, the cattle were distributed to their rightful owners and those not distributed were returned to Angola. If any member of the NDF has taken some of the cattle, this is unknown to us. If the Honourable Member knows anyone that took some of the cattle he is more than welcome and at liberty to tell the Ministry of Defence and we shall deal with the matter accordingly since this is illegal and corruption which is not entertained in Namibia and the Defence Force in particular and according to the directives given by the Commander in Chief, His Excellency Hifikepunye Pohamba.

I wish finally to remind the Honourable Members from the Opposition benches, to always remember and record questions, which have been raised by fellow Members of Parliament so that they do not just ask questions for the sake of asking and force us also to repeatedly provide answers to questions already asked. If they have nothing to do, we have a lot of work to do.

I thank you.

23 February 2006

**RESPONSES TO QUESTIONS BY HON ULENGA
HON NAMOLOH**

HON SPEAKER: Does the Honourable Member, Honourable Ulenga wish to put any enquiry or supplementary questions?

HON ULENGA: Thank you, Honourable Speaker. First of all just to assure the Honourable Minister General Namoloh that there was nothing like an allegation in the questions that I put. This was a question based on a genuine desire to find out the truth on an issue that does not seem to want to die.

As for the issue of the question being raised before, if it was not in order to put it the authorities on the House should have indicated so. But I still want to thank the Minister very heartily, for having provided a detailed response.

Thank you.

HON SPEAKER: That does it for the questions recorded for today. The Notice of a Motion is the one of the Honourable Ankama. Does the Honourable Member Move the Motion?

HON ANKAMA: Yes. I do so, Honourable Speaker.

HON SPEAKER: Who seconds the Motion? Any objection to the Motion? None. Agreed to. I give the floor to Honourable Chief Ankama.

**MOTION OF MOTIVATION TO ESTABLISH THE PARLIAMENT ACCESS
CENTRES (PAC) IN REGIONS**

HON ANKAMA: Thank you Honourable Speaker, Honourable Members of this very eminent House, I requested the opportunity in order to motivate the need for

23 February 2006

**MOTION - ESTABLISHMENT OF PAC'S IN REGIONS
HON ANKAMA**

Parliament to establish "*PARLIAMENT ACCESS CENTRES*" abbreviated (PAC) in Regions, thereby bringing Parliament closer to the people.

Fourteen years ago the Republic of Namibia established its Parliament and concentrated more on strengthening parliamentary democracy and good governance. Today Namibia stands proud as one of the world's most vibrant democratic Nations.

Comrade Speaker, Honourable Members, the concept of bringing Parliament closer to the people should be discussed in juxtaposition with Articles 61 Sub-Article (1) and 65 Sub-Article (2) of the Constitution of the Republic of Namibia.

Article 61 on public access to sittings Sub-Article (1) reads, as provided in Sub-Article (2) hereof, "*all meetings in the National Assembly shall be held in public and members of the public shall have access to such meetings.*" In the same vein, Article 65 on Signature and enrolment of Acts, Sub-Article (2) refers to, "*The public shall have the right of access to such copies subject to such regulations, as may be prescribed in Parliament to protect the durability of the said copies and the convenience of the Registrar's staff.*"

Comrade Speaker, Honourable Members, in consolidating our democracy and good governance, we need to bring the activities of this noble House nearer to the people. In line with SWAPO Party Election Manifesto of 2004, which is about good governance and how far we are able to improve the quality of life of our people. Democracy, accountability, honesty and commitment to service are the requirements that the SWAPO Party considers necessary for delivering good governance. The SWAPO Election Manifesto further accentuates that "*we believe that good governance is all about the partnership of all stakeholders. Such partnership brings about a common purpose to our efforts and resources. It is about respect for Government, and for civil society. It is about concentrating on being constructive in our approach. It is about optimising our resources.*"

Hence, the Motion of bringing Parliament closer to the people has been contemplated within the SWAPO Election Manifesto 2004, in which the SWAPO Party stresses its belief in popular participation of all the people and by which the SWAPO Party underlines its commitment "*to effect the implementation of decentralisation within the overall national goal of striving to achieve national reconciliation and to foster peace and a common loyalty to a unitary state (ibid).*"

Comrade Speaker, Honourable Members, Parliament is a forum where legislators discuss, debate and formulate laws for the country on behalf of the electorate. Many

23 February 2006

**MOTION - ESTABLISHMENT OF PAC'S IN REGIONS
HON ANKAMA**

of the electorate have no or little knowledge about the country's laws, nor do many citizens know which laws have been amended, repealed or introduced, let alone understand their interpretation or implications.

Comrade Pohamba, President of the Republic of Namibia during the opening of the 3rd Session of this noble House, talked about the parliamentary bus that visits constituencies and schools in order to inform Namibians more about the work of Parliament, so this House needs to strengthen this initiative without further delay. Essentially the main objectives of establishing the PARLIAMENT ACCESS CENTRES in regions are to:

1. Enable local governments, that is councillors to visit the centre, access parliamentary-related documents to inform and enrich their constituencies and thereby improve good governance and meaningful development,
2. Enable ordinary locals to come to the centre, watch proceedings as they wish, ask related questions if they so want and further discuss matters that affect their lives.

Equally noteworthy, Comrade Speaker and fellow Members, is that there are many citizens in Namibia who have not even seen a single Act of law despite the fact that some Namibians may be able to read and understand for themselves, the language in which the Acts of Parliament are written. In other words, parliamentary documents are not easily accessible by the larger majority of the population, therefore our motto of "*bringing Parliament closer to the people*" requires our combined and urgent efforts. This can be done by provision of computer facilities, screens for watching live debates and documents of all kinds, electronic or printed for people to access.

Comrade Speaker, fellow Members, during last year's Parliament recess, that was July to August 2005, after reporting myself to Oshana Regional Council Office and to the SWAPO Party Regional Office respectively for briefing and debriefing, I introduced among others an idea to establish a "**Parliament Access Centre**" in the Oshana Region. I sensitised both the Regional Governor and the Chief Executive Officer of Oshana Region on the idea.

I further made a request:

1. That the Council assists in providing a little corner or room in their office complex to be used as a library where parliamentary documents, for example

23 February 2006

**MOTION - ESTABLISHMENT OF PAC'S IN REGIONS
HON ANKAMA**

- Acts of Parliament and other Government policies or documents, can be stored and made accessible to anybody who wants to read them, do research or use them for study purposes.
2. That the Council discusses how they would want the PAC to be used and that consideration be made for someone or staff to run the PAC on a voluntary basis.
 3. That the Council looks into the possibility of furnishing the PAC including computers.
 4. That the Council makes the PAC theirs and allow Members of Parliament assigned or residing in the Region to make use of it, and
 5. That the Council sensitises all Regional and Town Councillors and the larger public about the idea of establishing the PAC in the Region.

The PAC establishment idea was taken seriously by both the Honourable Governor and the Chief Executive Officer of Oshana Region. I then took the liberty to formally follow up our discussion with a letter to the Honourable Governor and at this time, Comrade Speaker, I can proudly inform this House that the Governor on behalf of Oshana Regional Council and after discussing the idea in the Council meeting, has replied in favour. Oshana Regional Council has also taken an extra step to approach the Ministry of Lands and Resettlement, for office space for the PAC which request was granted.

Comrade Speaker, Fellow Members of this Honourable House, upon getting the feedback on what Oshana Regional Council had done, I took it upon myself to visit the Ministry of Lands and Resettlement in Oshana in order to familiarize myself with the office granted or leased to the PAC, and I was quite satisfied. The venue consists of a sizeable room, good for meetings, an office space and a space for reception, a possible gallery area, a kitchen and two toilet facilities. The building is fully air-conditioned and has water and electricity. It is strategically located for public use and in a secured area.

Finally, Comrade Speaker, Honourable Members the PAC idea is my own initiative, still evolving and needs further inputs from whoever shares similar ideals. It is a non-partisan one. In my view, the PAC should be piloted first in one Region, which is Oshana, before being replicated in other Regions.

23 February 2006

**MOTION - ESTABLISHMENT OF PAC'S IN REGIONS
HON ANKAMA**

The main question, however, is whether the National Assembly accepts the idea and what role it will play in facilitating the PAC success, especially in financing it jointly with the Regions and further the provision of the necessary documents thereto. It is my wish though to see the active involvement of all fellow Members of Parliament, playing vital roles in leading activities of the proposed PAC, once accepted and formalised. Our role as Parliamentarians may include *inter alia*, facilitating discussions as we visit Regions or soliciting financial or material resources **through acceptable channels** from true friends of Namibia and from world bodies who cherish ideas of democracy in action.

Comrade Speaker, Honourable Members it is in this light that I have brought this unusual but noble concept to this eminent House for rallying and supporting of this Motion to establish “**PARLIAMENT ACCESS CENTRES**” (PAC) in Regions and further jointly to polish up the idea and solicit material support once it becomes a reality.

I so Move Comrade Speaker and further salute you all, fellow Members for your attention to this Motion.

I thank you.

HON SPEAKER: I thank the Honourable Member for his thoughtful original idea, notwithstanding financial and technical limitations thereof. Any further discussion? Deputy Speaker?

HON SIOKA: Honourable Speaker, I would like to adjourn the Debate to next week, Tuesday for my contribution.

HON SPEAKER: Any objection? The Debate on this Motion stands adjourned until Tuesday 28 February. And that brings us to the end of the business scheduled for today. I ask the Right Honourable Prime Minister to adjourn the House until Tuesday, 28 February.

23 February 2006

RT HON PRIME MINISTER: Honourable Speaker, I suggest that we adjourn now and return to the House on Tuesday 28 February as usual. I so propose.

HON SPEAKER: The House stands adjourned until Tuesday, 28 February 14:30.

THE HOUSE IS ADJOURNED AT 15:50 UNTIL TUESDAY 2006.02.28

**NATIONAL ASSEMBLY
ASSEMBLY CHAMBER
WINDHOEK
28 FEBRUARY 2006**

The Assembly met pursuant to the adjournment.

HON SPEAKER: Took the Chair and read Prayers and the Affirmation.

HON SPEAKER: Any Petitions? Any Reports of Standing or Select Committees? Other Reports and Papers? Any Notices of Questions?

NOTICES OF QUESTIONS

QUESTION 19:

HON MOONGO: Mr. Speaker, I give Notice that on Thursday, the 2nd of March 2006, I shall ask the Honourable Prime Minister the following:

1. Is it a fact that floods in Namibia do not come every year, and there is enough time to come up with a long-term solution to prevent flood disasters?
2. When will huge canals, bridges, walls and extra emergency dams be constructed in Mariental to divert the water out of the town?
3. Are there marshal plans to change the sluice gates in the direction of the town to a better and safer area where there are no town properties?
4. Did Namwater get consent from the Minister of Agriculture, Water and Forestry, stipulated in the Water Act to open the sluices, or did they act without consultation, as?
5. When will the Minister consider building some bridges in the Oshigambo river to avoid devastation in the future?
6. How many bridges will be constructed in the Zambezi and Chobe rivers to prevent disaster flooding in the Caprivi Region?

28 February 2006

**NOTICES OF QUESTIONS
HON MOONGO**

7. Is the Government ready to compensate the losses in all the affected areas?

QUESTION 18:

HON MOONGO: Mr. Speaker, I further give Notice that on Thursday, 2nd March 2006, I shall ask the Minister of Information and Broadcasting the following:

1. Is the Minister aware that the roof of the newly constructed NBC building in Oshakati is leaking water, to the extent that the office equipment are in danger of being destroyed, and that permanent damage to the building is becoming eminent. The officials working in the building are concerned about the state of affairs but so far have had no positive response from their seniors.
2. When will the Minister instruct the company that built the NBC building to rectify the problems and stop the leaking of the roof?
3. Is it true that the funds that were allocated for this building project have been misappropriated by two former directors to the extent that the building was never properly completed?
4. Can the Honourable Minister also inform the House when proper steps will be taken against those NBC employees who are guilty of misappropriation of funds?

I thank you.

QUESTION 20:

HON DE WAAL: Thank you, Honourable Speaker. On behalf of Mr. Kaura, this is the question which was redirected to another Ministry. I give Notice that on Thursday, 9 March 2006, I shall ask the Honourable Minister of Lands and Resettlement the following:

1. How many farms are owned by non-Namibians in Namibia?
2. What is the size of each of these farms in hectare?

Thank you, Honourable Speaker.

28 February 2006

**NOTICES OF QUESTIONS
HON GORESEB**

QUESTION 22:

HON GORESEB: Mr. Speaker, I give Notice that on Thursday, 9 March 2006, I shall ask the Minister of Trade and Industry, Honourable Immanuel Ngatjizeko, the following:

1. Is the Minister aware of the magnificent, majestic building built by the Off-Shore Development Company at Karibib to assist the small miners in adding value to their products?
2. Is the Minister aware that the said building has just been standing empty for almost two and a half years?
3. What are the Minister's future plans for that costly building and when is the public, in particular the small miners, going to utilise it?
4. Is the building well-equipped with the necessary machinery?
5. When is the building going to be handed over or officially opened to be used for its intended purposes?

QUESTION 21:

HON GORESEB: Honourable Speaker, I further give Notice that on Thursday, 9 March 2006, I shall ask the Honourable Minister of Works and Transport, Comrade Kaapanda, the following:

The national budget is intended to bring development to the regions and the people.

One such prioritised developmental need is the building of a bridge in the /Nomagob River (Usakos), to provide access to the district State Hospital and the two townships, Hakaseb and Erongosig.

As this project stands identified for almost ten years in National Development Plans 1 and 2, when is the Honourable Minister going to start with the construction of this project?

28 February 2006

**NOTICES OF QUESTIONS
HON GURIRAB**

QUESTION 23:

HON GURIRAB: Honourable Speaker, I give Notice that on Thursday, 2 March, I shall ask the Honourable Minister of Education:

Given the widespread media reports early this year on “*unsuitable and/or unfit food*” being provided by some Tenderers’ to pupils in hostels:

1. Whether the Ministry has carried out the necessary investigations as promised, and if yes,
 2. When the results of such investigations will be made public?
-

QUESTION 24:

HON GURIRAB: Honourable Speaker, I further give Notice that on Thursday, 2nd March, I shall ask the Right Honourable Prime Minister:

1. Given the Cabinet decision to wind up the DBC in 2001, when does the government intend to table a bill in this Honourable House to wind up the said Corporation?
-

QUESTION 25:

HON GURIRAB: Honourable Speaker, I further give Notice that on Thursday, 2nd March, I shall ask the Honourable Minister of Lands and Resettlement:

Given the multiple commercial activities carried out on the farm Ongombo West, which farm was expropriated by the Government last year:

1. What farming activities are presently being carried out on the said farm?
2. How many persons have been settled on this farm?
3. How many of the former farm workers have been retained and/or settled on this farm?

28 February 2006

**NOTICES OF QUESTIONS
HON VENAANI**

4. In the event that some of these farm workers have not been settled on this farm, what is the fate of these souls?
-

QUESTION 26:

HON VENAANI: Honourable Speaker, I give Notice that on Thursday, the 2nd March 2006, I shall ask the Minister of Presidential Affairs the following:

1. May the Minister confirm or deny that there are two accounting officers within the Office of the President, meaning two parallel Permanent Secretaries, one called Secretary to the Presidency and a Secretary to the President?
 2. May the Minister explain to this House the functions of these two accounting officers and how their work complement each other, if Question 1 is affirmative?
 3. May the Minister further brief this House on the current senior structure of the Office of the President?
 4. In the Minister's opinion, does he really think it is cost effective to have these two senior officials in the same office?
-

QUESTION 27:

HON VENAANI: Honourable Speaker, I further give Notice that on Thursday 2 March, I shall ask the Minister of Agriculture the following:

In view of the current good rains that we as a country have received in the current rainy season:

1. What diseases are expected to affect large and small stock in the country?
 2. How prepared is the Ministry to prevent or overcome possible outbreaks of diseases?
-

28 February 2006

**NOTICES OF QUESTIONS
HON VENAANI**

QUESTION 28:

HON VENAANI: I further give Notice that I shall ask the Minister of Agriculture the following:

Since our country is on its way phasing out branding of animals and exchanging it with new ear tags of animals or tattoos:

1. What is the number of farmers throughout the country that has as yet conformed to the new tattoo or tagging in total, and how many animals, large and small, are estimated to have conformed with this new tagging and tattooing?
2. Is it true that companies that are supplying these needed tags have run out of supply, with the effect that many farmers do not auction their animals?
3. Will the Ministry consider extending conforming days of tagging or tattooing to allow more farmers to adhere to this new practice?

QUESTION 12:

HON VILJOEN: Honourable Speaker, I need your guidance before I ask the question. I am going to ask a question more or less the same as the question already asked today, but slightly from another angle and more specific. I am serious about it, because it is my *heimat*. It is about the flood area in Mariental.

HON SPEAKER: Because of the angle and specificity you may ask the question.

HON VILJOEN: I give Notice that on Thursday, 9th March 2006, I shall ask the Honourable Minister of Agriculture, Water and Forestry the following questions:

1. After the flood-stricken area at Mariental was visited by officials of your Ministry, what is the outcome of the observation and how is the Government going to assist those people who were most affected by the flood?

28 February 2006

**NOTICES OF QUESTIONS
HON VILJOEN**

2. Due to the fact that this natural disaster has already occurred three times since the dam was completed, does your Ministry envisage investigating a possible long-term solution for this problem?

I so Move

HON SPEAKER: Any Notices of Motions?

HON TJIHUIKO: Honourable Speaker, I Move without Notice that leave of absence owing to urgent personal matters be granted to Honourable Chief Kuaima Riruako until Wednesday, 22nd March 2006.

HON SPEAKER: Any further Notice of Motions? None. Any Ministerial Statements? None. The Secretary will read the First Order of the Day.

DEBATE ON LAST YEAR'S CABINET RETREAT AT SWAKOPMUND

HON SPEAKER: When this debate was adjourned on Thursday, 23rd February 2006, the Question before the Assembly was a Ministerial Statement by the Right Honourable Prime Minister. The Honourable Ulenga adjourned the debate and I give the floor to Honourable Ulenga.

HON ULENGA: Honourable Speaker, I am requesting that this chance should pass me by for now.

HON SPEAKER: Is the Honourable Member foregoing the chance? No more speaking. Any further discussion? Honourable Venaani.

28 February 2006

**DEBATE CABINET RETREAT AT SWAKOPMUND
HON VENAANI**

HON VENAANI: Thank you very much, Honourable Speaker. Let me from the onset thank our Government through the Prime Minister and the President of this country for having called the retreat to reassess our economic progress, our social problems and strides. It is one of the best efforts for Government to always go back and to reassess our political and economic situations in this country.

Honourable Speaker, the Prime Minister dwelled on a lot of issues, but I also want to dwell on one or two issues which I think are really important, in my opinion.

One is that while we appreciate the effort of the Government in trying to develop the infrastructure of this country, we have seen a negative trend and that is the impulsive reaction of our senior leaders in Government in calling off some big projects. There is an inherent political weakness behest of politicians in this country, or all over the world, for people that are yearning for legacy.

My one question is that Government is talking about building a new harbour at Cape Frio. I do not know whether the new harbour that is envisaged to be built forms part of Vision 2030. In my opinion the impulsive reaction is that we want to build a new harbour at Cape Frio whereas we have not even deepened the Walvis Bay harbour to allow it to run to its full capacity, and after that you can try to build a new harbour. (Intervention)

HON AMWEELO: On a Point of Information, Comrade Speaker, I just want to give information to the Honourable Member with regard to the deepening of the port of Walvis Bay.

The port of Walvis Bay was dredged to 12.8m deep. Today every ship - cargo ships, passenger ships, container ships, war ships - can be docked in Walvis Bay. I thank you.

HON VENAANI: That is very important information that we did not have. Even if you say that all ships can dock at Walvis Bay, how much economic benefit are we going to get out of Cape Frio today?

Honourable Speaker, the thrust of my argument is that we should properly plan envisaged capital projects which we want to execute in this country. For example, we

28 February 2006

**DEBATE CABINET RETREAT AT SWAKOPMUND
HON VENAANI**

have done a very good job by building a railway line going to the North, but at completion of this railway line the road transport industry will take a back seat because people will use the train, but you cannot have both, parallel. One would suffer. Therefore some of these plans question our Government's ability to really approve projects on time. Can we really currently bring many benefits when we complete the railway line or would the road transport suffer? Some of the planning is a question of concern to me.

Secondly, Honourable Speaker, Namibia has the world's greatest economic imbalances, the gap between the rich and the poor, and I think, therefore, the greatest challenge of political leaders in this country is for them to seriously engage themselves in projects that would ease the gap between the rich and the poor in the country. Therefore, the question of black economic empowerment and unlocking the wealth in this country becomes imperative.

Honourable Speaker, it is sixteen years after Independence and we have not created legislation and a charter that would govern the unlocking of wealth in this country. To me it is a serious concern. We have seen a mushrooming of business empowerment deals in the country and we have seen the continuous trend of the same people benefiting from these empowerment deals, and we have not seen an equitable allocation of projects to various Namibians in this country to also benefit from this.

I therefore have two concerns, firstly, Government must not do planning on impulse, and secondly, that the country needs, as a matter of urgency and seriousness, legislation and a charter that would address the question of unlocking wealth in this country.

With these few remarks, I thank you very much, Honourable Speaker.

HON MINISTER OF WORKS, TRANSPORT AND COMMUNICATION:

Thank you, Comrade Speaker. I just take the floor to assist the Honourable Member who was questioning the wisdom of having road and railway transport at the same time, that perhaps it is not the best idea because one or the other will suffer.

I would like to advise the Honourable Member that currently with road transportation whereby all goods and services travel by road, involving heavy vehicles and danger on our roads, it is very expensive to maintain the good condition of our roads.

Therefore, if we have an option of rail transportation to cater for heavy goods and that

28 February 2006

**DEBATE CABINET RETREAT AT SWAKOPMUND
HON KAAPANDA**

the bulk of all heavy goods travel by railway and the lighter goods by road, then we will be able to maintain both our railway and our roads, operating at the same time. The railway will also increase the economic activities because the bulk transportation will be catered for, unlike at the current moment.

Therefore, in all developed countries where economy of scale exists, they have both roads and railways. I thank you.

HON SPEAKER: I thank the Honourable Minister. Any further discussion? Honourable Gurirab.

HON GURIRAB: Honourable Speaker, unless there are others who wish to speak, I beg your indulgence, Honourable Speaker, to adjourn this debate to tomorrow.

HON SPEAKER: Any further contributions? If not, the debate on the Prime Minister's statement stands adjourned until 14:30 tomorrow afternoon. The Secretary will read the Second Order of the Day.

**DEBATE ON THE ESTABLISHMENT OF THE
PARLIAMENT ACCESS CENTRES IN REGIONS**

HON SPEAKER: When this debate was adjourned on Thursday, 23rd February, the Question before the Assembly was a Motion by Honourable Chief Ankama. The Honourable Deputy Speaker adjourned the debate and I give the floor to the Deputy Speaker.

HON SIOKA: Honourable Speaker, Honourable Members, I wish to use this opportunity to profoundly thank the Honourable Speaker for granting me this

28 February 2006

**ESTABLISHMENT OF PARLIAMENT ACCESS
CENTRES IN REGIONS
HON SIOKA**

opportunity to address this august House for the first time in the Third Session of the Fourth Parliament.

In the same vein, allow me to congratulate Honourable Ankama for tabling this noteworthy Motion, which is also of great importance to all of us.

Honourable Ankama, glancing through your document reminded me that as national leaders we are duty-bound to implement and fulfil the promises as stipulated in the SWAPO Party Manifesto. The SWAPO Party Manifesto stands there as a master plan, as guidance for the SWAPO party-led Government, to prioritise desired projects and see to it that all projects are implemented.

Honourable Speaker, before I dwell on the main topic of the day, allow me to give you a brief history of the concept, *“taking Parliament closer to the people”*.

In 1997, the former Speaker of the National Assembly, Honourable Mosé Tjitendero, initiated a series of annual regional visits throughout the country, under the above-mentioned theme. This programme was born out of a need to familiarise the Namibian citizens with democratic and legislative structures of our then newly born independent Namibia. The need to do this was vital, because in the colonial era the colonial occupants of this country had severely disadvantaged and deprived our citizens access to democratic and legislative processes.

This is even still more evidence of the fact that after fifteen years of our independence scores of our citizens largely remain uninformed and have no access to laws made by our Parliament and of services available to them.

Honourable Speaker, during the initial trips by the former Speaker, Honourable Tjitendero, the following was fulfilled:

1. In November 2001 a Mobile Training Unit was introduced and is today used to conduct training and to raise awareness of e-governance and the role of Information Communication Technology (ICT) in development and civic education.
2. Parliament has once mobilised its cooperating partners and secured a pledge by the Microsoft Corporation to donate over four thousand computers, which

28 February 2006

**ESTABLISHMENT OF PARLIAMENT ACCESS
CENTRES IN REGIONS
HON SIOKA**

is now a dream realised by thirteen Namibian schools and six community learning centres, in particular, and by Government in general.

3. The Parliamentary website was also developed to facilitate interaction between individuals and communities with us, as their elected representatives.

This was and is an ongoing attempt to benefit the whole country in order to have the following:

- Access to information and technology for learners and teachers;
- Access to the World Wide Web;
- Access to Parliament and its proceedings and other online Government services, thus enjoying the benefits of e-governance;
- Access to information and technology for communities;
- Access to information and technology for constituency offices.

All these were initiatives to take Parliament closer to the people.

Honourable Speaker, coming back to the subject of the day, I fully pledge my support for the initiative made by my fellow Comrade. Now that I have explained the short history of the initiative of "*taking Parliament closer to the people*", the current Speaker and I have also vowed to continue where the former Speaker had left off. With this I can promise you that more good, if not excellent, initiatives will be born.

Honourable Speaker, I have personally taken up the initiative and brought before the Speaker a comprehensive programme in which we will try to explain to our Traditional Authorities in all thirteen Regions how laws are made in Parliament, He approved the programme and I am proud to announce to this eminent House today that I have so far covered five Traditional Authorities and five pilot schools.

During these trips I extended invitations to both the Traditional Authorities and a few schools to organise visits to Parliament when the House of Chiefs Councils sits and during school holidays, respectively. I also followed up on the Microsoft computers which were donated to some schools by the Microsoft Corporation in conjunction with Parliament.

28 February 2006

**ESTABLISHMENT OF PARLIAMENT ACCESS
CENTRES IN REGIONS
HON SIOKA**

On this note, I would like to inform the Ministry of Education that those schools I have visited are doing very well with the computers, but advocate for more because some of the computers are broken. Comrade Speaker, it was very expensive for me to continue with the exercise with the limited resources at hand and it did not permit me to proceed with the programme to visit all the Regions.

Comrade Speaker, I call on every MP to support the establishment of the Public Access Centre in all Regions, due to the following facts:

- Our citizens of this country, in particular those at the grassroots, are victims of the laws we are making;
- They feel laws made here are imposed on them because they do not feel part and parcel of the lawmaking process;
- They do not know when to obey and when to disobey these laws;

Therefore, Comrade Speaker, I call on everybody, the National Assembly, Regional Councillors, the Constitutional and Legal Affairs Committee and every Member of Parliament to be involved in explaining how laws are made and support the establishment of the Parliament Access Centre.

Looking back, history has it that our people were denied access to the lawmaking process. It is my firm belief that it remains our collective noble duty to ensure that the Parliament Access Centres are established in all thirteen Regions and not only in Oshana, Honourable Ankama, as well as our common responsibility to popularise the Parliament Access Centres in all Regions. We need to mobilise resources to establish these centres since this Motion came very late after we had already been given a ceiling for our budget as the National Assembly. I think the Minister of Finance has given us a ceiling. Therefore, the National Assembly does not have the funds and we need to mobilise resources.

I would also like to advise Honourable Ankama perhaps to consider changing the title of the Parliament Access Centre, (PAC), because it will be confused with the Public Accounts Committee. Perhaps the centres could be called the Regional Parliament Access Centre because it will be established in all the regions. If we say *PAC* there will be confusion between the Public Accounts Committee and the one that Honourable Ankama is proposing.

28 February 2006

**ESTABLISHMENT OF PARLIAMENT ACCESS
CENTRES IN REGIONS
HON MOONGO**

With these few remarks, Comrade Speaker, I wish to repeat that I pledge my full support to the establishment of the Regional Parliament Access Centres.

I support the Motion, Comrade Speaker. Thank you.

HON MOONGO: Thank you, Honourable Speaker. First of all, allow me to congratulate the Honourable Member for tabling this Motion on the Parliament Access Centres. Some of us started ten years ago to motivate and to enlighten the communities about the duties of the National Assembly and the laws of the country. Some of us already have centres in the communities and it is a good idea. But when I read pages 8 and 9 of his speech, he went too far and said - number four - that "*the Councils made the PAC's theirs and allow Members of Parliament assigned or residing in the region to make use of it.*" It seems strange to me that Members of Parliament do not have free access and what about the locals, though he said it was non-partisan.

I do understand when they say in the Bible that the mouth that praises God is the same, which insults the creation of God. Here it seems it is again confusing that the Members of Parliament have no right and that the Councils made the Parliament Access Centres theirs and allow Members of Parliament. Who are they to allow Members of Parliament? Is it not a national thing? If not, we need something national which will allow everybody. We cannot beg them.

Therefore, if it could be changed here so that it is led by non-governmental people who will freely allow everybody.

Again - on the other page - he even consulted the SWAPO Office and did not go to the other Parties' offices. That is why I say it is confusing. If he wanted it to be national he was supposed to go to all other Parties, because we also have programmes and policies similar to this one. He did not even consider whether the other Parties had better intentions than SWAPO. (Intervention)

**HON MINISTER OF REGIONAL AND LOCAL GOVERNMENT, HOUSING
AND REHABILITATION:** On a Point of Information. Comrade Speaker, in the Regions we have Government at the Regional level led by the Regional Councils.

28 February 2006

**ESTABLISHMENT OF PARLIAMENT ACCESS
CENTRES IN REGIONS
HON MOONGO**

Way back there was a very brilliant plan and programme, that we have now implemented, and that was the brain child of Dr. Nicky Iyambo and predecessors, and that was to construct Regional Assemblies in all thirteen regions which are accessible to all the citizens in those particular regions. We have now completed one in Omusati, one in Kavango and we are continuing. I believe the regional leaders understand the need to make these facilities accessible to all the citizens in the Regions. I thank you.

HON MOONGO: Mr. Speaker, I feel this is another hijacking or trying to create another office of SWAPO interaction so that they misuse money and misspend and embezzle money again. So, we are in fear of this. I can only agree if these centres are run by a non-governmental organisation. (Intervention)

HON MUSHELENGA: On a Point of Order. Honourable Speaker, the Honourable Member has made a very serious statement and if it goes uncontested, it may seriously mislead the public out there. He said it is another way of establishing a SWAPO office and one of the reasons is to embezzle money again.

When the Honourable Member says to “*again embezzle money*”, he is implying that SWAPO has been embezzling money and I would like the Honourable Member to withdraw such remarks, because it is totally misleading the public out there.

HON SPEAKER: Honourable Mushelenga, it might be misleading, but the Mover of the Motion will still have an opportunity to lay it to rest if those allegations are unfounded. I will let the Honourable Member continue.

HON MOONGO: Thank you, Honourable Speaker. I even gave some money thousands, in foreign currency to SWAPO, to be changed and up to this day it was not given. I am not the only one. Many Namibians who were in exile did the same and it was not given. No receipt, no apology.

28 February 2006

**ESTABLISHMENT OF PARLIAMENT ACCESS
CENTRES IN REGIONS
HON IYAMBO**

Therefore, Honourable Members, this is my feeling and I thank you.

HON SPEAKER: Honourable Moongo, I will ask you to get back on your feet. Up to before the money matter I was trying to protect you, that what you are advocating is multi-lateral, multi-party consultations, but the allegations that you are making without showing evidence, that I will ask you to withdraw. You can leave your multi-party consultations, that is in order, but not the rest you have said about money. I want you to withdraw that.

HON MOONGO: It is a true fact that I gave money, not me alone, but thousands of people gave money to SWAPO to change from a foreign currency, but up to this very day it is in vain.

HON SPEAKER: Honourable Member, if you cannot show evidence and substantiate what you are saying, I ask you to withdraw.

HON MOONGO: I withdraw.

HON SPEAKER: Thank you. Honourable Minister Iyambo?

HON MINISTER OF AGRICULTURE, WATER AND FORESTRY: Thank you very much, Honourable Speaker. I rise to make a contribution to this Motion and also to supplement information by way of taking Parliament closer to the people, and I want to do it along the lines that Honourable Pandeni has already alluded to.

The idea of bringing Parliament or democracy closer to people has been embraced as one of the objectives of the policy of decentralisation. When the decentralisation policy was passed in this House, one of the objectives embodied in that policy was

28 February 2006

**ESTABLISHMENT OF PARLIAMENT ACCESS
CENTRES IN REGIONS
HON IYAMBO**

exactly to bring participatory democracy closer to where the people live, namely the rural areas.

It was in that respect that it was decided that with this vast country of ours and long distances, it is going to be very difficult to require of our people to participate in matters which are so close to their daily living, where they are also required to make an input and decisions.

Therefore it was felt that the closest unit you could go to in the rural areas was at the constituency level, and that there should be established constituency offices in each and every constituency in the regions so that the people of that constituency could easily access the information available at the constituency office, or they could then organise information meetings, an education-sharing forum at their constituency offices.

For example, when the centres that Honourable Ankama was talking about are to be established in the regional capitals, it is still a distance away from the ordinary masses in the rural areas that obviously do not have transport to go to the regional capitals. Therefore, the decision at that time was to have these offices in the constituencies so that they could be accessible to the population at that level. The parliamentary information, national issues, regional issues, and constituency issues could actually be brought closer to the people at those constituency offices.

Apart from that, it was also decided to have platforms in the Regions where our people could actually sit in the galleries of buildings or institutions in the Regions and listen to their regional representatives discussing and debating the issues related to their Region and hence also issues related to the national development as a whole.

It is on that basis that Honourable Pandeni has spoken that indeed already two of those Regional Assemblies - fully-fledged Assemblies - have been completed or are about to be completed and that programme continues. In those Assemblies there will be facilities, libraries and spaces where people could also come and access the information while perhaps waiting for the Regional Assembly to sit in the afternoon, and then from there they could go to the galleries of the Regional Assemblies.

Therefore, I do not know now, because if this Honourable House debates this issue and adopts it, obviously it will imply that financial resources have to be made available, in one of the good years, as we go ahead for these particular centres. Is that not going to be a duplication of what is already being established in the Regions?

28 February 2006

**ESTABLISHMENT OF PARLIAMENT ACCESS
CENTRES IN REGIONS
HON IYAMBO**

Certainly there is a need that ... in every Local Authority Council there is normally a community library where information will also be made available and I think those facilities do exist and they can be made to exist in the libraries of Local Authorities and therefore not only to be available in the capital, but it will be in every town of that Region.

Now this is why I am supporting the Motion. There will be a problem to establish these particular centres as far as the finances are concerned because the money will come from the same pot and we all know it is not a big pot. It is a question of finding a compromise between what is already taking place and what is being proposed. - whether it will not be a good idea if in those Assemblies in the regional capitals that are being established, by all means there must be a facility where this information can be accessed. It could be in the form of a library or a space where people could as well be entertained to other political information that is so vital for the people in the Region.

On the other hand at the grass root level I am strongly of the opinion that it is there where they actually need this information, because the distance to travel to go and listen to or to access this information is less than when this centre is in the regional capital. So I just thought that I just have to do (Intervention)

HON MINISTER WITHOUT PORTFOLIO: Can I put a question to the Honourable Minister, please? Honourable Minister, it appears there are certain centres which are already in existence. I would like to know whether these centres have got material from this House that will be accessible to the people? Or is it just libraries that have other materials? The concrete evidence that the materials of this House, which emanate from this House, are actually in those centres now as we are talking. Thank you.

HON MINISTER OF AGRICULTURE, WATER AND FORESTRY: Thank you very much, Honourable Minister, what I was referring to are the facilities which are already there, the space that is already there. Now if concretely the materials related to Parliament are not there, it can be made available. But I know the planning of those Regional Assemblies were supposed to have those facilities where the information related to Parliamentary issues could be made available, because it is a parliament building in the Region at the regional level.

28 February 2006

**ESTABLISHMENT OF PARLIAMENT ACCESS
CENTRES IN REGIONS
HON NANDI-NDAITWAH**

So actually I have formally concluded. I could not resist hearing the questions from the Secretary-General of the Party.

HON SPEAKER: I thank the Minister for the expression to open questions. I take it that the other speakers, and particularly Chief Ankama, would apply his mind as to what might be the best way out of this current Motion? Honourable Ndaitwah?

HON MINISTER OF INFORMATION AND BROADCASTING: Thank you, Honourable Speaker. Honourable Speaker, let me also congratulate Honourable Ankama for introducing this Motion and his concern to make information available to the citizens of this country.

Comrade Speaker, this Debate is linked to the lovely Debate when we were debating *Agenda for Change*, because one of the issues that was raised under that particular document *Agenda for Change* was to facilitate a link between the Parliamentarians and the voters. I take it that the programme referred to by the Deputy Speaker has also originated from the views which were expressed in the *Agenda for Change*. I am happy to see that as time goes on we try to see how we can strengthen that, because as I said at the time, from the experience that I have gained and this Parliament gave me an opportunity to go and visit different Parliaments in Africa and outside, especially in the Caribbean.

I realised how the citizens of those countries are involved in the work at the Parliament, because it is a challenge. They know how the work is formulated in their respective Parliaments to the extent that when the Parliament is in session, you would find the corridors at the Parliament full of people who were coming to consult their Parliamentarians on specific issues. Unfortunately this does not happen in Namibia. That is why at times I say it is easy to be a Parliamentarian in Namibia because the citizens seem not really to come and bring their issues. But, then the question is that perhaps they do not know how. They do not have the information on how they can access the Parliament. So this may help us if we can just apply our minds and see how best we can do it. In this information age we know that the better our people are informed the more they will be able to participate in developmental issues and contribute towards our democracy.

28 February 2006

**ESTABLISHMENT OF PARLIAMENT ACCESS
CENTRES IN REGIONS
HON NANDI-NDAITWAH**

Having said that and as Comrade Iyambo has informed this House, I may also inform him that of course I am aware that Parliament and the Executive are two different arms of the State. Perhaps experts on how Parliament works may be able to help us how we can utilise the limited resources at our disposal in the country, for example, reference has been given of the Regional Parliaments that are being established. I may also inform this Honourable House that the Executive have also recognised the importance of information, and as I always underline, information is power. When you are informed you are able to make a meaningful contribution. There are efforts in addition to the Regional Parliaments referred to that we have in line with the decentralisation policy, Ministries such as the Ministry of Youth, the Ministry of Education, the Ministry of Local Government through the Regional Councillors and the Ministry of Information as well as the Ministry of Gender Equality and Child Welfare, have now set up a team where they are really looking into how they would make the information centres available in the Regions up to the constituency level, in order to enable people to get information and to share, and to be educated on, what is happening in our country and beyond.

In a Motion like this one - and I do not know now whether as an Executive we are not getting into the work of Parliament - whether there is a possibility to see how we can collaborate in order for us really to efficiently make use of the resources at our disposal. Otherwise, Comrade Speaker, I support the idea of us trying to see how best we can take the information to the people so that they can contribute to the development of our country.

I thank you.

HON SPEAKER: Any further discussions? We will continue with the business of the House. It will be better time management than to adjourn and look at the very impressive quorum that I am enjoying. Any further discussion? Does the Honourable Chief Ankama wish to reply?

HON ANKAMA: Comrade Speaker, I would like to give the response tomorrow.

28 February 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON ULENGA**

HON SPEAKER: The Debate on this Motion stands adjourned until tomorrow afternoon at 14:30. The Notice of a Motion is the one of the Honourable Ulenga. Does the Honourable Member Move the Motion?

HON ULENGA: I do Move.

HON SPEAKER: Who seconds? Any objection? Agreed to. Honourable Ulenga has the floor.

**MOTIVATION OF MOTION ON LACK OF PROGRESS IN AFFIRMATIVE
ACTION PROGRAMMES IN THE NAMIBIAN WORKPLACE**

HON ULENGA: Honourable Speaker, I understand that it is almost time for tea, so I want to run through this as quickly as possible.

Honourable Speaker and Honourable Members of Parliament, the Affirmative Action Employment Act, that is No. 29 of 1998, was supposed to be one of those few truly socially and economically transformative pieces of legislation enacted in our country since Independence 16 years ago now. This particular law was enacted as a measure to help redress the legacies of apartheid by achieving equal opportunities in employment for all members of our society, irrespective of their race, creed, culture, sex, ethnicity, and social status.

In short, Honourable Speaker, the Affirmative Action Employment Act of 1998 aimed at transforming the work place from a place of inequality, racial discrimination and privilege, into a haven of equality, equity and social justice. Honourable Speaker, you will agree with me that the architects of apartheid had gone to amazing extents to ensure large-scale and extreme inequality at political, economic and social levels in our society. Black people in general, that is Africans, Indians and Coloureds were put down and kept down in all respects of society's activities and interactions, and the perpetuation of social inequity and economic inequality was thereby ensured. Not only were racial job reservations put in place through legislation to deny access by black people to certain economic occupations, for example. In this regard you may remember the Industrial Conciliation Act of 1955 which was made necessary to

28 February 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON ULENGA**

ensure and enforce preservation of certain jobs exclusively for certain population groups, like whites. But also, race-based wage differentials were enacted, so that, even if black people were to do the same work at the work place, or were to be addressed by the same title, they would still receive a race-based wage or a race-based salary, determined therefore by whether they were classified black, coloured, Indian or white.

For example, Honourable Speaker, you remember in the Police Force, if you were a black Sergeant you served the tea and if you were a white Sergeant you drank the tea. And your salaries also went accordingly. If you were a black Sergeant in the Police you were paid peanuts and if you were a white Sergeant in the Police you were paid millions despite the fact that you were all carrying the same title.

Honourable Speaker, these were not enough in terms of the extents to which the architects of apartheid had gone to perpetuate those extreme inequalities. Amongst many other race-based barriers, black people were also given a race-based education that was to control and inhibit their advance and progress and to keep them ignorant, stupid and primitive. That was to prevent them from accessing training for certain modern trades, for example. Therefore, the apartheid era's qualitative differences in education and in schooling based on race were in effect pre-labour market discrimination targeted against black people and guaranteeing the skewed character of the labour market therefore. Now if one looks at the examination results of our schools today, there is no doubt as to who is getting better quality education at our schools, even today. It would therefore seem that pre-labour discrimination continues to hound us to this day.

Honourable Speaker, it was as the result of this elaborate edifice of inequality that was represented by the apartheid here that we had had the kind of huge social and economic discrepancies at Independence, and the current and prevalent deleterious social and economic legacies continue to be with us to this day.

In passing the Act in 1998, Parliament was hoping to realise the political and social imperatives embodied in the Namibian Constitution, particularly under Article 10(2) and Article 23, which Articles promulgate equality and freedom from discrimination, as indeed struggled for by the Namibian people, and address the need to redress and to out-law the evil practices of apartheid, and its legacies.

Honourable Speaker, this required amongst other things the creation of the necessary legal conditions for the redress of the disadvantaged conditions of black people, of women, and of people with disabilities, at the work place.

28 February 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON ULENGA**

The historical practice of Affirmative Action, you will agree with me, has not been without controversy. Some people believe it to be intolerable reverse racial discrimination. As a matter of fact, many white, young Namibians even have complained to me about how they cannot get hired, and how they believe that this is because of their skin colour.

Honourable Speaker, some people, however, choose to interpret Article 10 of the Constitution in favour of apartheid and in favour of its insidious long term effects - it is those of keeping the majority of our multi-racial society perpetually unequal, under-trained, underprivileged, underdeveloped, underrepresented, and poor. These are the people who argue that Article 10 basically means that legally one cannot treat preferentially people from designated groups in order to achieve equality of opportunity, and equity.

Honourable Speaker, Affirmative Action has also not been very a very popular topic for many of us. Many companies' annual reports, including those of front-line parastatals, choose to be completely quiet about their programmes aimed at achieving equal opportunity at the workplace, even when they seem to have some achievements to show. This simply means that many companies in our society today refuse or neglect to integrate Affirmative Action in their corporate thinking from day to day. With regard to this, I was actually going through this document that I have found on my desk today. And it can serve as a good example, if any. You have it all on your desks. This is the Annual Report for 2003 – 2004 of the Namibian Airports Company. What I refer to is not only page because it is excluded - that is number one. So we do not find any page in this Report that refers to how they integrate Affirmative Action practices in the day-to-day activities.

Number two - if you look at their management report on management issues and you look at the picture there of those who are involved in management, you will see that on page 4 they talk about the management report. Look at page 4 and look the picture. Here is a parastatal company that carries out activities in a country where the population is 95 % black. I am sure that their work profile when it comes to their company would also be more or less along those proportions. If you look at the picture and the caption it becomes very, very clear that Affirmative Action is not part of the programme of a company such as this.

Honourable Speaker, efforts by the Namibian Parliament to transform the Namibian workplace and to achieve equality have not been able to bear the desired fruits.

28 February 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON ULENGA**

In other words, almost eight years since the enactment of the Affirmative Action Act of 1998, and 16 years after Independence and the formal end of apartheid, the signs are that as a society we are not ridding ourselves of race-based inequalities, at least not anywhere near there. The aim of this Motion, Mr Speaker, is therefore to allow the House to examine, and hopefully agree, on the reasons for this unsatisfactory and clearly undesirable state of affairs, and to agree on what further measures should be undertaken to achieve equality and to help achieve social transformation, especially at the workplace.

Honourable Speaker, the statistical evidence provided by the various annual reports of the Employment Equity Commission, and by other reports such as the one on research done for the EEC by some people called LaRRI - that is the Labour Resource and Research Institute - and distributed in this House last year by the Minister of Labour and Social Welfare, as well as evidence which comes from the individual experience of many a Namibian worker or employee, testify of a workplace still plagued by race-based inequalities, not only favouring one group of people, that is whites, but actually also perpetuating a skewed labour market with deleterious effects to our economic development.

Honourable Speaker, according to this evidence, and except to a certain extent perhaps the Public Service and the Tourism and Hospitality industries, between 2000 and 2004 - those years in which the Employment Equity Commission has been carrying out work and submitting reports on the work that they have been carrying out - in those years senior management of companies in the private sector have not only remained white and male, they have even become more dominantly so. In many of the positions where decisions regarding change are supposed to be made, and many of the positions where change is expected to be effected, no change is happening. This is mainly at the top and in decision-making positions of many private companies. Now the stagnation, Honourable Speaker, can also be seen to have, or to continue to infect, so many middle management and professional occupations at many companies in the private sector. Some of these companies are listed here. I have a full list of these companies and I am not going to read them out. It is not my job to shame them today. I hope the Minister is going to do that. But some of these companies which are listed here do not have a single black person, a woman or a person living with disability in the executive or in senior management, in middle management, specialized, skilled or even in senior supervisory positions.

Honourable Speaker, this is the situation, even at some of the old and traditional Namibian companies that one would have thought would see the economic advantages of social integration at the workplace. On the other hand, Honourable

28 February 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON ULENGA**

Speaker, South African companies specifically within their own country, are in the process of changing hands at the moment in accordance with the BEE dispensation in that country. Are some of those paying lip service to Affirmative Action in Namibia?

So let me sum up the worst accomplices in this regard. This is what can be deduced from the reports of those companies, which have actually been open and willing to submit Affirmative Action Reports as required by the law. Many others refused to or neglect to comply with the law. Many companies just do not submit Affirmative Action Reports. According to the last EEC Annual Report 2004, researchers doubt the inclusiveness of these reports and suspect many relevant employers and companies simply do it to comply in submitting Affirmative Action Reports as required by Namibian law.

That means many companies simply just do not submit any Affirmative Action Reports, and this is despite the fact that the law even makes provision for punitive measures that can be taken against those who do not comply with every provision, including the submission of reports. I must say in this regard that these Reports submitted by the EEC also indicate the frustrations that they are experiencing in having action taken by the law enforcement agencies against these companies.

Honourable Speaker, another important aspect in which the picture painted by these annual reports may be incomplete, is the way companies remain silent about the workplace movements of their employees. If companies do not show how many people from designated groups were actually recruited, promoted, fired, resigned or retired it becomes difficult to gauge the rate of progress in achieving equality at the workplace. What I mean, Honourable Speaker, is the company can then submit a Report where they indicate how many people in their management are from the designated group of women, how many others are black and how many others are from those people living with disabilities. Now the company does not show amongst those people who are listed, how many were promoted in what period of time. How many of these have been fired meanwhile, for example, or how many have resigned and gone on to other greener pastures, or how many have left the company because of retirement? Because there is no indication of workplace movement you cannot gauge the pace at which the whole activity or the whole programme has been carried out.

Honourable Speaker, they are also playing the number game only, that is, emphasising only the number of people from designated groups occupying certain positions, may hide what may amount to mere window dressing attempts from certain employers. Real transformation will not be able to be measured unless it is detailed which decision making powers go with what position in the company.

28 February 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON ULENGA**

Also reporting on the wage differentials of employees from designated groups should shed more light on the quality of the Affirmative Action exercise. Many companies are reputed to bestow grand titles, for example, they employ their newest black woman and call her Director Extraordinaire, but they will not then say or show how this person is really rated, what decision making power actually goes with that particular position, and how does his or her salary or wages compare to those others who are titled differently in the company?

Honourable Speaker, we can say many things as far as this whole issue of Affirmative Action is concerned. What is equally clear is that the biggest and most formidable barrier to equal opportunity at the workplace is the unwillingness to change, the refusal to comply with the law, and to comply with the spirit behind the law. The mentality of many of the personalities and personages in strategic positions at many companies in the private sector, and also in some situations in the public sector, is simply steeped in race-based bias. We, and I do not want to say necessarily *they*, we as a Nation are just unwilling to transform and it looks like the law is not toothed enough to force us to transform.

Honourable Speaker, therefore according to the unfortunate experience of many, the practices of racial discrimination are still alive in Namibia today, and this is especially so at the Namibian workplace. Not only are many people continuing to suffer disadvantages because of their race but, if you talk to the people on the street, they will tell you the very paleness and tint of one's skin in many a situation decrees if one would be hired or promoted in certain occupations at many a workplace in Namibia. I did not want to believe this when a certain young, black woman, who has passed her first Accounting Degree at the University of Namibia very well, was telling me that she had been going to all the banks looking for employment, but she was not hired. She told me that was because of her skin colour - not only the skin colour but because of the skin tint, the pigmentation.

I decided therefore to take a walk, an excursion, to go through many of our banking institutions in the city. I cannot say I am 100 % sure, but it looks like the lighter you are the better chance you have to end up at some of these institutions.

This is a sad comment for the country and for a people who had to go through years of struggle aimed at achieving justice and freedom and for a country that has stood for more than 15 years trying to enforce these ideas and values.

Honourable Speaker, legislation alone has not helped us to change the situation as it is, or perhaps the law in its present form is just not effective enough, especially also when it comes to the powers of the Commission to enforce compliance with the law.

28 February 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON MUTORWA**

I am not claiming to have all the answers to the questions dogging this particular situation. However, what I am asking the House to do is for us to stand up and look into some of these aspects collectively, debate them and come with the relevant recommendations to the Minister and to the country.

Honourable Speaker, I would therefore like to Move the Motion and I thank you.

HON SPEAKER: I thank Honourable Ulenga for his motivation. Honourable Mutorwa?

HON MINISTER OF YOUTH, NATIONAL SERVICE, SPORT AND CULTURE: Honourable Speaker, I would like to make a humble contribution to the debate on the Motion as moved by the Honourable Ben Ulenga, and as follows.

Permit me first of all to salute and to thank the founding fathers, mothers and authors of our Constitution, who in their wisdom and foresight decided to put in the Constitution a specific Article dealing with the issues of Affirmative Action and Discrimination - Article 23. It is an Article that is part of Chapter 3, a Chapter that deals with the fundamental human rights and freedoms entrenched in our Constitution.

The practice of racial discrimination and the practice and ideology of apartheid from which the majority of the people of Namibia have suffered for so long shall be prohibited by an Act of Parliament, and the practices and the propagation of such practices are rendered criminally punishable by the ordinary courts, by means of such punishment as Parliament deems necessary for the purposes of expressing the revulsion of the Namibian people at such practices.

I do agree with the phrase and motivation of Honourable Ben Ulenga that so far it would appear on the basis of fact that there is an unsatisfactory state of affairs and lack of progress regarding Affirmative Action and achievement of social equity goals and employment, in both the public sector and the private sector.

But, Honourable Speaker, I however think the Debate should be focused, because this institution, Parliament, has given practical effect to Article 23 of the Namibian

28 February 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON MUTORWA**

Constitution by having enacted the relevant laws dealing with the issue of Affirmative Action and the prohibition of racial discrimination and apartheid. This is also achieved by establishing the relevant institutions that are tasked with the responsibility of ensuring that the said practical facts are given to what the Constitution provides and what the laws provide. The Employment Equity Commissioner, my good friend who is sitting out there, is doing a wonderful job, I believe. Every time, every year we are presented in this Honourable House with an annual report detailing the activities of the Employment Equity Commission, the good things, the bad things, the stumbling blocks, and the shortcomings.

I do not know whether sufficient justice is given to reports like the Report of the

Employment Equity Commission, because when one looks at this particular Report, which Honourable Ulenka is saying in many respects in terms of the unsatisfactory progress with regard to the implementation the Employment Equity Commissioner is also acknowledging. He is also appealing to different authorities, including this Honourable House, to give some kind of assistance in how to deal with these issues.

For example, if one looks at what the Employment Equity Commissioner has to say in the 2004-2005 report, it is very significant. He says the following: The main findings of this year's report indicate that the overall results have generally not been satisfactory and the level of progress towards a diverse, equitable and representative workforce has been dismal. It is very candid. It goes on to say that relative progress has been made by the previously racially disadvantaged men who improved their share of the representation at management and supervisory levels.

However, the result achieved for women, and especially persons with disabilities were essentially disappointing and this indicates the need for a concerted effort to improve their representation at the management and supervisory levels of employment. It is against this background that I welcome this Debate, but the Debate must be focused, because when one reads further in this particular Report, it is highlighting the stumbling blocks and also is making specific recommendations as to how the Bill originated. For example, in the Executive Summary of this particular Report we are being informed that the Commission is determined to ensure that "*no relevant employer*" - I am quoting - "*defies the Affirmative Action Employment Act of 1998 with impunity.*"

With this in mind he goes on to say that, "*the Commission is in constant consultation with the relevant authorities, notably the Namibian Police and the Office of the Prosecutor-General, to ensure that the culprits are brought to book. We identified a total of 213 cases of non-compliance over the period 2000 to 2004 - we were*

28 February 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON MUTORWA**

informed as Parliamentarians and as representatives of the people. *“From the 213 instances of non-compliance the Commission laid charges with the Namibian Police totalling 165. Regrettably none of those against whom charges were made were brought before a Court of Law to date. The Commission is currently in consultation with the Office of the Prosecutor-General to ensure that the cases are brought to court soon.”*

Honourable Speaker, what I am highlighting is that it is not sufficient for this particular House that makes the laws to just make recommendations to the Minister. I just want to improve what the Honourable Mover of this particular Motion (Interjection)

HON DEPUTY MINISTER OF LABOUR AND SOCIAL WELFARE: On a point of information. Comrade Minister, you are really bringing up a very good point. Are you aware that the CoD is a member of the Employment Equity Commission? They, as members, are supposed to do those things and recommended as he proposed with his Motion to the Minister. But now he brought this thing here. Are you aware that they are members of the Commission?

HON MINISTER OF YOUTH, NATIONAL SERVICE, SPORT AND CULTURE: Honourable Speaker, the point that I am making is that this updated Report is informative, including who are our representatives on the Employment Equity Commission. Their faces are here. I agree but I think we should not be seen and that is the point that I am making – we should not be seen as if we are all helpless, then people transgress the laws. The Employment Equity Commissioner and his staff are telling us what they are trying to do and how far they are.

What I am recommending now is that we discuss this particular issue, if the Mover agrees, instead of just making recommendations. We have the Report here. What we should rather do to strengthen all these efforts is to forward this particular Report to the relevant Standing Committee so that they can look into it and then make a recommendation and those recommendations are then tabled in this House. It will then strengthen the efforts that are being made now, because we all agree that there are certain limitations. I agree that instead of just making recommendations to the Minister, Honourable Ben Ulenga, now that we have the facts here, we as Parliamentarians are told that the law that you have passed is being transgressed with impunity. Let us do a thorough job, refer the object of this particular Report. I do not know whether we have discussed this. It was just tabled.

28 February 2006

Let it be scrutinised and we strengthen the hands of the institutions that were created to implement what we are doing. If that is the way then I will agree. But if it is just a question of debating I think it is a waste of time.

Thank you, Comrade Speaker.

HON SPEAKER: I thank the Honourable Minister. Any further discussion?
Honourable Venaani?

HON VENAANI: Honourable Speaker, may I adjourn this debate until tomorrow?

HON SPEAKER: The Debate on this Motion stands adjourned until tomorrow afternoon at 14:30. With all the wonderful work of the Honourable House behind us now I call upon the Right Honourable Prime Minister to adjourn the House until tomorrow afternoon.

RT HON PRIME MINISTER: Honourable Speaker, I would like to adjourn the House until tomorrow.

HON SPEAKER: The House stands adjourned until tomorrow afternoon at 14:30.

THE HOUSE IS ADJOURNED AT 16:25 UNTIL THURSDAY 2006.03.02

**NATIONAL ASSEMBLY
ASSEMBLY CHAMBER
WINDHOEK
1 MARCH 2006**

The Assembly met pursuant to the adjournment.

HON SPEAKER: Took the Chair and read the Prayers and the Affirmation.

HON SPEAKER: Any Petitions, any Reports of Standing or Select Committees? Other Reports and Papers? Any Notices of Questions? None. Any Notices of Motions? Honourable Mudge?

NOTICES OF MOTIONS

HON MUDGE: Honourable Speaker, I am aware of the fact that his Excellency the President is on his way to Mariental to determine the effect of the floods and I suppose he will also go up to the North. I do feel that it is still necessary for this House to discuss this issue and I therefore give Notice that on Tuesday the 7th of March, I shall Move that:

This august House discusses as a matter of urgency, the disaster caused by the floods in the North, as well as Mariental, and for this House to:

- a) Request that a Commission of Enquiry be appointed immediately in order to investigate why the town of Mariental was again flooded for the second time in 6 years and whether speculations are true that it was caused owing to negligence by officials of the Ministry of Agriculture, Water and Forestry – Namwater.
- b) Request the Commission of Enquiry specifically to investigate why nothing was done since the last flood to ensure that the river, into which the water from the Hardap Dam is being discharged, could not accommodate the discharge that caused the flood on Saturday.
- c) Ensure that the Government will do whatever is necessary to assist all those persons and businesses affected by the floods, in order to have the situation normalised as soon as possible.

01 March 2006

**NOTICES OF MOTIONS
HON MUDGE**

In the meantime Namwater should be requested immediately to order the constant discharge of water from the Hardap Dam to ensure that there will be no further possibilities of any floods.

I so Move.

HON BOOYS: Thank you, Honourable Speaker. Honourable Speaker, I Move without Notice that leave of absence due to official business be granted to the Deputy Prime Minister until 10 March 2006.

I so Move, Mr Speaker.

HON SPEAKER: Any further Notices of Motions? None. The Secretary will read the First Order of the Day.

**RESUMPTION OF DEBATE ON LAST YEAR'S CABINET RETREAT AT
SWAKOPMUND**

HON SPEAKER: When this Debate was adjourned yesterday, 28 February 2006, the Question before the Assembly was a Motion by the Right Honourable Prime Minister. The Honourable Gurirab adjourned the Debate and I now give him the floor.

HON GURIRAB: Thank you, Honourable Speaker. I rise to make a brief contribution by way of one or two Questions on the statement made by the Right Honourable Prime Minister to this Honourable House on the 15th of February.

However, before doing so, I have a confession to make, that the Prime Minister really lost me halfway through his presentation, and I resorted to playing the board game called *Sudoku*. By then I had read the statement of the Prime Minister, fortunately. I have had the opportunity to go through that.

01 March 2006

**DEBATE ON CABINET RETREAT SWAKOPMUND
HON GURIRAB**

Honourable Speaker, what I wish to say is that a retreat of this kind is an important exercise in any organisation. Some call it a '*Bosberaad*' except there is not much of a '*Bos*' in Swakopmund. This is the second time that the Cabinet has availed itself to this kind of opportunity to retreat to Swakopmund. The last time we did so, we have come to vote – the report of the First Retreat. The second time was with the Prime Minister since the third time - the next time it would be in Usakos. With people retreating to Swakopmund the risk is that for the next time the Cabinet may retreat into the sea.

However, Honourable Speaker, the idea of the exercise of this kind, I presume, is to take stock of the implementation of decisions taken, and to chart a new course of action. Honourable Speaker, at the outset I wish to say that the making of policy is primarily at the service of the Government. Our business here is to make and debate the good laws for our country. I am happy it is a happy day for the Government to include in a retreat of this kind as broad a spectrum of what are called in Namibia 'stakeholders'. Of course, our Parliament, because of the observation I made earlier and because we are a law-making body, we cannot be part of the policy-making. This kind of body did not participate. I am aware that the Honourable Speaker participated in this exercise. Maybe through the statement of the Right Honourable Prime Minister it would appear as though the exercise in Swakopmund was a broad review of Government policy and programmes and to say what needs doing in the future. This is where I start to have problems.

Honourable Speaker, in terms of size of population, a small country, we are less than 2 million according to Government Official Census statistics. The official figure induces that we are 1.8 million. So we are 1.8 millions Namibians, 20% of which are HIV/AIDS infected. We are a population where 2 out of every 3 employed Namibians are employed by State bodies, whether these be in the civil service, parastatal bodies, municipal bodies, or regional administrations. Out of every 3 employed Namibians, 2 are employed by Government. We are also told that 40% of able-bodied Namibians are unemployed. We are equally a country where most of our labour is unskilled. We are a country with a mining economic base: we have one mine, we have a couple of heads of livestock, we benefit from fish resources in the sea and that is about it.

We have a school system in which only a third of the students complete school and where the school system contributes to the social and economic problems of the future. I do not know if we can say much more beyond that for our country. We have couple of heads of livestock, 1.8 million people, unskilled labour, and 40% of us is unemployed. I think official Government documents - Vision 2030, the National

01 March 2006

**DEBATE ON CABINET RETREAT SWAKOPMUND
HON GURIRAB**

Development Plans 1, 2, 3, 4, 5 and 10 - all of them eloquently summarise the situation as it is, because there is so much to summarise. What our country needs, I guess, is economic growth but for that, we need to be skilled which we are not doing at the moment. So we have also in the Government in the documents which do exist (those which I have already mentioned) we have all the standards set: Growth at X% over what period, reduction of Government debt by that period - all of those things are set out. However, as they say of course, *'the proof of the pudding is in the eating'*.

I read the Prime Minister's statement, and he informs us, among other things, that Cabinet in particular resolved as follows: For example, Cabinet resolved that domestic resources be mobilised in order to finance imminent capital and industrial projects, re-engineer economic growth and development. Forget about the past things but the other thing is that we need to find the money to finance our Development Programmes. The truth, of course, is that they take only the Pension and Provident Funds alone. We generate in our economy, between our savings of between 20 and 30 billion Namibian Dollars, suspension and profit accounts alone that are sitting outside the country in Johannesburg because they say there are no productive investments here. There are more avenues for which these resources could be productively employed. I thought, at a Retreat of this sort, one would want to look at what we do have at this moment, which has been sitting at Johannesburg.

Then, Honourable Speaker, there is this Report entitled, *'Report of the First Retreat of the Cabinet of the Republic of Namibia'*. It leaves a host of issues on which this Retreat, we are told, has decided laudable objectives and decisions, Honourable Speaker. Thus decisions for the growth target set for the economy - it says, for example, that (this is what was said in 2000 in Swakopmund) - it says, (that was what was resolved in Swakopmund six years ago) *"the economic development of Namibia rests squarely on the equitable distribution of land"*. That is what they were saying necessarily; even if one does not accept that, that was what was decided in Swakopmund. When Cabinet came back to Windhoek, we were told as a result of that, the Cabinet would henceforth, on an annual basis in every Budget allocate N\$100 million to purchase and redistribute land because of the Cabinet promise of where growth was going to come from. Because Cabinet believed that the economic development of Namibia rests squarely on the equitable distribution of land: it has not been done. This was decided in 2000. I do not know what was decided because the Prime Minister's statement, of course, is not very detailed. It does not say in precise terms what was decided in that regard.

01 March 2006

**DEBATE ON CABINET RETREAT SWAKOPMUND
HON GURIRAB**

All I am saying is that in that particular area and, in the principal premise of where Cabinet thought goals were going to come from, nothing was done, or, at the least, less has been done than what had been decided or what was believed to be the solution to the problem.

I will read you another one. This is from 2000 in Swakopmund. This is concerned with 'gender equity and equality'. It says, "*Efforts would also be stepped up to integrate gender empowerment through the whole empowerment process.*" The document goes on to say; that is why 7% of the poor are women, and 70% of the illegal population are also women - a problem. Empowerment must therefore be gender sensitive and should be monitored regularly and your guess is as good as mine as to what has happened in that area.

Honourable Speaker, I can continue, except I want to read one figure but I can go on *ad infinitum* about the land area particularly as well as the Swakopmund Resolutions of 2000. I quote: "*to acquire in the next 5 years the minimum of 9.5 hectares for redistribution and resettlement.*" Honourable Speaker, as the Prime Minister has already said, this is the third Retreat. If it was the third one, before the fourth Retreat to Swakopmund, the purpose of Retreat should be clarified. It is *not* to retreat. The purpose of Retreat is that the *outcome* of the Retreat should be seen to be making a difference in people's lives and to push our country forward. However, as it stands now, looking at these Retreats and what has happened to the outcome of the Retreats, there is a credibility gap. There is a gap between Government pronouncements and what it does when it comes back to Windhoek. Of course, there is a difference of climate. (Intervention)

HON MINISTER OF HOME AFFAIRS: Honourable Speaker, can the Honourable Member tell us about the Report from CoD's first Retreat? May I ask and what was implemented from that report? Thank you, Honourable Speaker. (Interventions)

HON GURIRAB: At CoD's first Retreat it was decided that whatever commitments we had made in public must be implemented. (Intervention)

01 March 2006

**DEBATE ON CABINET RETREAT SWAKOPMUND
HON GURIRAB**

HON GEINGOB: Honourable Gurirab, as a Parliamentarian and as a democrat, I believe in Opposition parties, which I sometimes refer to as '*Minority Parties*'. My honest belief is that the Opposition, sitting on that side, is in waiting, is one day going to be a Government, by providing *alternatives* to Government. This leads to the prospect of being asked what your policy is. If we were to say you did *constitute* the Government? I will not resign. Did you retreat completely to Opposition?

HON GURIRAB: Thank you, Honourable Speaker. As I have said, natural democracy, in which all of us believe, is that of fair competition for the votes of electorate. (Interjection) As democrats, we also believe, there is a race: one wins today and one loses today. Tomorrow, another one wins and another loses. However, for the one that wins today, on his shoulder rests the responsibility to govern the country. Colleagues, in the name of all of us - meaning from everybody – you should rule the country justly and honestly on our behalf. Having said that, Honourable Speaker, what our country needs (Intervention)

HON DEPUTY MINISTER OF JUSTICE: Thank you very much, Honourable Speaker, my question is as follows: How authentic are your statistics? You mentioned here that almost 20% of all Namibians are HIV positive. Secondly, you mentioned that out of every 3 Namibians, 2 are employed by the Public Sector or Parastatals and so on. I just wanted to know whether these statistics are coming from Stockholm, whether they are being researched by a certain Henning Melber? Or where do you get these statistics?

My second question is that you have elaborated at large on a lot of matters of negative aspects which we are faced with, which this Government is trying to address, including unemployment, the issue of land, job creation, and so on. I just want you to tell me whether all these problems are due to the legacy of apartheid we have inherited and whether you acknowledge that apartheid was a destructive system? That is why we have these imbalances. Thank you very much, Honourable Speaker.

HON SPEAKER: Before the Honourable Gurirab responds to the question. Whatever places were mentioned, that is in order. However, that specific reference to

01 March 2006

**DEBATE ON CABINET RETREAT SWAKOPMUND
HON GURIRAB**

the name of a person - I think I would ask Honourable Nujoma to withdraw the name of the person that was mentioned. The rest of the question can stand. The name of the person that was mentioned.

HON DEPUTY MINISTER OF JUSTICE: No. I was referring to certain Research Institute in Upsala (Sweden).

HON SPEAKER: Honourable Member mentioning of the Institute is fine but not the name of the person, you mentioned a specific name.

HON DEPUTY MINISTER OF JUSTICE: Yes, as you said Honourable Speaker - it is withdrawn.

HON GURIRAB: Thank you, Honourable Speaker. I will help the Parliamentarians, particularly the Colleagues. All my statistics are coming from Government documents. Honourable Nujoma, the HIV figures are the figures that the Minister has stated here. Is it not what the Ministry of Health says? One out of every 5: that is 20%. So that figure is from the Ministry of Health. The figures relating to statistics are from the Health Ministry. I am working out that this is now 19, nearly 20 now, because people are using condoms but all I am saying is that it is 20%. In respect of the labour figures, there has been a Labour Force Survey. It is a Government document. I do not know whether they also use them in Stockholm but these are Government documents.

The legacy of apartheid, of course, that is the problem. That is why we are saying the structure of my argument is that I am plagiarising here. The argument, as regards to what our problems are, is what all of us are saying. We have no skills, we have HIV. It is not original. However, what I am saying is that when we retreat, is what we should do about these things. We cannot proceed by just saying we have HIV/AIDS, we have no skills, we must acquire 10 000 hectares of land. We cannot just say it for 6 years, that is all I am saying.

01 March 2006

**DEBATE ON CABINET RETREAT SWAKOPMUND
HON TJIHUIKO**

By way of concluding, Honourable Speaker, we should therefore hope that, given the problems that plague Namibia, which are so apparent, and for which there is agreement, we hope that the outcome of this particular Retreat will move us forward so that when we come back here 6 years hence, that we do not repeat - so that the landscape of our problems could differ from what we have now. The solutions that have been mapped out in Swakopmund will help us to address these problems. They say ours is a country where few own most. International Organisations say that our country is where a few own most. If we begin to address the problems that are mentioned about land reform – I agree. We should address the genii co-efficient and we should identify the elements which are responsible for the problem so that by the time the next Retreat takes place (not in Swakopmund but in Usakos) we shall get a Report of what has been done to begin to address these problems, in a sparsely-created country, that infrastructure will be created to connect our people to the market. I thank you, Honourable Speaker.

HON TJIHUIKO: Thank you very much, Honourable Speaker. I have to congratulate the Right Honourable Prime Minister and, through him, the entire Cabinet for a job well done. I was so excited when I was listening to the presentation of the Right Honourable Prime Minister, because the issues he has touched on have been bothering me for some time, the question of having a proper system of implementing Government Programmes. When I was going through the Motivation that the Honourable Prime Minister has presented and, looking at the points that he has highlighted here, it is very important to see that, after 16 years, today we are talking about things that could have been implemented *years* ago. The responsibility of the various Government Ministries, after 16 years, - we are *still* talking about going back to the basics. If one is talking about that, I quote to you (number 1) that, “*Human capacity building is easy to be instituted to educate and train a critical mass of professionals.*” It is not the first time that I have heard this. It has been said so many times. The question to be asked is what happened to the Ministry responsible for doing that? Why is it that, after 15 or 16 years, we are still talking about the same thing? Cabinet is out on its own, whilst the Cabinet Members keep on reminding us that these things ought to be done. (Interjection)

01 March 2006

**DEBATE ON CABINET RETREAT SWAKOPMUND
HON TJIHUIKO**

HON DEPUTY MINISTER OF JUSTICE: Thank you very much, Honourable Speaker: through you, I would like to ask the Honourable Tjihuiko whether he is aware that the building and development of human capital is a long process? You cannot just start one night and then say in 15 years that you have built enough human capital. Do you know how long it takes to produce a qualified doctor, starting from Grade 1 to University level? It takes up to 27 years to have a doctor or an engineer qualified - so have your facts properly checked before you come here. (Interjections) I have not finished.

HON TJIHUIKO: I think the Honourable Member should become himself. He should stop imitating the Father of the Nation. What I was trying to say, Honourable Speaker - the thing that I interests me so much is that the issues that the Right Honourable Prime Minister has mentioned, (Intervention)

HON DEPUTY MINISTER OF LABOUR AND SOCIAL WELFARE: On a Point of Order, Honourable Speaker: may I ask the Honourable Tjihuiko a Question? Honourable Tjihuiko, you thanked Comrade Prime Minister by raising the point of the policy to implement Government Programmes. I think you are not yet a year in this august House. Can you *tell* this House and the public out there, when you were a Director in the Ministry, how did you use to implement those programmes, and how many programmes have you delayed so that they could not be implemented?

HON TJIHUIKO: I think that is a very sound question. Since the Honourable Minister of Trade and Industry is here, I would appreciate very much if he could just give that Report to this House. (Interjections)

I am saying this because when I was in the Ministry, the Ministry of Trade was one of the best Ministries - with good staff and I was amongst the best. This is why I am saying that.

The second point that I wanted to touch on Honourable Speaker is that if you go to point number 6 of the presentation it says, "*that identification of viable projects of funding is systematic, consistent and is sustainable*". These are the basics,

01 March 2006

**DEBATE ON CABINET RETREAT SWAKOPMUND
HON TJIHUIKO**

Honourable Speaker, and if Cabinet Ministers and Government Ministries are now being told by a Retreat in Swakopmund that they should go and do this, what are they doing? Why do they not just resign and go home?

The problems are that we take decisions and they are encouraged, and Cabinet will go to the extent of telling them exactly what to do. I am telling you, I guarantee you that - when we are together to look at the Budget - all these recommendations are not going to appear in the Budget because, as far as you are concerned, you write good papers, present them in Parliament, and that is the end of the story. These are the problems.

Let me stop by saying that some of us, on this side of the House are very serious about development in this country, (Interventions) and we want to see public money being properly spent. (Interventions) We want to see that the money that has been spent in Swakopmund was not spent on the pretext of having a holiday in Swakopmund, but that it meant to come up with document, which was meant to be implemented. I thank you.

HON AMWEELO: Thank you very much, Comrade Speaker. Mine is very short, but I wanted to assist my Colleague, the former Director of Trade and Industry. He said that he would like to see the development in this country, as they are very concerned. He also stated that the Cabinet Ministers who went to Swakopmund went to waste their time and money but I would like to tell him that in order to develop the infrastructure, you need money, my friend; you need planning. You cannot just put together infrastructure without planning so you need proper planning. Once you have a plan to design that particular project *then* you start to construct so therefore the Cabinet Ministers and others, those who went to Swakopmund, went there in order to plan. I thank you, Comrade Speaker.

RT HON PRIME MINISTER: Thank you, Honourable Speaker. I thank all the Honourable Colleagues who expressed their views on my Statement.

Let me start by saying that my Statement was an abridged version of the Resolutions taken by the Cabinet Retreat and also endorsed by Cabinet for implementation. There is an expanded version of this but these are just the abridged Resolutions.

Having said that, let me try to respond to some of the views expressed.

01 March 2006 **REPLY-DEBATE ON CABINET RETREAT SWAKOPMUND**
HON ANGULA

Honourable Venaani was saying that we are a Government, planning through impulse. In other words today we say this, tomorrow we say something else, or we are doing things, which are disconnected. That is far from the truth and I want to explain a bit.

He was particularly concerned about the idea to develop a harbour at Cape Frio. He was concerned about building railways while we are also building roads and the like. Now, building the harbour at Cape Frio is not something, which is isolated. When you build a harbour there, if we get money, you need a road to go to that harbour, or you have to build a railway to go to that harbour and when you have built a road you have opened up areas normally not accessible to traffic and you are connecting the Country. That is the basis for development.

You can now go to Kaokoland and open up your gold mine. I understand you have discovered gold there or you can now have your fishing boats going into the sea from Cape Frio to catch fish there. However, that is alternative planning.

The unfortunate thing is that we do not want to progress by adding more infrastructure to what we have already. We know very well that all the planning was so skewed. If you want a tarred highway, you must have a puppet in the area that will attract an Army Base, so that for the Army to move around a road is built for you. Same thing if you want to get piped water, you must have an army base near you. That was not development; what we want now is *integrated* development.

Now the relationship between the roads and the railways - I think Honourable Kaapanda explained that. The point is this, our Maintenance Budget for roads is so high because of these heavy trucks, which are overloaded and are destroying the road infrastructure. When you have a train, items like cement and heavy cargo can be carried by rail. There is no contradiction, the contradiction will be introduced if we build a railway to a place and there is no productivity there. That is the only way that the contradiction will arise because if there is no more production in that area then there is nothing to take or bring back so the challenge for building a road or railway is really to make sure that the railway or road carries traffic with goods or services, like transport to people, so we should therefore actually congratulate ourselves for expanding the railway and road harbour infrastructure.

With regard to Walvis Bay, we want to make Walvis Bay a hub for import and export for the SADC Region. We want the neighbouring countries to come and put up warehouses along the harbour in Walvis Bay or warehouses in places like Gobabis and Grootfontein so that the railway can take whatever is there and we increase the cargo from Walvis Bay.

01 March 2006 **REPLY-DEBATE ON CABINET RETREAT SWAKOPMUND**
HON ANGULA

The problem we have now with our exporters - and I am talking to Honourable Venaani - is that they have to export through alternative harbours such as Cape Town and even Durban, because there is not enough cargo in Walvis Bay so we *must* increase the volume of cargo in Walvis Bay so that we can attract big cargo ships and then we can export through Walvis Bay.

Whether we talk about meat, whether we are talking about grapes, or whether we are talking about minerals we must increase the cargo so that we can export from Walvis Bay.

The case of Black Economic Empowerment is a serious challenge and we want to deal with this issue very systematically and comprehensively. We want to avoid fronting, window dressing, and the negative things like patronage. Black Economic Empowerment should not turn out to be a system of patronage, nor a system of fronting or window dressing. We must avoid that and therefore we want to develop a programme which is transformational, which puts more emphasis on employment creation, on ownership and development, which means that we must give emphasis to enterprise development and meaningful equity participation. The emphasis is on 'meaningful'. We want to give emphasis to employment equity, as there is a Debate on the floor about employment equity. We want to give emphasis to the empowerment of those groups, which were normally marginalized, starting with people with disabilities, with people in the rural areas, women, youth and blacks. We want to make sure that these groups are taken care of so we are therefore going to develop a programme that we will bring here for Debate. The emphasis should however be on economic growth and ownership. That is why we are calling it '*Transformational Empowerment*' - to transform the nature of our economy. That is what we want to see.

Honourable Gurirab, after playing his game of *Sudoku*, decided to sit without saying anything and that is why he probably believes what he was saying himself. Let me give you one example. He is trying to evoke here that the previous Cabinet Retreat, cited land as the central agent for Community Development. Yes, we are trying to consider the issue of land. Perhaps the results are not big but we do remember we even legislated for expropriation, after that Retreat; we came here to legislate expropriation.

Now they are expropriating; let us see how far they will go with expropriation on a "*Willing seller, willing buyer*" principle and this is not fast-tracking the process of landownership. We also said that Affirmative Action loans have been abused by the sellers of land, inflating the prices of land, as compared to the carrying capacity and other reasons. Then we said our last bullet now is expropriation and taxation: land tax

01 March 2006 **REPLY-DEBATE ON CABINET RETREAT SWAKOPMUND**
HON ANGULA

and expropriation. Let us give those things time to see how far they can go to bring about justice in the distribution of land. It is evident that something has been done - unless you do not want to face the facts.

In the prism of Honourable Gurirab, Namibia is just a small country; there is nothing there, people are dying from AIDS every day. That is the gospel you were preaching here. We have programmes for the combating of AIDS, a comprehensive programme - ask Honourable Kamwi. We have a programme for Anti-Retroviral Drug distribution, we have education programmes against HIV/AIDS. Why should we repeat those? We have them. We just need to be systematic and to bring about behavioural change.

From the latest reports from the tests they do on pregnant women, in a number of places the infection rates are decreasing to at least 19%. You said it was 20%: that 1% is very significant. It shows that we are working on those rates.

Then he came out to question what I said here. This game of *Sudoku* is misleading you. You should get away from it. If you look at the first thing there, the human capacity building and the development of human capital is a never-ending exercise. Children are being born and schools will be there. You have to continue to improve them, considering also a changing environment of the economy.

At Independence the word 'globalisation' was only known by a few.

Even 'ICT' was not in the local vocabulary. We were talking about human education, environmental education, but now we are talking about ICT education. We are talking about e-government, e-fuel: 'Minister e-fuel' is there.

Therefore, you have to continuously improve human capital development and for that Honourable Mbumba informed you about the Education Sector Improvement Programme (ETSIP). For those of you who are calling for a National Conference, the Conference is going to be there in April, but that is a Pledge Conference, not a '*Talk Shop*'. You have to come with your cheque books in April. Bring your cheque book if you want an Education Conference. Bring your cheque book on 19 April: no talk show. You just make your pledge, N\$ 1 Million, and then we fund Education. So, those things are being done.

The second point is about the capacity of industrial development. Honourable Gurirab, there is a programme called SIP, Special Industrial Programme. That is what we are talking about here: a Programme to invest in industrial projects.

Very soon we will see a cement factory; very soon we will see a uranium mine; very soon we will see a gold mine.

HOUSE ADJOURNS AT 15:40

HOUSE RESUMES PURSUANT TO ADJOURNMENT AT 16:10

RT HON PRIME MINISTER: Thank you, Honourable Speaker. Before we rose for tea I was saying that the programme of capacity in industrial development is being treated by the Special Industrial Programme (SIP) and if you want more information on that one, you may wish to contact Honourable Immanuel Ngatjizeko. He will give you more information on that one.

Domestic Resources: We are talking about domestic savings here. As you rightly said, we have close to N\$ 20 Billion invested outside Namibia, but these are the savings of Namibia. We are saying that we should create a vehicle to attract this money to be invested locally. Just imagine, if you just invest N\$ 1 Billion out of the N\$ 20 Billion, you can make a tremendous difference.

Now, for example, with the problem of energy: as you know what is happening in Cape Town - there is an energy crisis over in South Africa. We want to develop Kudu Gas, gas to energy; there is no money. We want to develop Baynes hydro-electricity; there is no money. However, we continue to export money in our savings: you and me.

We are saying that we should develop a strategy of attracting these domestic savings back home, in order to invest in the expansion of the local economy. That is what we are saying.

You said somewhere that you have not seen anything which is going to benefit and change the lives of people. That Sudoku game, I told you, is a misleading one.

That special programme is being designed to address the plight and the empowerment of the vulnerable groups: that is women, the youth, senior citizens and the rural poor, to ensure that these categories receive the benefits from the public investment. That it

01 March 2006 **REPLY-DEBATE ON CABINET RETREAT SWAKOPMUND**
HON ANGULA

is going to benefit the very people we are talking about.

If you read this synopsis very carefully, you will find there are new ideas, building up from the ideas of the first Cabinet Retreat, a document, which you have in your hands.

This particular Cabinet Retreat was held to prepare, to give direction to those who are going to develop NDP3, and all these ideas will be contained in the programme called the Third National Development Programme, because the second National Development Programme will come to an end by June this year, and we have to develop a new one. This agenda will form the basis of developing the Third National Development Programme. I hope I have explained to Honourable Tsudao clearly that this is an expansion of the SWAPO Manifesto, Vision 2030, the Millennium Development Goals and all the commitments we made to halve poverty in the year 2015. That is the goal.

Honourable Tjihuiko, I think your understanding of education leaves a lot to be desired. Education is an ever-improving system. You do not deal with saying ABC and it is done and gone. You start with the 3 R's, writing, reading, and arithmetic. That is where we start. However, you have to do it for that generation to the next generation, the other generation: it is continuous but because of the changing environment you have to bring in changes to accommodate the changing environment. Therefore you will never stop improving Education.

Even the ETSIP we are talking about has only a life of 15 years. After that we have to develop another ETSIP to address the changing nature of the education system. We will need to train more skilled people all the time. We should look at the changing economy, for example.

When I was growing up, people used to go to Oranjemund to pick up diamonds, using rakes, spades and other stuff. If you now want a diamond, you use hydraulic automatic machines to reach the surface of the sea and scoop the diamonds from the seafloor - no more pick and shovel. So you have to develop new skills for people to be able to do so.

New initiatives are also coming up; for example, we want to promote beneficiation in diamonds - diamond cutting, polishing, jewellery and all these kinds of activities. These are new things coming. Textiles, these are new industries coming so you have to continue to improve the skills of the people.

You cannot say that, since you trained somebody in plumbing, that is it.

01 March 2006 **REPLY-DEBATE ON CABINET RETREAT SWAKOPMUND**
HON ANGULA

When a job comes around to polish diamonds, you must train diamond polishers. When the investors come to establish back offices to service their line-industry somewhere, you should train people how to handle computers. Therefore, you should inform yourself about the nature of education.

Let us talk about viable projects. You were in Government. You know one of the problems we have in Government is co-ordination. For example, you worked for the Ministry of Trade. How much did you co-ordinate when you were devising your investment incentives with the Minister of Finance, for example? Nothing. You just went ahead, developed the incentives and we can now see these incentives had a serious impact on taxation.

Therefore what we are talking about here is to be focused, to prioritise and to co-ordinate and implement. It is not something old you are used to. It is trying to strengthen the programmes of the Government in such a way that they are focused, they are co-ordinated, and they will have impact at the end of the day.

Honourable Members, we will bring an expanded version of the decisions of the Cabinet Retreat, and perhaps that will explain more to you, because we are calling here for partnerships: public-private partnerships, partnerships between the Executive and the Legislature. We want all of you to be involved, and, for that reason, we are prepared to share information with you, so that tomorrow as you dream to take over, you are not going to re-invent the wheel. You will just build on the strong foundations which were put up by the SWAPO Party Government. Thank you.

HON SPEAKER: I thank the Right Honourable Prime Minister and particularly take note of the promise he has made that he will bring to the House for its appreciation, an enlarged text of his statement. Since this Debate emanated from a Ministerial Statement, I am not going to put the question, but rather to ask the Right Honourable Prime Minister to submit to the Table his statement and we will take due note of it. The Secretary will read the Second Order of the Day.

**RESUMPTION OF DEBATE ON THE ESTABLISHMENT
OF THE PARLIAMENT ACCESS CENTRE IN REGIONS**

1 March 2006

**REPLY- ESTABLISHMENT OF PAC CENTRES
HON DR ANKAMA**

HON SPEAKER: When this Debate was adjourned yesterday, 28th February 2006, the Question before the Assembly was a Motion by the Honourable Chief Ankama who adjourned the Debate in order to have an opportunity to reply today. I give you the floor.

HON DR ANKAMA: Thank you very much, Honourable Speaker. Fellow Members of this House, I am delighted to take this floor again to reply to contributions made by some of the Colleagues here in this House of Parliament, on the proposed Motion to establish the Parliament Access Centre in Regions which I presented on the 23rd February 2006.

I expected a heated Debate from this House on this topic - that was my expectation - but I was proven contrary. There was somehow inertia and disinclination, perhaps caused by good understanding, since the rationale on this Motion was widely circulated among, fellow Members, for your input before tabling it.

However, to underscore its clear objectives once more before commenting on your contributions, the Parliament Access Centre aims to:

- Enable members of Local Governments and local people in Regions to access documents from Parliament, an important national pool of researched data and related materials which they cannot currently access easily;
- Offer members of Local Governments and local people in regions a chance to watch live Parliamentary Debates and thereby become informed on current issues and proceedings in Parliament;
- Provide a platform for informal Debates, discussions and for lobbying Members of Parliament, when they visit Regions on matters of interest.

The establishment of Parliamentary Access Centre by Parliament, in collaboration with Regional Governments, Comrade Speaker and fellow Members of Parliament, accords this House an opportunity really to fulfil its obligation of getting nearer to the masses of people for whom the laws are made. It therefore:

- Gives this House powers to establish the management teams of the centres, while it also allows the Houses of Parliament to have and design a
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1 March 2006

**REPLY- ESTABLISHMENT OF PAC CENTRES
HON ANKAMA**

- decentralisation charter or programme, in collaboration with the Regional Governments;
- Provides an easy and probably cost-effective interaction process between the National Assembly and the public out there during public hearings or public consent on lawmaking processes.

Comrade Speaker, fellow Members, thanking the Comrades who made contributions to this Motion, I have the following remarks:

Had I been informed about any such other ideas before, I would have acknowledged *all* the ideas and colleagues who idealised the creation of this concept for the Regions which we now call a 'Parliament Access Centre'; better yet, perhaps we should call it '*Regional Parliament Centre*', in order to avoid confusion between the Public Accounts Committee of the Parliament. With the understanding from the House, I propose that we call it 'Regional Parliament Centre'.

I am happy to note that there were, and still are, good ideas, but unfortunately, not many of us here are aware of them? Sometimes there is information out there, but sometimes, in many situations, we do not really go out and allow other people to obtain this information. Perhaps that was the problem. How many of us here are aware of this information (let alone the public out there) and how many parliamentary activities are taking place right now in those centres or assemblies?

It is a good idea of having established Regional Assemblies or Centres, but are they really known?

What is of great importance, in my view, is for us to forge ahead in unity, thereby incorporating or embedding these good initiatives within the Motion at hand and have something concrete, directed and manageable.

For instance, instead of starting this centre in Oshana alone where the Regional Council there has secured a facility, we should do the same in more than one Region or in two other Regions where I understand centres referred to as 'Regional

Assemblies' for this purpose are already constructed, and maybe in other areas where such Regional Assemblies have been constructed.

Comrade Speaker, Honourable Members, all the above-stated points will be doomed, without relevant resources available to this effect. Therefore, the meagre resources

1 March 2006

**REPLY- ESTABLISHMENT OF PAC CENTRES
HON DR ANKAMA**

provided for by the House of Parliament to take its activities to outlying communities should be increased in the coming Budget, to cater for the establishment and running of Regional Parliament Centres.

I would further like to propose that with the incorporation of the two centres referred to as 'Regional Assemblies', or other ideas, as have been mentioned by contributors to this Motion, this House should facilitate all financial resources, activities and programmes for the cause and purpose stated in this Motion at hand. At the same time, Parliament is duty-bound to seek material or financial support from the global friends of Namibia who commit themselves to ideals of supporting democracy. In other words, we should do everything possible in our power to make Regional Parliament Centres a dream come true.

As for *Honourable Moongo*, my former English language student, and hence a senior leader of the dwindling DTA Party, fearing that the establishment of the Regional Parliament Centre would be a SWAPO facility alone, I have the following to say: Honourable Moongo suffers from lack of understanding. (Interjection)

HON MEMBER: The Chief.

HON DR ANKAMA: Chief Moongo, that is right. The Honourable Member should be reminded that Namibia has Regional Governments and, as such, they lead Regions, representing people at all Government levels. Why can Regional Councils not co-own or lead Regional Parliament Centres? It is up to Honourable Moongo to visit the Centres. If he is scared to go there, he should be scared of coming in this House too. The SWAPO he is afraid of in Regions is the same SWAPO he sees in this House. So, Honourable Moongo should stay awake and watch the process of vivacious democracy in action.

Finally, on a much more serious note, Comrade Speaker, fellow Members, if we were to ask the Public or Councillors out there now on how much access they have to Parliamentary documents or related materials, I am sure the answer "no" would be much more prevalent than "yes".

Should this be the case, and given the positive support to this Motion you gave yesterday in this House, you have, in principle, mandated this House of Parliament to establish the Regional Parliament Centre in Regions.

1 March 2006

**REPLY- ESTABLISHMENT OF PAC CENTRES
HON DR ANKAMA**

I would therefore like wholeheartedly to thank all Members in this House, who supported this Motion in words and those in silence, in the hope that the Regional Parliament Centre in *all* Regions will be visible in due time and I thank all the Comrades and friends in this House.

HON SPEAKER: I thank the Honourable Member. The Honourable Member motivated the Motion and created an opportunity for other Honourable Members to make a contribution. The fate of the Motion, however, at present is that there is no proposal for Amendment to the Motion to do something with it from this point onwards, either to refer it to the appropriate Standing Committee because as it stands, it will die a natural death. The Speaker would be flexible if any Member were to move an unopposed Motion, to refer it to a Standing Committee or any other way that would keep the Motion alive. Otherwise, after the gavel by the Speaker it will die a natural death. That is the fate of the Motion. Honourable Amathila.

HON B AMATHILA: Honourable Speaker, I heard what you said. I think this is something, which is a little bit unexpected. Can we adjourn the discussion on this Motion until tomorrow, for the Honourable Member to consult?

HON SPEAKER: That would allow for consultations. The final decision, therefore, on the Motion stands adjourned until tomorrow afternoon. In the meantime I would encourage the Mover of the Motion and the Chief Whip and others to consult on what we will do. Thank you very much. The Secretary will read the Third Order of the Day.

**DEBATE ON THE UNSATISFACTORY STATE OF AFFAIRS AND LACK
OF AFFIRMATIVE ACTION IN BOTH THE PUBLIC SERVICE AND
PRIVATE SECTOR.**

1 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON VENAANI**

HON SPEAKER: When this Debate was adjourned yesterday, 28th February 2006, the Question before the Assembly was a Motion by the Honourable Ulenga. Honourable Venaani adjourned the Debate and I now give him the floor.

HON VENAANI: Thank you very much. Mr Speaker, Honourable Members, I rise to give my brief contribution to the very important Debate on the Motion brought by Honourable Ulenga of the CoD. It is my firm belief that the role of the Legislature is not only to make laws, but also to take a critical look at the effects of the laws that we make and their implementation thereof.

Thus the Motion in my opinion, seeks to examine critically the full implementation of the Affirmative Action policies in Namibia.

Let me from the onset state clearly that Affirmative Action, in my opinion, is a clear deliberate policy that attempts to address the imbalances be they social or economic in nature that exist in our country.

Honourable Speaker, it is further true that such a policy in its fashion might be viewed today as discriminatory to those previously advantaged Namibians, and at times they feel threatened by it. However, I believe there can be no other policy, as yet, that can address those inherent inequalities brought about the colonialism and apartheid. Thus it is my contention that the policy must be implemented to address these imbalances, and I urge those formerly advantaged companies that run our economy to comply fully with the implementation of this important law without delay.

Honourable Members, the question of unlocking wealth to the majority previously disadvantaged Namibians, remains an imperative in our quest to develop our country. Thus a delay in the implementation of this important policy may delay the results we purported to achieve at Independence.

It is also true that many Namibians are now academically equipping themselves to be competitive and many of the Affirmative Action appointments today cannot solely be assumed to be Affirmative Action only because they are black, because I believe that many of our corporate leaders who are now leading the Private Sector, be it Chief Executive Officers or heads of companies, have gained those positions because of academic credentials and experience in life. Therefore it is not an automatic thing, in my opinion, that when somebody is black and he is heading your white-dominated company, he is automatically an Affirmative Action candidate. Competitiveness and

1 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON VENAANI**

qualifications also play a very important role. The general xenophobia of not believing in one another's ability should thus be eradicated.

One issue that I also want to raise, Honourable Speaker, is the question of giving people positions without having authority. You appoint somebody to become a General Manager or a head of a company but decisions are made somewhere else. You have mostly big companies, South African conglomerates, running businesses here, appointing an Affirmative Action Chief Executive Officer, and every now and then he must run to Johannesburg to get some '*go-ahead*'. We also need to give power to people and *trust* people to be able to make wise and influential decisions in our society.

Honourable Speaker, it is true that we currently see a serious problem with the Private Sector not complying with the full implementation of the policy of Affirmative Action. However, the question is: with our national Government as the largest employer in this country, are we really implementing an equitable Affirmative Action policy in the Public Service? I think it is an issue that we really need to address.

While we attempt to address the imbalances of the past, we should also not downplay some of the diversities that exist in our country. In my opinion, our Government is failing to make deliberate efforts and policies to address ethnic representation at the senior level of the Public Service and Parastatals. The Mover of this Motion, Honourable Ulenka, yesterday played the number game here when he referred to the example of the Airports Company.

Honourable Speaker, I do not attempt to deviate the attention of this House, but it is a fact that from the current representation of Chief Executive Officers, running Parastatals and heads of Government Agencies in this country, 93% of them come from one ethnic group and that is not healthy in a country that wants to affirm.

We should be able also to address the diversities that exist among Namibians in this country. (Interjection) No Bantustans. You take away the South African apartheid regime, which was giving more opportunities to whites and if this Government is going to give more opportunities to a few ethnic groups in this country, then we would have a problem, Sir.

Yes, 93%. (Interjections) Black apartheid - we should address the issue. We should deliberately make sure that we also have the numbers being represented well in this country. (Interjection) The number game exists and we know it. It is the truth.

1 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON VENAANI**

Honourable Speaker, the question of a time frame, in my opinion, remains imperative to the successful implementation of Affirmative Action policies. In my opinion, the policy of Affirmative Action cannot operate in infinity. If it does, it might seriously discriminate against others forever and history might judge us as implementers of the same 'revenge policies' employed by the previous masters.

We should, for example, commit ourselves to a time framework, even if this is 35 years. I would say that in 35 years we want to have certain targets. We want to make sure that we have a specific number of people with disabilities in certain positions; a specific number of women in certain positions, this number of black managers in certain positions. We should commit ourselves to a time framework and that, I think, is very important.

Honourable Speaker, the Prime Minister was just on record, talking about the need to acquire more land for the previously disadvantaged Namibians. However, we fail to say how many farms should be in the hands of black majority at which time. We want more land for blacks. It is true we have to affirm and we have to resettle people. However, we do not speak of percentage. Do we need 99 % of the land or 100%? There must be a percentage. We should fix ourselves to some of these targets.

By operating in infinity, we send a 'blank cheque' perception to those that hold on to land in fear and desperation. We so much lack the criteria that are needed for expropriation, Honourable Prime Minister, through you, Mr Speaker, and there is no clear guideline as to which farmers should release their land for Affirmative Action schemes or resettlement schemes. When you go to a certain farmer, he blames it on the foreigners that own land in this country and argues that "*No, he should be the first one to give land.*" Whether this person has excess land or not, he says,

"What do you mean by 'excess land' if I have seven thousand hectares and I conglomerated it to be one unit, so it is not excess land." We should also have clear-cut guidelines as to how we want to implement the Affirmative Action Policy in this country.

Honourable Speaker, we are also confronted with another problem, and that is the Namibian population living with a disability. It is true that disability is not 'inability' and thus I support this part of our population to be advanced in the workplace.

However, we have a culture I do not know from where we inherited this culture where parents mostly in the rural areas give birth to a child born with a disability and even if this child can perform a variety of functions, he or she is not taken to school or given access to education to obtain more training. This child is just left at home while the

1 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON NAMBINGA**

rest go to school just because he or she cannot walk properly. This culture should also be addressed amongst our people, and we, as a country, should also be able to make more resources available to train people with a disability so that they can also have the needed skills to compete.

I believe that many companies not that I am trying to defend them might perhaps not conform in the category of having enough people with disability in senior positions. Most of the time this is not because such people do not want to conform but because there might not be enough skilled people with disabilities, able to occupy to those positions. I thus think we should really make a serious effort through the Ministry of Education to try to put more of our Namibian population with disabilities in the classrooms, so that they are able to gain the necessary skills that we need.

Lastly, Honourable Speaker, before you attack the DTA, since the truth hurts, many of our Ministries are still not conforming to the full implementation of this Policy, as was reported by the Equity Commission Report of 2003-2004 and the latest one; Meme Muharukwa in your Ministry should do something about it, because you want gender equality.

You are promoting gender equality and yet your Ministry does not conform fully to equality. So, please be equal. (Interjections) Go see the Report yourself.

Honourable Speaker, with this truth that hurts, I thank you.

HON NAMBINGA: Thank you very much indeed, Comrade Speaker, for the opportunity to add my voice to those who have spoken before me.

Comrade Speaker, the Motion before us is a very, very important one in my opinion. It is timely in the sense that 16 years after Independence we are experiencing things that we thought could not be happening in Namibia now.

After Independence we adopted the policy of National Reconciliation, supreme to those whom we regarded as enemies that Namibia must continue to be peaceful and stable because a SWAPO-led Government has nothing to do against anybody, as far as he or she is performing within the framework of the Namibian laws. However, this does not appear to be the case.

The Report of the Employment Equity Commission, for example, had stated it quite clearly, as others have indicated yesterday. If you look at page 42, it says they have

1 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON NAMBINGA**

identified a number of Companies that do not want to comply with this law. Some have never submitted Reports to the Office of the Employment Equity Commissioner; some have dropped submitting them, and one wonders *why* this is happening.

We now have a serious problem in this country. For example, I know of many Companies in Namibia, which employ up to almost 200 employees, but they do not submit Reports to the Office of the Employment Equity Commissioner because they have decided to do things contrary to many Namibians' expectations.

The birth of SWAPO Party was because of bad labour relationships. That is when the employees realised that they were mistreated and that is how the SWAPO Party was born. However, now we have in this country a South West Africa Native Labour Association (SWANLA) having been introduced through the backdoor in this country. Quite a number of employers realised that to undermine the policy of the Government under the disguise of a '*gentleman's agreement*', we must form an Institution that is called '*Africa Personnel Services*', through which they recruit employees.

You will find that a Company has more than 150 employees but only 30, or even fewer, will be regarded as permanent employees. Thus, the Company would never submit a Report to the Office of the Equity Commission.

What is interesting is that, when people apply for work at Africa Personnel Services, they are taken in and they are sent to the companies, which are looking for employees. They will be interviewed there and recruited but they will be paid by the Africa Personnel Services. When such an employee is performing well, he will remain in service as long as they are satisfied. However, immediately when the employer is dissatisfied, he would call the Africa Personnel Services to inform the company that he does not want this man or woman anymore. Then they will come and collect him or her and, really, they would continue with his or her services because they want him to have employment.

The employer of course is protected, because he never had an agreement with this employee. The Agreement was between himself and the Africa Personnel Services. Africa Personnel Services would say, "*I cannot continue with your services because the person to whom you were offered is dissatisfied with your services.*" This is typical of SWANLA. It is being done by people to whom we have tried to demonstrate that we are a good Government. All that we need is that they respect the Laws of this country.

1 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON MANOMBE-NCUBE**

Therefore, Comrade Speaker, the call of the Employment Equity Commissioner is really a demonstration of frustration and anger. It is a demonstration of disappointment that this Office appears to be fighting a losing battle. According to their report they have identified cases. They have identified the companies, which have either dropped or have never submitted reports but they could not get anywhere.

It is therefore appropriate and I personally concur with what Comrade Mutorwa said yesterday. To make this matter progress on, we must refer it to the relevant Parliamentary Committee so that this Committee can take it up from there in order for us, as Parliamentarians and as a Government, to make sure that certain things are properly addressed.

With these few words, I support the suggestion made by Comrade Mutorwa and I thank you.

HON MANOMBE-NCUBE: Honourable Speaker, I would like to adjourn the Debate to the 7th of March, next week, if there is nobody else who would like to contribute.

HON SPEAKER: Any objection? The Debate on this Motion stands adjourned until 7 March 2006. Before I call upon the Right Honourable Prime Minister to adjourn the House, I would like to re-issue a reminder that I made last year in this House, regretting what happens, as it would tomorrow - question time. What I said was - and I am repeating it - that if -Notices of Questions are made by the Honourable Opposition, and are actually put, it is expected that the Cabinet Ministers or Deputies would do their level best to prepare the Reply.

We may not appreciate it but this is one of the most important moments of interaction between the Government and the Opposition. I therefore repeat that if the Honourable Members who served a Notice to put Questions are not themselves present, then I would not oblige the Ministers or Deputy Ministers to reply. Credible exceptions are noted but I do not want to encourage habitual absenteeism. I expect those Honourable Members whose names appear here and who will put the Questions tomorrow will themselves be present. If not, then we will pass those Questions. Honourable Prime Minister, please adjourn the House.

1 March 2006

ADJOURNMENT

RT HON PRIME MINISTER: I propose that we adjourn this Session until tomorrow, Thursday 2nd March at 14:30. I so propose.

THE HOUSE IS ADJOURNED AT 17:45 UNTIL 2006.03.02 AT 14:30

**NATIONAL ASSEMBLY
ASSEMBLY CHAMBER
WINDHOEK
02 MARCH 2006**

The Assembly met pursuant to the adjournment.

HON SPEAKER: Took the Chair and read Prayers and Affirmation.

HON SPEAKER: Any Petitions? Any Reports of Standing or Select Committees? Any other Reports and Papers? Any Notices of Questions? Honourable Tjihuike?

NOTICES OF QUESTIONS

QUESTION 30:

HON TJIHUIKO: Honourable Speaker. I give Notice that, on Thursday 16th March 2006, I shall ask the Honourable Minister of Lands and Resettlement the following questions:

1. Can the Honourable Minister inform this august House on the current situation at Acadia North, a Commercial farm portion owned legally by Mully Farming CC.?
2. Is it true that at a certain time a Court Ruling was issued, requesting the settlers to leave the farm Acadia Nord? If this is so, why is it that the settlers are still at the farm?
3. Can the Honourable Minister confirm or deny that the Sheriff, Mr Cornelius Bosman, was chased off the property by warriors in full SWAPO colours, supported by the Deputy Minister of Fisheries and Marine Resources?
4. Honourable Minister, could you confirm or deny that the Honourable Deputy Minister of Fisheries and Marine Resources was quoted as saying that he was acting as a representative of His Excellency the President and the former President, Dr Sam Nujoma?

02 March 2006

**NOTICES OF MOTIONS
HON GERTZE**

5. If the above-mentioned statement could be regarded as valid, would the Honourable Minister agree with me that the illegal occupation of Acadia North has the blessing of His Excellency the President and the former President, the Father of the Nation?
6. Would the Honourable Minister agree with me that the event at Acadia North is in direct violation of Articles 8, 1 and 2 of our Constitution?

HON SPEAKER: Will the Honourable Member please table the questions? Any further Notices or questions? None. Any Notices of Motions? Honourable Gertze?

NOTICES OF MOTIONS

HON GERTZE: Thank you, Honourable Speaker. I give Notice that, on 9 March 2006, I shall Move that this Assembly debates the recurrent repercussions of construction work and the effects on the residents and property values.

Honourable Speaker, Honourable Members, it is by now already a recurrent and common phenomenon that some construction works have adverse effects on the aftermath of their completion. The effects are varied in terms of magnitude.

I do not intend to raise this matter only in relation to the current natural calamities we are experiencing. I do so as a matter of long term concerns, pertaining to safety and security in social and economic terms.

It is my wish that this august Assembly resolves to look into the legislative aspects governing diverse construction works across the country and, where necessary, to ensure that regulatory measures are introduced where they are non-existent and or enforced where they are disregarded.

I so Move, Sir.

HON SPEAKER: Thank you. We will Table the Motion. Any other Notices of

02 March 2006

**RESPONSE TO QUESTIONS OF HON DE WAAL
HON PANDENI**

Motion? None. Any Ministerial Statements? None. We revert now to the questions. Question Number 2 is one by Honourable De Waal. Does Honourable De Waal put the Question? Does the Honourable Minister of Regional and Local Government and Housing and Rural Development wish to reply?

HON MINISTER OF REGIONAL AND LOCAL GOVERNMENT AND HOUSING AND RURAL DEVELOPMENT: Thank you, Honourable Speaker, Honourable Members. Firstly, let me thank the Honourable Speaker for the understanding to allow us to respond to these Questions the answers for which were postponed on a previous occasion. I really thank you for the understanding.

On the 15th of last month the Honourable De Waal asked the following questions and we would like to reply.

The first question was: can the Honourable Minister spell out the Government Policy regarding the procedures to be followed by local authorities in cases where water and electricity bills have not been paid?

The City of Windhoek has adopted a new Credit Control Policy in April 2005. The aim of the policy (of which a copy is available here, I am happy to indicate, Comrade Speaker,) is ultimately to be stricter and to yield the best results in the shortest possible time.

When you look into this document to which I am referring you will also see and realise the graphical illustration as to how the outstanding debts have reduced since this new Credit Control Policy has been adopted and implemented by the City of Windhoek.

A slight increase arose during the festive season, which is a very normal pattern with regard to debt collection.

To enhance the performance even further, several other resolutions have been taken by the Council. Some of these include, amongst others:

1. That owners of properties will be responsible for the outstanding debts of tenants who are renting their properties and where the tenants are responsible to pay the services: that is, now, water and electricity accounts.

02 March 2006

**RESPONSE TO QUESTIONS OF HON DE WAAL
HON PANDENI**

2. No new services will be connected to a property if there are outstanding Municipal accounts against the properties.
3. No erven will be sold to residents who have outstanding Municipal accounts.
4. Authorisation was given so that the services of outside debt collecting agencies can be procured to assist the Municipal staff in collecting outstanding debts.

Honourable Speaker, we are confident that with the above measures we should be able to reduce the outstanding debts to acceptable levels within the shortest possible time - that is now the Municipalities.

The second question is as follows: is the Minister aware that, of the 83,000 accounts that are despatched monthly by the Windhoek Municipality, only 29,000 are paid in full every month?

According to our system we sent out (I am speaking now of the Municipality) we sent out 139 727 accounts, with a month-end run of 15 February (that is, this year).

According to the same system, 78 744 (which represents over 56% - in fact, 56.35%) do not have arrears at all. Therefore 60 983 which represents 43.65% do have arrears that vary from a month (that is 30 days) up to 120 days. I believe, when you look at that, as I have referred to, you will have an indication as to the question that was asked here.

Question 3 was: Is the Minister further aware that the current outstanding debts to the Municipality are now N\$210 Million? The Ministry has provided me with a quarterly Financial Report where, amongst others, the issue of outstanding debt is highlighted and, as such, the Ministry is being informed of the above situation regularly.

The Ministry is further provided with Management Committee, as well as the Council Agendas and Minutes where regular Reports on the outstanding debts and above-mentioned resolutions have been taken. We are quite aware of what is happening but we believe that, with the measures that were introduced, the City of Windhoek will definitely be in a position to deal with the situation and to reduce the debts to acceptable levels, as I have just explained.

Question 4: Under these circumstances, is the Minister satisfied that the current

02 March 2006

**RESPONSE TO QUESTIONS OF HON DE WAAL
HON PANDENI**

Government Policy is sustainable?

I can just confirm, also taking into consideration the views of the City of Windhoek that, on the above question, it is true that the current system is not sustainable, as taking into account all of the above measures, the policy will not address the situation fully.

The City of Windhoek has identified the following issues that contribute to the above statement, and which have been identified as actually hampering the efforts to deal effectively with the situation:

1. The high level of unemployment in the City.
2. The high number of residents who do have work but who receive a wage which is below the bread line and, of course, they do require the services.
3. We also have a high number of pensioners and welfare cases who simply cannot afford the municipal services.
4. The effect of HIV/AIDS-related death cases where minors now seem to run households. Another issue that is contributing is the administration orders being issued, especially by Burmann Attorneys, these are some of the legal institutions that are now collecting these accounts and the payment of these people who are not paying them regularly on a monthly basis, as the Municipal Regulation requires.
5. In addition to the above, we also have a number of people who established businesses but, even when these pay, they do not have an income to service their outstanding municipal bills. The other is the City Ambulance Service where most of the patients who have been transported have no means of paying for the services.
6. Current legislation does not empower the City and any other local authority in Namibia to *deny* the provision of services to residents on the basis of bad credit history or proof of income to be submitted before services are being provided.

The only restrictive condition at this stage is that a deposit has to be paid and that is the only thing. The City of Windhoek is therefore proposing the following remedies to be considered:

02 March 2006

**RESPONSE TO QUESTIONS OF HON DE WAAL
HON PANDENI**

1. That a subsidy scheme for registered welfare cases (these are the pensioners, people living with disabilities, HIV/AIDS and orphans) should be introduced.
2. Restrictive conditions for the provisions of the services should be broadened to include the credit history and the proof of income of a prospective client.
3. That the subsidy scheme for the Ambulance Service be re-introduced. (That scheme existed previously and the Municipality is now enquiring whether it is possible to assist people who need the services but are unable to afford it.)
4. That Government investigates the possibility of excluding Municipal Services Accounts from the Administration Order Process.

This constitutes one batch of answers to the Questions that the Honourable de Waal has asked. The other question that Honourable De Waal asked was: what accounts were paid out from the Bill, together with the Housing Policy (Intervention)

HON SPEAKER: It is alright for now. We will get to that one, Honourable Minister. Any follow-up to the questions? Honourable de Waal.

HON DE WAAL: Thank you, Honourable Speaker. I want to thank the Honourable Minister for his answers but I have a slight problem with Questions 1 and 4. In Question 1, I was actually asking whether the Honourable Minister could spell out the *Government* Policy regarding the procedures to be followed by Local Authorities, *not* the policy of the Windhoek Municipality.

I asked specifically for the *Government* Policy so perhaps next week on Thursday the Honourable Minister could explain to us the *Government* Policy because it is fine to know that in Windhoek something is being done, according to the document that we will get from the Minister and the proposals mentioned.

However, what we actually need to know is what the Government Policy is - because then, if it becomes Government Policy, it will be implemented at *all* Local Authorities

02 March 2006

**RESPONSE TO QUESTIONS OF HON DE WAAL
HON PANDENI**

and that is what we are after. The Windhoek Municipality can still sort of look after itself, but the rest of the Local Authorities in the country are all bankrupt. Now what does the Government do as far as Policy is concerned?

Then Question 4: Under these circumstances, is the Minister satisfied that the Government Policy is sustainable? We want to know what the Government Policy is, so perhaps next week on Thursday the Honourable Minister can explain the Government Policy to us.

Thank you, Honourable Speaker.

HON SPEAKER: I think the other two questions are by the same Honourable Member; the Minister may in reply to Question 3, or later Question 4, respond as well to the supplementary questions put now in respect of Question 2.

Question 3 is by Honourable De Waal. This Honourable Member put the question. Does the Honourable Minister wish to reply?

HON MINISTER OF REGIONAL AND LOCAL GOVERNMENT AND HOUSING AND RURAL DEVELOPMENT: Thank you, Honourable Speaker. Honourable Members, Honourable De Waal asked the following questions with regard to this issue.

- 1) What amount was paid out from the Build Together Housing Project by the Municipality of Henties Bay for the period 1 May 2003 up to 31 December 2005? To whom was each amount disbursed? On whose behalf was each amount paid out?

I remember this question: it was asked at this august House and we have replied; we are only repeating what we have said at a previous occasion in reply and that is that the Municipality of Henties Bay did *not* partake in the decentralised Build Together Programme prior to October 2004. Therefore, no funds were paid out by the Municipality of Henties Bay for the period that I have just mentioned: from the 1st of May 2003 up to October 2004.

The Municipality of Henties Bay benefited under the decentralised Build Together Programme as follows:

02 March 2006

**RESPONSE TO QUESTIONS OF HON DE WAAL
HON PANDENI**

- 1) 2004–2005 Financial Year: an amount of N\$759 000.00 was paid out to 29 beneficiaries.
- 2) 2005-2006 Financial Year: an amount of N\$920 000.00 was paid out for the 33 beneficiaries.

We have also attached an Annexure that indicated the people that have benefited. Of the 29, if you look very carefully, you will realise that 6 of them did not benefit at the end of the day. It is also explained *why* and that is why the list being indicated here will also show 33 of those that have benefited and the amount by which they have benefited. All the information is available.

Now, to avoid misuse of funds and in order to build houses, the Municipality of Henties Bay is paying out funds upon receiving quotations from building material suppliers, submitted to them by the beneficiaries. The beneficiaries are collecting the building materials and construct their houses thereafter. The Municipality of Henties Bay monitors the process of construction through their building inspectors. As I have indicated, we have attached copies of Annexures that are indicating those that benefited.

I hope that these answers have also satisfied the question of Honourable De Waal.

HON DE WAAL: Thank you, Honourable Speaker. I am quite satisfied. I just want to make sure. I want to ask the messenger to run quickly to that door to make sure that we get the Annexure, because last year we never did receive the Annexure. So, today, please go and stand there to ensure that I do obtain a copy of the Annexure. (Laughter)

Thank you, Honourable Speaker.

QUESTION 4:

HON SPEAKER: The Annexure will be made available to the Honourable Member. Question 4 is by the same Honourable Member: first, Honourable De Waal, do you put the question?

02 March 2006

**RESPONSE TO QUESTIONS OF HON DE WAAL
HON PANDENI**

HON MINISTER OF REGIONAL AND LOCAL GOVERNMENT AND HOUSING AND RURAL DEVELOPMENT: Thank you, Honourable Speaker.

On question Number 4, the Honourable De Waal asked the following: What was the total of the outstanding debts of Government Ministries to Local Authorities on 31 December 2005? I just want to make it very clear that the information that we are supplying is precisely the amount that was outstanding, as at the 31st December 2005.

We are aware that, in the process, it could be that some Ministry has paid or some Ministry had made arrangements for payment so we are just giving the figure, as of *that* date.

We have classified them into 3 categories. The total outstanding amount is N\$36 557 505.70, which is subdivided into the following:

Municipal Councils: N\$23 227 987. 78.

Town Councils: N\$10 629 121.93.

Village Councils: N\$2 700 395.99.

We have also indicated the total amount from the Ministries – the information from which has given us that total amount I have just read to you, as I have indicated here.

Honourable Speaker, I believe I have also responded to this question that has enabled us to get back to all the Villages and the Municipalities and the Towns. Of course, it has taken a little bit longer because the capacity at the Village level is slow I understand (the Honourable De Waal will also understand) why the process should have taken slightly longer.

Thank you.

HON SPEAKER: Question no. 12 is by Honourable Nora Schimming-Chase and the Speaker has been informed that the Honourable Member is on an official mission.

I am not sure whether any of the colleagues are tasked to put the question on her behalf?

02 March 2006

**RESPONSE TO QUESTIONS OF HON MOONGO
HON TSHEEHAMA**

QUESTION 14:

HON SPEAKER: The question will stand over. Question no. 13 is also by the same Honourable Member. The same applies. Question no. 14 is by Honourable Moongo. Does the Honourable Member put the question?

HON SPEAKER: Does the Honourable Minister of Safety and Security wish to reply?

HON MINISTER WITHOUT PORTFOLIO: Is it in order for a Member of Parliament, who sits in this House and makes laws, to call an Act of Parliament in which we are sitting as 'a Draconian Act', I wonder?

HON SPEAKER: Will the Honourable Minister just repeat the question?

HON MINISTER WITHOUT PORTFOLIO: I said: is it permissible or is it in order for a Member of this House, who sits here to make laws, to call an Act of Parliament passed by the same House as 'a Draconian Law'?

HON SPEAKER: Had this matter been brought to my attention, I would have advised the Honourable Member to have rephrased the question; the Minister without Portfolio is correct in raising his concern. For that matter, it is a law enacted after Independence by this very House and there is no memory that I have nor do I expect this House to have passed any 'Draconian Act'. For now, I will let the Minister answer the question - but with the *proviso* that this aspect of the question be deleted. Honourable Minister?

HON MINISTER OF SAFETY AND SECURITY: Honourable Speaker, I thank

02 March 2006

**RESPONSE TO QUESTIONS OF HON MOONGO
HON TSHEEHAMA**

the Minister without Portfolio and the Secretary-General of the SWAPO Party for having first brought this issue before me. I was going to start with this one - with these remarks - that the laws that were passing here are not 'Draconian Laws'. In addition, I was going to ask the Member to (as it was suggested now) redraft these questions. I have received the answers but then I am not satisfied and I do not want to give an answer until such time that the word 'Draconian' – that word alone - has been removed. So I ask for the indulgence of the House to support my Move.

I thank you.

HON SPEAKER: I appreciate the Minister's readiness, willingness to reply to the question. That gives the Speaker an opportunity, indeed, to defer a reply to this question and to ask Honourable Moongo to seek advice from the Front Table here to redraft the question and to return with an amended version.

HON MOONGO: I did not suppose that word to be harmful because I was objecting to that Section that every driver has to carry (Intervention)

HON SPEAKER: Honourable Moongo, you will make matters worse.

HON MOONGO: I withdraw that word, 'Draconian': I withdraw that word.

HON SPEAKER: Thank you. All you have been asked is to redraft the Question and then return it. Question Number 15 is by Honourable Moongo. Does the Honourable Minister of Works, Transport and Communication wish to reply? Does the Honourable Member put the question?

HON MOONGO: I put the question, Mr Speaker.

02 March 2006

**RESPONSES TO QUESTIONS OF HON MOONGO
HON KAAPANDA**

QUESTION 15:

HON MINISTER OF WORKS, TRANSPORT AND COMMUNICATION:

Thank you, Comrade Speaker. Honourable Moongo put the question as follows.

1. Is it true that RCC workers from Otjiwarongo, now operating at Epukiro and Otjinene, are still temporary workers, after working for more than 7 years?

RCC has 6 permanent workers, who were transferred from Otjiwarongo subdivision to Gobabis, and these workers were also transferred from the Ministry of Works, Transport and Communication in 2000 and they are permanent workers. However, one temporary worker was appointed on 16th February 2005 and this appointment took place in Gobabis. This worker was not transferred from Otjiwarongo. Furthermore, just to emphasise the point of permanence, currently, these workers are permanently stationed in Gobabis and they are permanent workers.

2. Is it true that they do not get benefits and the conditions for the workers are bad? Are they not entitled to receive special remuneration if they are not operating at their home town?

The question intimates that these people are living under bad conditions and they are not provided with remuneration for not working at home or for not working in their hometowns. Here comes the answer; the RCC pays its employees field allowances, with a maximum of N\$877.60 per month, as agreed between the Union and the Company. This payment is made to cover the inconvenience that the field employees suffer when they are in the field.

Furthermore, the RCC provides accommodation to its employees in the field.

You should take note that the nature of work at the RCC and any other construction Company is project-based, which means that, after the project is completed, resources need to be demobilised from that project site and mobilised to another project site. Hence, the project dictates the station, as opposed to individual requirements. This just simply emphasises that the type of accommodation provided for the workers cannot be based on individual requirements. That means accommodation is given perhaps to a group of people to live together. You cannot provide family accommodation under these circumstances. It is not possible. The condition and the nature of work dictates and this cannot be viewed as bad accommodation. It is accommodation meant for a group of people, but people are shielded against the sun and rain and when the project is completed then the material will be demobilised and

02 March 2006

**RESPONSES TO QUESTIONS OF HON MOONGO
HON KAAPANDA**

taken to another site where another project will be started.

3. What are the criteria for those who are working in the field far from their homes?
4. Is it true that employees are not provided with transportation whenever they are going on holidays from Epukiro to Otjiwarongo?

In case of temporary employees, I want the Honourable Member to listen carefully. When people are transferred from point A to point B; if they go for holiday, they will be transported from point B to point A, where they are transferred. The RCC cannot provide transport to take these employees home for a holiday. It is not possible and I do not think there is any company in this country, which can do that. However, they are transported from point A to point B and they will go for holiday they will be transferred from point B to point A, from where they make their own arrangements to go home.

I would like to state emphatically that what the Honourable Member is asking is a very difficult fulfilment by any company. The situation is very similar to our own: we are working here in Windhoek and, when we go for our holidays, nobody provides transport for us. Comrade Speaker, I thereby have covered all the questions asked by the Honourable Member.

I thank you.

HON SPEAKER: I thank the Honourable Member. Question number 16 is one by Honourable Viljoen. Does the Honourable Member put the question?

HON VILJOEN: I put the question.

HON SPEAKER: Does the Honourable Minister of Mines and Energy or one of his esteemed colleagues wish to reply? Honourable Minister of Trade and Industry

02 March 2006

**RESPONSES TO QUESTIONS OF HON VILJOEN
HON NGATJIZEKO**

QUESTION 16:

HON MINISTER OF TRADE AND INDUSTRY: Thank you, Honourable Speaker. I have been given the responsibility by my colleague to answer his questions, put by Honourable Viljoen, in his absence and I thank you very much for giving me the opportunity to do that.

The first question that was put by Honourable Viljoen was as follows:

1. Can the Minister give this House an indication whether legislation exists for the rehabilitation of worked-out mining areas in Namibia? And this question is asked against the background of dangerous and unacceptable scars and footprints left on the Namibian surface by mining companies. Examples of such mines are the Brandberg West, Lorelei Copper Mine and the diamond quarries along the northern border of the Orange River where no rehabilitation took place after mining activities were abandoned.

The Minister answers to that question as follows.

Section 54 of Act No. 33 of 1992, which is the Mineral Prospecting and Mining Act, makes provision under Subsection 2(b) of the holder of the Mining Licence upon abandonment, to *“take all such steps as may be necessary to remedy to the reasonable satisfaction of the Minister any damage caused by any prospecting operations and mining operations; turn it on by such holder to the surface on the environment on land in the area in question.”*

In addition it is common practice that the Ministry of Mines and Energy requires licence holders to enter into an environmental contract with the Ministry of Environment and Tourism. However, these provisions only apply to licences issued under this Act, in other words, licences issued after 1992. The unacceptable scars and footprints left on Namibian soil by mining companies to which Honourable Viljoen is referring, such as Brandberg West, Lorelei Copper, and the diamond diggings along the Orange River, were made by holders of Mining Licences that were issued under the old Minerals Ordinance, which regulated prospecting and mining in Namibia before the Minerals Act came into force. This Ordinance did not make any provision for environmental rehabilitation and, as such, this requirement was hence not an integral part of the licence condition. As a consequence, no rehabilitation was undertaken.

The second question that was put by Honourable Viljoen is:

02 March 2006

**RESPONSES TO QUESTIONS OF HON VILJOEN
HON NGATJIZEKO**

- 2 If legislation does not exist, is it possible to reform/create such legislation as a matter of urgency?

The answer to that question is: while today Legislation (as alluded to above) exists, it is the feeling of the Ministry that one could be more specific and ensure even better environmental protection. As we are currently in the process of amending the Minerals Act, we have taken this opportunity also to elaborate more on the issues dealt with in Section 54 and now require detailed closure plans, approved by the Minister in a Draft Amended Bill.

Furthermore, the Environmental Management and Assessment Bill, currently under preparation by the Ministry of Environment and Tourism, will also assist to enforce environmental protection once it is promulgated.

I shall now address the last question of Honourable Viljoen:

3. Is there also a possibility to request mining companies that were responsible for such irregularities in the past to embark on a rehabilitation programme for abandoned mines?

The answer to that question is as follows: The mining companies that were responsible for the scars in the past do not exist anymore or have, at least, closed their offices in Namibia. Because their licence conditions did not include environmental rehabilitation, one cannot actually speak of irregularities and there is no legal backing that would allow us to request rehabilitation now, even if the companies did still exist.

The Ministry is, nevertheless, fully aware of the problem and because the legal situation is as it is, has accepted full responsibility for the issue. The Directorate of the Geological Survey of Namibia has carried out a pilot study for the rehabilitation of old mine sites and is currently studying more options. There will, however, be a bill to pay if we, as a Government, embark upon the *huge* task of repairing the scars and we need some innovative thinking of how to generate funds for that. I thank you.

QUESTION 17:

02 March 2006

**RESPONSES TO QUESTIONS OF HON VILJOEN
HON ANGULA**

RT HON PRIME MINISTER: Thank you, Honourable Speaker. I rise to respond to the questions by Honourable Jurie Viljoen, which he posed on the 21st of February 2006, and I should like to respond as follows.

Firstly, I should like to thank you for your interest in this matter and, secondly, to inform the House that, following the inauguration of the second President and, subsequently, the fourth Government of the Republic of Namibia, a number of Offices/Ministries/Agencies and interested persons have made numerous enquiries about the placement of portraits of the former President and the incumbent President.

In the light of this, the Cabinet directed the Ministry of Foreign Affairs to study the matter and to learn from the experiences of other countries and thereafter to advise Cabinet accordingly. In some countries which had been visited, Cabinet was informed that Acts of Parliament had been passed to regulate the display of all those who have served as Presidents.

Against this background, Cabinet by Decision No. 14th/02.08.06/005, approved, *inter alia*, that:

- (a) Both portraits of the Founding President and the serving President be displayed in all public offices and buildings;
- (b) The portraits of the serving President of the Republic of Namibia be displayed at the most prominent position;
- (c) The portraits of the Founding President of the Republic of Namibia be displayed across or opposite the portrait of the incumbent President;
- (d) If circumstances dictate that both portraits be displayed together or next to each other, the portraits of the serving President take precedence and are to be displayed higher than the portrait of the Founding President and that the portrait of the serving President be on the right hand of the portrait of the Founding President;
- (e) Where three portraits are to be displayed on the same wall, for example in the case of a visiting Head of State or Government, his or her portrait should be displayed on the left hand side of the portrait of the Founding President;
- (f) Portraits of all former Presidents of the Republic of Namibia are to be hung in the Cabinet Chamber in order of precedence;

02 March 2006

**RESPONSES TO QUESTIONS OF HON VILJOEN
HON ANGULA**

- (g) The above decision will be regarded as a temporary measure, until such time that an Act of Parliament is passed that will give legal effect to this.

Mr Viljoen, I am aware that the above decision has been communicated to all Offices/Ministries/Agencies for immediate implementation.

I am also convinced that all patriotic and progressive Namibians respect both the Founding President and the incumbent President and will, therefore, display the portraits as per the policy directive detailed under Question 1 above.

Honourable Speaker, Honourable Members of this august House, as noted earlier, I would like to emphasise that Cabinet explicitly stated that the aforementioned directives should be regarded as temporary measures.

In the same vein, I should like to urge you not to be surprised when I rise in this August House to introduce a Bill that will ultimately give legal effect to the display of the portraits of the Founding President and incumbent President and all other Presidents of the Republic of Namibia. I thank you.

HON SPEAKER: I thank the Right Honourable Prime Minister. Honourable Viljoen, any follow-up questions?

HON VILJOEN: Honourable Speaker, I wish to thank the Right Honourable Prime Minister for his answer. Thank you.

**DECISION TO MOVE AN UNOPPOSED MOTION ON THE
ESTABLISHMENT OF THE PARLIAMENT ACCESS CENTRES IN
REGIONS.**

HON SPEAKER: When this Debate was adjourned yesterday, the 1st of March 2006, the question before the Assembly was a Motion by the Honourable Dr. Ankama. The Honourable Mr. Amathila adjourned the Debate in order to move an

02 March 2006

**FINANCIAL INTELLIGENCE BILL
HON DE WAAL**

unopposed Motion to refer Honourable Ankama's Motion to a Parliamentary Standing Committee. Honourable Amathila?

HON B AMATHILA: Honourable Speaker, I beg your indulgence. Yesterday when I moved this matter to stand over until today, it was an effort on my part to allow Honourable Ankama to apply his mind to the issue, and through consultation Honourable Ankama, through you, will be able to make his position known. Thank you.

HON ANKAMA: Thank you, Honourable Speaker, Honourable Members. In the light of guidelines provided for by the Honourable Speaker in this House, on the Motion to establish Parliament Access Centres in Regions, I should like to Move an unopposed Motion: That the subject of the Debate to discuss the establishment of the Parliament Access Centre in Regions, be referred to the Parliamentary Standing Committee on Constitutional and Legal Affairs for further scrutiny and report back to this House.

I so Move, Comrade Speaker.

HON SPEAKER: Any objection? Will the Honourable Member table the Motion? We will await the Report of the relevant Standing Committee and we will be guided by the Recommendations contained therein. The Secretary will read the Second Order of the Day.

**DEBATE ON SECOND READING – FINANCIAL INTELLIGENCE BILL
[B.1-'06].**

HON SPEAKER: When this Debate was adjourned on Wednesday, 22 February 2006, the Question before the Assembly was a Motion by the Minister of Finance that

02 March 2006

**FINANCIAL INTELLIGENCE BILL
HON DE WAAL**

the Bill be now read a Second Time. Honourable De Waal adjourned the Debate and I now give him the floor. Honourable De Waal.

HON DE WAAL: Thank you very much, Honourable Speaker, Honourable Members.

We went through the Bill and we fully support its contents. Before I make some general remarks and some recommendations, I want to draw the attention of the Honourable Minister to some technical problems in the Bill. Unfortunately, neither the Minister, nor the Deputy Minister is in the House but let me continue, in any case.

Honourable Speaker, in Section 18(2) on Page 16, the word “of” is missing after the reference to Section 34(a), (b), (c) in the first line of that Section. I therefore propose that we put the word “of” after the reference to “(c)”, and while we are doing that, we might as well put in the word “or” between (b) and (c). The sentence will then read as follows: “*Any record of an investigation conducted under Section 34(a), (b) or (c) of this Act*”, *et cetera*. That is the first proposal, Honourable Speaker.

Secondly, Section 41 on Page 30 refers to Section 45(h), (i) or (j). However, Honourable Speaker, the Bill in our possession does not have a Section 45(h), (i) or (j). It seems that we have somewhere along the line lost half of Section 45 on Page 32, as well as the whole of Section 46.

Honourable Speaker, this is quite a serious problem because the Bill is not complete. Half of Section 45 is missing on Page 30. So, the reference in Section 41 to these sections does not make sense because they are not there, and similarly, the whole of Section 46 is also missing. The Bill goes to Section 45(d) and then jumps to Section 47. I do not know what needs to be done. Maybe the Honourable Minister could ask her staff to distribute the missing sections, so that we can propose the necessary amendments or, alternatively, she must withdraw the current Bill in our possession and reintroduce the correct version. I think it is important to take note of that, Honourable Speaker.

Honourable Speaker, Schedule 2 on Page 37 gives a list of supervisory bodies. I have no problem with numbers 1 to 6; however, numbers 7 and 8 are slightly problematic. As the Bill reads now, the two Acts are the supervisory bodies. I do not think that it would be possible for an Act to be a supervisory body.

Honourable Members, what is here is the following: “*Schedule 2 List of Supervisory Bodies*” and then number 7 says “*The Namibia Institutions Supervisory Authority Act, 2001.*” The Act cannot be a supervisory body. What we are referring to here is

02 March 2006

**FINANCIAL INTELLIGENCE BILL
HON DE WAAL**

the supervisory body that was created by the Act, and similarly, number 8, “*The Namibia Stock Exchange Act, 1985*”, cannot be a body. It must refer to the body that was established by that Act. So, that must also please be amended.

Honourable Speaker, I did not have time to go through and check every spelling mistake and all those things, but, in general, I think the rest is in order.

Honourable Speaker, Honourable Members, I have said in the beginning that this Bill must be welcomed and supported by all of us. For too long did people get away with anything from diamond smuggling to currency smuggling, and bribery, to mention but a few.

I also want to urge the Honourable Minister to make haste with the implementation of the Bill, so that the Anti-Money Laundering Advisory Council can start with its work and so that the necessary Regulations can be published in the official *Gazette*.

In fact, Honourable Speaker, I want to propose to the Honourable Minister that we amend Section 55 on page 35 so that this Act will come into operation on the 21st of March 2003. I know that backdating of the Bill is not normally done but in this case I believe that we have all the right to backdate the Bill. I say this because money laundering has never been a legal action in this country, even without this Bill. We will thus not harm anybody by backdating the Bill. Instead, Sir, it is simply a strengthening of our law enforcement efforts to reign in the crooks that, in any case, have committed a crime and who should be brought to book, because of that.

Honourable Speaker, the date of the 21st of March 2003 is proposed because, in general, we must all keep our documents for at least a period of three years. We will thus not waste time trying to investigate issues where no documents are available.

I therefore want to request the Honourable Minister of Justice, who is also not here today, to express her opinion on this matter, and to indicate whether she foresees any problem with this proposal of backdating the implementation date of this Bill to the 21st of March 2003.

Honourable Speaker, the reason I am proposing the backdating of the Bill is that in the last two years many people spoke to me - and I suppose to many other Members of Parliament - about a small group of white people who are misusing their knowledge and experience to commit fraud in a number of ways. This small group of white people are not only doing the country harm, but they are also bringing the white

02 March 2006

**FINANCIAL INTELLIGENCE BILL
HON DE WAAL**

people in this country into disrepute. What is even worse is that they are using the ignorance and the weakness of some of previously disadvantaged people, to do the dirty work for them.

To this small group, Honourable Speaker, I want to say today, that although you personally might have become rich very quickly, you must know and understand that you have and are still doing immense harm to the good name of the vast majority of white people in this country. Your actions are irresponsible, inexcusable, and unforgivable and you will be brought to book at the appropriate time and via the appropriate channels.

Honourable Speaker, having said that, I do not pretend that there are not also previously disadvantaged crooks. There are many of them and to them the same message must also be sent. (Intervention)

HON MINISTER WITHOUT PORTFOLIO: Sir, I am extremely sorry to interrupt the Honourable Member, but may I ask a small question?

In order for me to understand, what exactly did this small group do? What did they do? Did they steal or did they launder the money or what did they do?

HON DE WAAL: I think the Honourable '*Minister without Work*' (Laughter) knows *exactly* what I am talking about. Honourable Minister, let me say to you that, unfortunately, there are some Ministries, which are suffering because of fraudulent transactions, ranging from spare parts, to tenders, to a lot of other things, and, as I have said in my speech, these people will be brought to book at the appropriate time and via the appropriate channels.

Honourable Speaker, the next issue that I want to address is the relationship between the following institutions.

HON ULENGA: Honourable Speaker, may I pose a question to the Honourable Member?

02 March 2006

**FINANCIAL INTELLIGENCE BILL
HON DE WAAL**

I also did not want to interrupt the very interesting speech coming from the Honourable Member but I am perplexed if I hear the Member speak as if he has in his hands the power to bring people to book and so forth. Can the Member please be slightly more explicit, so that we can either appreciate or do otherwise about what the Member is addressing? Thank you.

HON DE WAAL: Honourable Speaker, all I can say to the Honourable Member is that we are discussing the Financial Intelligence Bill, which deals with money laundering, and it is in that connection that I am making these remarks. I do not intend to prosecute people myself but what I want these people who are busy with this to understand, is that they should not think that they are above the Law and that they will not be reported. They will be reported at the right time and through the right channels.

Honourable Speaker, the next issue that I want to address is the relationship between the following institutions: The Bank of Namibia with its new function given to it by this Bill, the Office of the Ombudsman, the Office of the Auditor-General and the Anti-Corruption Commission, and, while it is not part of my speech, I think I want to add the fifth one, which is the Receiver of Revenue. There are now at least five institutions that are dealing with corruption, fraud, money laundering, evading of tax and so forth.

Honourable Speaker, there is a very thin line between the functions and duties of the above Institutions, and I believe it will be necessary for us to inform the public properly where the responsibility of the one ends and where the responsibility of the other one starts. It is a very thin line because now we have so many oversight bodies.

We must also somehow ensure that no duplication of duties will take place. Some time ago somebody from outside visited me with a number of problems and complaints. He was very unhappy with the Office of the Ombudsman because he felt that the Ombudsman was not doing his work. At the end of the conversation he told me that he is now also going to send the same case to the Anti-Corruption Commission, in the hope that he will get joy from that Body. The case is already with the Ombudsman. He did not get joy so he has now decided to send this case to the Anti-Corruption Commission.

Honourable Speaker, the problem I am trying to highlight is the very distinct possibility that the same case might be reported to *all* the above institutions, either by the same person or by different persons. It is quite possible. I have thought about this carefully and it could easily happen that somebody might report a case to the

02 March 2006

**FINANCIAL INTELLIGENCE BILL
HON DE WAAL**

Receiver of Revenue because a certain person does not pay tax. Another person might report that same culprit to the Anti-Corruption Commission because he saw the thing from another angle - where the money came from - and eventually we will sit with the same case under investigation by all five of these institutions. When this happens, we might have five investigations into the same problem, conducted by five different offices.

In order for us to solve this problem, I would propose that we amend the Financial Intelligence Bill to make either the Governor of the Bank of Namibia or the Auditor-General the convener of a compulsory monthly meeting between the Executive officers of the five institutions, to compare notes and to ensure that no duplication takes place. I think it is necessary for the Executive Officers to come together once a month just to compare notes, to say, "*I am investigating Piet Van Der Westhuizen*". The Auditor-General will say, "*but I am also investigating him*" and they can compare notes so that we do not have a duplication. I do not know if that is the solution, but I think we need to do something about it: just to have these five so close together will be very difficult.

Honourable Speaker, in conclusion, I want to touch on two general issues. Firstly, I want to ask the Honourable Minister of Finance to assure the House (and at the same time to explain to the House) how fraudulent transactions by people doing business in Namibia who do not open any bank account will be traceable after the implementation of this Bill. I do not know how many people are trading like this, but I have been told that there are quite a number of people doing business in this country on a cash basis.

In the past months I have had numerous complaints from the public about this phenomenon. Some of these people only work with cash. They buy everything with cash and they only accept cash for payment. They do not mind if you pay in Namibian Dollars or in US Dollars, as long as you pay cash.

If we are not one 100% sure that we will be able to drag these people into or under the net with this Bill, as it stands, I want to propose that we amend the Bill to make it compulsory for every person doing business in our country to open a bank account with one of our approved banks. We should simply force them to open a bank account.

The good thing is that once you have a bank account, at least you can look at the balance of the bank account and the movement on the bank account, and then you can

02 March 2006

**FINANCIAL INTELLIGENCE BILL
HON TJIRIANGE**

go to the shop and compare what is in the shop and what is in the bank account, and then you will very easily see that this is one of these persons who just work in cash.

Honourable Speaker, the second issue concerns the removal of cash through our airports and other exit and entry points on our borders. I have been told that some of these cash-based business people simply fly overseas with stacks of US Dollars, either on their bodies or in their luggage.

I therefore request the Honourable Minister of Finance to inform the House about what steps she intends to take to stop this from happening in future.

Honourable Speaker, with these few remarks, we support the Bill and request the Honourable Minister of Finance to ensure its speedy implementation. I thank you, Sir.

HON SPEAKER: That is what I consider to be a constructive contribution. The matters of substance in Honourable De Waal's statement aside, I want to express, on behalf of the House, thanks to him for the discovery he has made of the missing pages and that these papers be restored to all the Members. Either the missing pages are restored or are added to the defective Bill or the whole Bill is redrafted. Probably the former might be easier to do but that must be done and I also commend him for his patriotic commitment that we go after the violators and bring them to book. Not he as a citizen but the machinery of the law will take care of that.

Since neither the Minister nor the Deputy Minister is here, I trust that the Right Honourable Prime Minister would convey to them the need for the Bill to be made whole, so that when the Debate commences in earnest, the Honourable Members would, so to speak, speak from the same page. Should I ask the Honourable Minister of Finance to reply? Somebody should adjourn the Debate. Honourable Tjiriange.

HON MINISTER WITHOUT PORTFOLIO: I wonder whether the Speaker would like me to adjourn, but I was just trying to make a small comment.

Comrade Speaker, honestly I should like to congratulate Honourable De Waal for the very informative and concrete suggestions that he has made. It was a very good

02 March 2006

**FINANCIAL INTELLIGENCE BILL
HON TJIRIANGE**

performance, indeed.

I just wanted to add to what he has said. In addition to the things that he has just mentioned, there seems to be a phenomenon which is growing in this country and which is very worrying indeed. This is black marketing in which foreign currency is now rabid in this country, whereby some shops (I do not want to mention names) but some people, basically foreigners that I know of, who are indulging in currency transactions outside the framework of the banks. I did not want to mention it but perhaps let them hear in the meantime, unless you insist that I mention them. However, there seems to be nothing being done to these people.

What Honourable De Waal has said of carrying currency, either on the body or in suitcases or whatever, is as a result of this market. Many of these people do not have their hearts here. It is there where they came from. Definitely, when they change this money illegally, they do not intend to keep the money here. It is to accumulate and do with it exactly what Honourable De Waal has said.

I think our machinery must be very active in arresting this situation before it becomes a problem. However, it has already raised its ugly head and our forces seem to be helpless or perhaps unaware.

I can tell you, if you go to some of these mushrooming small shops here, they will change this money and I do not see why the Police cannot track these people. If you have diamonds, the Police have a method of selling these diamonds and to arrest offenders on the spot. Why not with this money? I hope Honourable Tsheehama is listening carefully. It is Police and this Diamond Branch falls under him, if I am not mistaken.

The same we are doing about the diamonds we *must* do about this foreign currency. It is a very dangerous thing for the country and we have to arrest it now before it really becomes a problem.

I just wanted to add these few words to what Honourable De Waal has said.

HON MINISTER OF DEFENCE: Thank you very much, Comrade Speaker. I would like, with the indulgence of the House, to adjourn the discussion until the 7th, next week Tuesday at 14h30.

02 March 2006

RT HON PRIME MINISTER: Thank you, Comrade Speaker. The Minister is not here and I have one or two questions.

One question to whoever is representing the Minister of Finance is regarding the list of accountable institutions. There is an institution there called a '*Totalisator Agency*' and I want to know what this Agency does.

HON SPEAKER: Right Honourable Prime Minister, would it not serve the purpose of the House if the discussion is postponed until the Minister is strongly advised to be present here? The Right Honourable Prime Minister himself would like to put some questions to her, so I would give the floor back to the Minister to adjourn the Debate until Tuesday.

The Debate on this Motion stands adjourned until Tuesday, 7 March 2006 and that brings us to the end of the business for the day. I ask the Right Honourable Prime Minister to adjourn the House until Tuesday, 7 March 2006.

RT HON PRIME MINISTER: Honourable Speaker, I propose that the House adjourns until Tuesday, the 7th, 14:30 sharp.

THE HOUSE IS ADJOURNED AT 16:05 UNTIL 2006:03:07 AT 14:30

**NATIONAL ASSEMBLY
ASSEMBLY CHAMBER
WINDHOEK
07 MARCH 2006**

The Assembly met pursuant to the adjournment.

HON SPEAKER: Took the Chair and read the Prayers and the Affirmation.

HON SPEAKER: Any Petitions? Any Reports of Standing or Select Committees? Other Reports and Papers? Honourable Minister of Finance?

HON MINISTER OF FINANCE: Honourable Speaker, I lay upon the Table the Annual Report of the Road Fund Administration for the Financial Year 2003/2004.

I also lay upon the Table Reports of the Auditor-General on the accounts of the:

- 1) Ministry of Mines and Energy for the Financial Year ended 31 March, 2004;
- 2) Ministry of Higher Education, Training and Employment Creation for the Financial Year ended 31 March, 2004;
- 3) Ministry of Health and Social Services for the Financial Year ended 31 March, 2004;
- 4) Ministry of Lands, Resettlement and Rehabilitation for the Financial Year ended 31 March, 2004;
- 5) Social Security Commission, Employees Compensation Fund and Maternity Leave, Sick Leave and Death Benefit Fund for the Financial Year ended 29 February, 2004;
- 6) Village Council of Aranos for the Financial Year ended 30 June, 1999, 2000 and 2001;
- 7) Namibia Broadcasting Corporation for the Financial Year ended 31 March, 2004;

07 March 2006

**TABLING OF REPORTS
HON KUUGONGELWA-AMADHILA**

- 8) Village Council of Maltahöhe for the Financial Year ended 30 June, 1999 and 2000;
- 9) Village Council of Maltahöhe for the Financial Year ended 30 June, 2001 and 2002;
- 10) Regional Council for the Khomas Region for the Financial Year ended 31 March, 1999;
- 11) Regional Council for the Khomas Region for the Financial Year ended 31 March, 1998;
- 12) Municipality of Walvis Bay for the Financial Year ended 30 June, 2004;
- 13) Municipality of Walvis Bay for the Financial Year ended 30 June, 2005;
- 14) Town Council of Eenhana for the Financial Year ended 30 June, 2004;
- 15) Municipality of Karasburg for the Financial Year ended 30 June, 2005;
- 16) The Government of Namibia for the Financial Year ended 31 March, 2004;
- 17) Town Council of Ongwediva for the Financial Year ended 30 June, 2005 and
- 18) Regional Council for the Khomas Region for the Financial Year ended 31 March, 1997.

I so Move, Honourable Speaker.

HON SPEAKER: Honourable Minister, please Table the Report. Any other Reports and Papers? Notices of Questions? Honourable Moongo?

07 March 2006

**NOTICES OF QUESTIONS
HON MOONGO**

NOTICES OF QUESTIONS

QUESTION 31:

HON MOONGO: Honourable Speaker, I hereby give Notice that on Thursday, 16 March 2006, I shall ask Minister of Safety and Security the following:

It is a fact that licence holders suffer owing to Act No. 22 of 1999 Section 31 (a) and (b): that no person shall drive a motor vehicle on a public road unless he or she carries a licence with him or her in the vehicle. Naturally anybody can forget or misplace the licence at home or in other cars: this oversight would not be intentional.

Can the Minister propose an Amendment and reduce the penalty from N\$300.00 to N\$30.00 per first offence and as to whether the licence be presented within two weeks at the nearest Magistrate?

QUESTION 32:

I further give Notice that on Thursday the 16th of March 2006, I shall ask the Honourable Minister of Environment and Tourism the following:

- 1) Is it true that the Minister of Environment and Tourism has never visited his employees in Oshana, Oshikoto and Omusati Region, while there are many problems?
- 2) Is it true that the employees in the above-mentioned Ministry receive lower salaries on the grounds that they get enough S & T monthly?
- 3) Can the Minister confirm that field patrols were reduced to only four times per month, which leads to lower S & T's of the workers, and that wild animals are at random destroying crops and killing livestock?
- 4) Can the Minister explain as to whether the losses suffered by the victims will be compensated?

I so Move, Honourable Speaker

07 March 2006

NOTICES OF QUESTIONS

HON SPEAKER: Honourable Member, please table the Questions. Honourable Schimming-Chase?

QUESTION 33:

HON SCHIMMING-CHASE: Thank you, Honourable Speaker. I give Notice that on Thursday, 16 March 2006, I shall ask the Minister of Education, Honourable Nangolo Mbumba the following Questions:

- 1) Is it true that ETSIP is being funded by a loan from the World Bank?
- 2) If the answer is in the affirmative, what is the amount of the loan?
- 3) What are the conditions attached to the loan?
- 4) How does Government intend to service the said loan?
- 5) If it is not true, who is funding ETSIP?

I so Move.

HON SPEAKER: Will the Honourable Member please table the Questions. Any further Notices of Questions? Honourable Gurirab?

HON GURIRAB: Honourable Speaker, I will rise in terms of Rule 78 to pose another Question.

HON SPEAKER: You may sit down. Rule 78, regarding Notices of Questions, reads as follows:

“Any Question shall not be asked without Notice unless it is of an urgent character or relates to the business of the day and a Member has obtained the leave of the Speaker to ask it.”

I have not been consulted on this question and I have not granted any leave to that effect. If it is an urgent question, even before I consider granting leave, I must ask the

07 March 2006

**DEBATE ON FINANCIAL INTELLIGENCE BILL
HON NAMOLOH**

Honourable Member: What is the urgent nature of the question?

HON GURIRAB: Honourable Speaker, I did indeed consult with the Officials; I do not know whether (Intervention)

HON SPEAKER: The Officials and the Speaker are different things. The Rule says 'Speaker'. Any Notices of Motions? Any Ministerial Statements? Notice of a Motion is the one of Honourable Mudge. Does the Honourable Member Move the Motion?

HON MUDGE: Honourable Speaker, I am very sorry: I want to apologise. If possible, I would like to Move the discussion of this Motion until Thursday, the 9th of March 2006. I am still seeking some information, which I am going to get this afternoon so if...

HON SPEAKER: Very well. The 9th of March is Thursday. I see no objection. The Motion stands adjourned until Thursday, 9 March 2006. The Secretary will read the First Order of the Day.

**RESUMPTION OF DEBATE ON SECOND READING – FINANCIAL
INTELLIGENCE BILL**

HON SPEAKER: When this Debate was adjourned on Thursday, the 2nd of March 2006, the Question before the Assembly was a Motion by the Minister of Finance that the Bill be read a Second Time. The Honourable Minister of Defence adjourned the Debate and he now has the floor.

07 March 2006

**DEBATE ON FINANCIAL INTELLIGENCE BILL
HON NAMOLOH**

HON MINISTER OF DEFENCE: Honourable Speaker, Honourable Members, I rise to support the passing of this very important but overdue piece of Legislation by this august House.

Indeed, the fact that sixteen years after Independence that there was no legislation to combat money laundering was a serious weakness on our side, as the Government. Of course, money laundering, unlike in other countries, has not been a serious problem in Namibia in the first years of our Independence and would therefore rightly not become a priority or serious concern for the Government.

However, the latest developments, namely the Avid and Great Triangle Investment sagas, just to mention the most salient cases, have left the country with a very bitter taste, to say the least. It is high time that we equip the Government and, in particular, the Law Enforcement Agencies with the necessary powers to combat this evil.

It is correct that the country had some legislation that is equally aimed at combating commercial crimes, such as the Anti-Corruption Act and the Prevention of Organised Crime Act.

This legislation, however, does not address money laundering directly and the country needs a law that is precisely meant for that.

Although I support the Bill as it is, I honestly feel that the penalties prescribed for would-be offenders are too lenient. The Bill prescribes N\$100 000.00 fine or five (5) years' imprisonment as the maximum sentence that the Courts of Law may impose in the case of a conviction for contravening the provisions of this Bill. I do not find that to be deterrent enough. We must put in place very tough sentences that in themselves can be considered to be Law Enforcement Agents. I thus suggest that we increase the penalty to a fine not exceeding N\$500 000.00 or an imprisonment of up to fifteen (15) years or both the fine and imprisonment.

I have further noticed minor drafting errors that could be addressed without much ado. The use of the terms '*Supervisory Authority*' instead of '*Supervisory Body*', which is defined in the Bill, is one of them. This needs rectification and is at Section 5(3)(c) of the Bill.

The definition of '*Accountable Institution*' in Section 1 is also incomplete. I suggest that the words '*or Institution*' be added at the end of the definition.

07 March 2006

**DEBATE ON FINANCIAL INTELLIGENCE BILL
HON NAMOLOH**

The Bill further refers to ‘*Namibia Intelligence Services*’, while the correct name is ‘*Namibian Central Intelligence Services*’, as established by an Act of Parliament. Likewise, at Section 10 in the composition of the Advisory Council, the Bill refers to “*the Director in the Ministry responsible for Intelligence Services*”. If we are referring to the Director-General of the Namibian Central Intelligence Services – if this is so - let it be clearly stipulated to avoid ambiguities.

At Section 5(c) the words “*on conviction*” should be inserted between the words “*liable*” and “*to*”.

Section 8(4) has left out the number of the Public Service Act.

Section 11 is not properly written because there is a big space between the ones to indicate eleven (11). It looks like Section 1 and Subsection 1.

The Bill makes mention of the Deputy Chairperson to the Advisory Council but nowhere does it provide for the appointment of such a Deputy Chairperson. It only provides that the Governor of the Bank of Namibia is the Chairperson of the Council and nothing else. I do not want to believe that we should take it for granted that the Deputy Governor is the *de facto* Deputy Chairperson of the Council. If it is so, let it be expressly stated.

On the suggestion by Honourable De Waal that we make the Bill retroactive as from 2003, I do not think it will be legally correct. This Act once passed will create offences and there is a principle in law that prevents lawmakers from enacting laws that have retroactive effects, if the said laws are creating obligations and offences.

In general, we are presented with a wonderful piece of legislation, and I therefore move in support of the Bill and urge all the Honourable Members to pass this Bill to enable the country to combat money laundering effectively.

I thank you Honourable Speaker.

HON GURIRAB: Honourable Speaker, I rise this time not to ask a question, but to make a contribution to the Debate on the Bill on the floor.

07 March 2006

**DEBATE ON FINANCIAL INTELLIGENCE BILL
HON GURIRAB**

Honourable Speaker, I rise to express our support for this important Bill. The object of the Bill is set out in the Preamble of the Bill, the object of which is to combat laundering of money. I will return to the point later.

Honourable Speaker, I have risen to ask questions basically for clarification and hopefully, that we pass a good law in this regard. We need a law of this nature because, as the *cliché* goes, we are now a global village and there is no place to hide, even for smaller countries like ours.

Honourable Speaker, I have a few questions to ask for clarification, as I feel this will strengthen the Bill when it is finally passed. My first question, or observation, is on Section 2 read together with Section 4 of the Bill. I will start with Section 4:

Section 4 says, "*This Act applies to all Supervisory Bodies*". Now if you go to Schedule 2, the Bank of Namibia is listed as a Supervisory Body. If you go back to Section 2, the Bill says, "*This Act does not apply to the Bank, except for those qualified instances.*" I am seeking clarification so that I exactly understand what it is we are doing.

Also under Section 4, where the Bank is both an administrator and also listed under Schedule 2, to the extent that the Bank is an administrator of this Act, and at the same time also a Supervisory Body, it would appear that the Bank is entrusted with two roles: that of a Judge and the Jury.

Honourable Speaker, it is the same observation and it is in Section 5(e), which says, "*the objective and function of the Bank*", which is, in terms of Schedule 2, the Supervisory Body and (e) says: "*supervise compliance of this Act*".

That is what Section 5(e) says. I would like to dwell on the objectives and functions of the Bank in respect of this Act. If one reads the objectives as set out, my question is, in terms of the instrument we are to create, who is the principle Agency responsible for anti-money laundering activities? If you read the objectives set out closely, it would appear that the role of the Bank here is to co-ordinate, to play the role of the Co-ordinating and Supervisory Body.

I was talking in terms of the Preamble about the principle object of this Act. If you look at Section 5(f) it reads that one of the objectives and functions of the Bank is to conduct research into the trends and development in the area of money laundering and the financing of terrorism and improvements in detecting development *et cetera*.

07 March 2006

**DEBATE ON FINANCIAL INTELLIGENCE BILL
HON GURIRAB**

I am here at a loss, because I thought the object of this Act was to combat money laundering. Of course those who launder money can put the proceeds of money laundering to any number of uses, one of which may be terrorism. An alternative purpose could be to live a certain life but I am really at a loss why we would want it to deal specifically with terrorism here, because we are dealing not with what we do with the proceeds of money so laundered, but to *prevent* the laundering of money itself. It would appear as if there is a big leap from the object of the Act itself, in a surreptitious manner with something that appears not to be the primary function of this Bill.

In Section 6(c), I wish to make two observations. One is that a Bill or Act would normally say that one would be fined ten years or N\$10 000.00. There is a problem with that, because over time money loses value. The N\$10 000.00 will not be the same as N\$10 000.00 in 10 years' time, so when an Act which says a rapist should be punished for 30 years or N\$10 000.00. The proportion is lost over time. Is it not a better formulation to say that where we put the money value, such a money value would be determined from time to time by the responsible authority in this case, the Minister?

The second observation I wish to make is, for example, in Section 14, Subsection 6. It reads, "*An accountable Institution which contravenes or fails to comply with the Subsection, whatever the Subsection, commits an offence and is liable for a fine not exceeding N\$500 000.00 or in case of an Institution.*" We must first look at the definition of an 'accountable institution'. This could be an Institution or an individual. In terms of this Section and I read the Subsection you would fine the First National Bank N\$500 000.00, and you would fine me or send me to jail for 30 years. There is no sense of proportion, at this stage, right through the Act on this.

Honourable Speaker, in terms of the composition of the Advisory Council, if you look at Section 8 for example, where certain functions are being given to the Governor of the Bank, it reads that the Governor *may* delegate. The question I wish to ask, in respect of Section 9 of the Act is, where these specific officials are mentioned, is it in terms that it would at all times *be* these officials and that these functions cannot be delegated? If that is then the case, why should we have a formulation in 9 as we have in the case of 8?

In terms of Section 11, on the functions of the Council, it seems the Governor of the Bank is the Chairperson of the Council and under 'Functions', there is a typographical error: 11 is typed here as 1. However, in 11, Subsection 2, dealing with the administrative support for the Council, it says that it will be the function of the

07 March 2006

**DEBATE ON FINANCIAL INTELLIGENCE BILL
HON GURIRAB**

Ministry. I was asking, since the Bank, in terms of Section 11, Subsection 2, is responsible for the administration of the Act, why not remove the burden of the support function also from the Ministry, since they are the administrators of the Act and have the Bank also provide that support function?

I have made the point about this proportion already and I wish to say that runs through and I do not want to repeat it when it occurs but the emphasis is that the burden is heavier on an individual, in terms of an accountable Institution, than it is the case of an Institution.

Honourable Speaker, in respect of the duties and expectations from the accountable institution, if you read through all the sections from 13 to 34, the duties being imposed on accountable institutions. Not only are these onerous but they will be impractical to implement. Take, for example, the accountable institutions, in terms of Schedule 1: take those bodies from 8–14 or 19–20 and look at those things which you asking they should be doing from 14–34. These would be largely impractical. Let me cite an example: Schedule 1(10) an accountable institution is a person who carries on the business of second-hand goods - that is, for example, a person who is selling the discarded furniture of the Ministers. Now, if you look at what I will be expected to do in terms of Clauses 14-34, if you come and buy a second-hand sofa which I bought from the Attorney-General and I am selling it, I should keep a record of who buys the Attorney-General's former sofa, and who buys the Minister's former bed, but if you look at it at the detailed requirements which...(Intervention)

HON MINISTER OF JUSTICE AND ATTORNEY-GENERAL: A Point of Information, Honourable Speaker. The Honourable Member, despite the fact that he is addressing a relevant issue, is venturing into irrelevance. The Attorney-General is not selling sofas, neither have I heard of a Minister here selling sofas. Address your Point properly.

HON GURIRAB: Honourable Speaker, it was just a hypothetical case, a suggestion.

HON SPEAKER: Right go ahead: proceed with that, if it was a suggestion from Your Comrade.

07 March 2006

**DEBATE ON FINANCIAL INTELLIGENCE BILL
HON GURIRAB**

HON GURIRAB: Just in case in the future the Attorney-General wishes to sell second-hand sofas and I buy from the Attorney-General and I resell this, there is no way that I will keep as detailed a record of what is expected, in terms of Sections 14-34, and most or many institutions will be unable to do it. It is onerous; it is impractical.

Honourable Speaker, I have one or two additional things to say. On Section 24, I raise this because of ignorance. I had hoped to ask the Bank of Namibia but I did not have the time. This merely deals with the transfer of money to and from without our country. The importance of that one is lost on me. (Intervention)

HON MINISTER OF LANDS AND RESETTLEMENT: Honourable Speaker, may I ask my Honourable brother a small question? Yes, thank you. Comrade Tsudao, do you not think that we should also insert a clause that, if one seeks a salary from an institution one does not recognise, it is also part of this fraud, *et cetera*, and do you not think we should insert such a clause, for instance, like the CoD. We are here now almost a year and the CoD's Court case is still pending, but CoD's presence is still here. Do you not think this is part of the money laundering?

HON GURIRAB: Honourable Speaker, I was dealing with Section 24. I have already answered my good friend, the Minister of Lands, on this question and the answer he gave the same as that of our President when he came here on that one, but dealing with Section 24...

HON MINISTER OF LANDS AND RESETTLEMENT: Honourable Speaker, I want clarity: "*our President came here*", what does he mean? The case of CoD and the President, what does it mean? What does the Honourable Member mean?

Honourable Speaker, what I was saying is that the answer is the same and it is what the President said when he spoke here, in this House, on this matter. I am talking about the President of the country.

HON GURIRAB: Honourable Speaker, I was on Section 24 and I said the importance of Section 24(1) is lost on me.

07 March 2006

**DEBATE ON FINANCIAL INTELLIGENCE BILL
HON TSHEEHAMA**

To conclude Honourable Speaker, I have one or two more issues to raise for clarification, and these are on Section 50, on the indemnity which indemnifies both the Minister and the Bank. The question I wanted to ask was why these financial Bodies should also not be indemnified as well, because they are essentially Regulatory Bodies so that, in terms of legislation here, it will indemnify the Minister and the Bank why are not these institutions as well.

Then one or two things on the Schedules: on Schedule 1 of 4 I was looking for that Act, but it does not appear to exist arguably in the Financial Markets Act listed under 4. In 17, is the number of the Act correct? And on Schedules 2, 7 and 8 I suppose we would need to look at 7 and 2 to have been saying the same thing as stated in 1-6: that is to say, "*the Namibian Supervisory Authority established or defined in terms of...*", and *et cetera*.

With these few Questions, which I am raising, Honourable Speaker, for clarification, we support this important Bill.

HON MINISTER OF SAFETY AND SECURITY: Thank you, Honourable Speaker. Let me also thank the Honourable Minister of Finance for having tabled the Financial Intelligence Bill at this very important moment.

The Bill is very important for the economy of this country. It is clearly sound and it incorporates most of the provisions that are essential in combating money laundering and other financial crimes.

The Bill also compares favourably with those from other countries, especially within the SADC Region. However, the Intelligence Services in the Region which were contacted have indicated that there are some weaknesses within their Financial Intelligence Laws, which they thought we should be informed about and that we should not repeat what they have done. We were therefore advised to consult them, actually, especially South Africa, during the drafting of our own Financial Intelligence Bill, so that we avoid the incorporation of those weaknesses within our own Financial Intelligence Bill.

I have very few amendments to propose. I must only say that I will always make sure that I speak before the Minister of Defence because most of the amendments that he has proposed here were the amendments that I wanted to propose. However, just for

07 March 2006

**DEBATE ON FINANCIAL INTELLIGENCE BILL
HON TSHEEHAMA**

the emphasis, on page 5 - that is on the definition - that was one that I was having on the Intelligence Service, which is 'Namibian Central Intelligence Service'.

Then on page 7, Subsection 5(d) reads, "*...inform, advise and co-operate with the Investigating Authorities and the Intelligence Services.*" I want us to expand this by adding and making information collected by the Bank available to these investigating authorities for the purpose of administration, intelligence collection and law enforcement. Perhaps it would be better if it is expanded that way. I say that we just add, "*...and make information collected by the Bank available to these Investigating Authorities, for purpose of administration, intelligence collection and law enforcement*".

The other one is on page 12, Subsection 13(2)(a), the identity of the prospective client: I thought this one should read, "*the full identity/profile of the client.*" I thought it should be defined that way.

The other one would be on 14(a): that one is the same. So, I thought these few Amendments: for some of them I do not need to go to see if there were others that were proposed for the Amendment.

It is therefore my opinion that the Bill must go through this august House as quickly as possible, and I would like to assure the Honourable Minister of Finance that I fully support the Bill.

I thank you.

HON DEPUTY MINISTER OF LABOUR AND SOCIAL WELFARE: Thank you, Honourable Speaker. Mine is very short.

Before I continue, I would just like to thank the Honourable Minister and her staff for preparing this important piece of Legislation.

At Section 24(2), I just want to have the intention clarified: whether is it a person who commits a first offence who is fined to the tune of N\$100 000.00, or not exceeding 5(five) years or both, but again it indicated that if he continues to commit the same offence, he is now charged even less, just given N\$50 000.00. (Intervention – "*per day*") Is it per day? Then that is very good. I had omitted the phrase '*per day*'.

07 March 2006

**DEBATE ON FINANCIAL INTELLIGENCE BILL
HON B AMATHILA**

I wanted just to remind the Honourable Minister that Section 46, as Honourable De Waal has noted, is omitted; this is not included and it is very important to remind her.

Thank you very much, Honourable Speaker.

HON B AMATHILA: Thank you, Honourable Speaker, I am not actually intending to speak on the Bill but rather to raise a question, which was an observation made by Honourable Ilonga: for the Minister to assure us that the Bill in its present form is complete because of those omissions. Otherwise, I do not really see a very good reason to Debate the Bill, when it is not complete.

If the Minister could react on whether that page or rather Section 11, 45 (it looks as though it is not complete) and then 46 are missing - because when we are discussing the Bill at least it has to be in its totality to allow Members to pronounce themselves on the Bill.

Can the Minister just assure us whether it is possibly just poor numbering or if those omissions can be taken care of so that we can discuss the Bill in its totality?

Thank you.

HON SPEAKER: I just want say for the appreciation of the Honourable Minister of Finance, that this discovery (if you are able to confirm it as such) was made at the last time this matter was considered in the House - that there were some missing parts of the Bill, and the advice was that those missing parts should be re-instated (if indeed they are missing) or that alternatively the Bill should be completely redrafted with everything replaced - all the 't's crossed and the i's dotted'. It was left to the Honourable Members on the Executive side, who were present here, to bring that discovery to the attention of the Minister. The Minister will have an opportunity, of course, to reply but if the Attorney-General would like to assist with clarifications, the House would appreciate that.

HON MINISTER OF JUSTICE AND ATTORNEY-GENERAL: Yes. Thank you, Comrade Speaker. I did not have the opportunity to consult with the Minister concerned and I was also not present on the day the issue was raised. However,

07 March 2006

**DEBATE ON FINANCIAL INTELLIGENCE BILL
HON IIVULA-ITHANA**

looking at the preliminary listing of Sections of the Bill at the first pages, if you just refer to the first page, you will see that all the headings are listed. Section 11, which is said to be missing, is not missing: it is there in my document. However, with the way it is written, there is a space between 1 and 1. (Section) 46 is there: the heading is there. It is the jurisdiction of Magistrate's Courts.

I think the mishap arose during the printing. That can be rectified quite easily, because the Bill has gone through various processes, and I know it was complete at the time we dealt with it. Unless the Minister feels otherwise, I was going to propose that the rectification can be done while the Bill is still on the floor of Parliament. (Intervention)

HON SPEAKER: It was mixed with the concurrence of the House, the Speaker will not insist, but I have a clear memory of the discussion that transpired and there was clearly a concern that the House would not be in a good form to continue discussing the Bill, if some parts are missing or there is some lack of clarity on the text before the House.

Now, whether this is a stage at which I ask the Minister to reply, I would have asked for further discussion. However, if the Minister is in a position to give an interim indication before finally replying that would perhaps be helpful. Minister?

HON MINISTER OF FINANCE: Thank you, Comrade Speaker. I also wanted to propose that this Section that seems to have been omitted, we would be able to provide in a form of an *Addendum* by tomorrow and the Honourable Members would have the opportunity to browse through it, and, if they have comments, they would be able to make comments on it. I would feel that, perhaps this would be a preferable way of dealing with it rather than starting from the beginning, since that is really just a small part that became lost in the printing process.

HON SPEAKER: Thank you, Honourable Minister. With that, any further discussions? Does the Minister wish to reply? Are you listening to the Speaker's efforts to ensure Order in the House? Any further discussion? Attorney-General?

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON MANOMBE-NCUBE**

HON MINISTER OF JUSTICE AND ATTORNEY-GENERAL: Comrade Speaker, I am in a very difficult situation. I thought the Proposal that the Minister made, that the *Addendum* was going to be provided tomorrow would now give the complete picture of the Bill so many of us will be able to participate in the Debate and therefore I would like to ask why should we be rushed?

On the basis of that Honourable Speaker, I am going to propose an adjournment of the Debate.

HON SPEAKER: That is right. That is what I was looking for. On that enlightened proposal, the Debate on this Bill stands adjourned until Thursday, 9 March 2006. The Secretary will read the Second Order of the Day.

**RESUMPTION OF DEBATE ON THE UNSATISFACTORY STATE OF
AFFAIRS AND THE LACK OF AFFIRMATIVE ACTION IN BOTH THE
PUBLIC SERVICE AND THE PRIVATE SECTOR.**

HON SPEAKER: When this Debate was adjourned on Wednesday, the 1st of March 2006, the Question before the Assembly was a Motion by the Honourable Mr Ulenga. The Honourable Manombe-Ncube adjourned the Debate and she now has the floor. Honourable Ncube?

HON MANOMBE-NCUBE: Honourable Speaker, Honourable Members, having listened to the Motivation of the Motion by Honourable Ulenga, I support the Motion and thank Honourable Ulenga for bringing up the issue of Affirmative Action to the attention of this august House.

To start with my contribution on this very important Motion, allow me to acknowledge and thank the Honourable Speaker and the rest of the Members of this House, for a very Affirmative Action that was taken by building a ramp at the entrance to the Parliament Building which is now completed and provides access to the Parliament for people with disabilities and other elderly members of our society.

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON MANOMBE-NCUBE**

However, we are still awaiting the completion of the elevator. In the same vein, I also thank the President, His Excellency Comrade Hifikepunye Pohamba, for putting disability issues in the limelight of public debate and scrutiny, though some of the members of our society are still hostile towards people with disabilities, and treat us like fragile and special people but we have only different needs.

Honourable Speaker, Honourable Members, I believe that Affirmative Action Legislation has been put in place by the elected representatives of the people; therefore it is of utmost importance that we make sure that it is complied with and implemented in all its forms, both in the Private Sector and Public Sectors.

Before I continue with my contribution, Honourable Members, I would like to make a few comments and this is on Honourable Venaani's Statement during his contribution to the said Motion. I sincerely acknowledge the positive contributions of the Honourable Member, though the issue of parents' hiding their children with disabilities is a reality and a big concern, and I share the same sentiment. However, organisations of people with disabilities are trying their level best to address this issue, but also know that the barriers, which excluded the children with disabilities from schooling opportunities are the societal attitudes with which we are also still dealing. This, in turn, put them on the sad receiving end of Affirmative Action. It is therefore important that the issue of accessibility in schools be addressed because most of our schools and other educational institutions are not disability friendly.

Furthermore, Honourable Speaker, it should be taken into cognisance that disability is a human rights and development issue that is a cross-cutting. Therefore, it is the responsibility of all social entities to make sure that there are policies that are catering for disability issues within their structural set-up and not only point at Government for every single issue. As example for Honourable Venaani's DTA Party, if this has to govern in the future at all, I urge you to have disability-focused policies and, if you do not have these already, to develop them.

To continue further, the lack of skills is making it difficult for the vast majority of people with disabilities to keep or find jobs as provided for by the Affirmative Action Act. The Affirmative Action Act is meant to correct this imbalance in our Nation, whereby currently adults with disabilities have to be catered for and protected by this Legislation. I am delighted to see disability issues being highlighted and redressed and that people with disabilities, who are suffering many prejudices by the virtue of

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON VILJOEN**

their disabilities, are protected by this Law. The only problem is that we have to assure conformity to the Act.

Honourable Speaker, Honourable Members, I have to share this with you.

A black woman with disabilities especially faces much discrimination; firstly for being black; secondly for being a woman and thirdly for having a disability. However, never mind that. I think that the short-term problem relates to helping the job-seeking adults and youth with disabilities, to find occupation of any kind in the field that suits their capacities and capabilities. That will give them the means to be self-sufficient and not necessarily to be regarded as charity cases.

The long-term challenge, however, is to ensure that no children with disabilities are left out of schools on the basis of their disabilities and that colleges and other higher learning Institutions accommodate adults who would like to pursue their studies to further levels in order to give them skills for living independently in the future.

In conclusion, Honourable Speaker, I would like to congratulate the Employment Equity Commission for appointing representatives of people with disabilities as Members of the Commission. However, the Office of the Employment Equity Commission is inaccessible for people with disabilities (Laughter) and that is *not* affirmative and must be dealt with accordingly.

I thank you, Honourable Speaker.

HON VILJOEN: Honourable Speaker, when this Motion was introduced by the Honourable Ulenga, he drew the attention of this House to a photograph in the Annual Report of the Namibian Airports Company, the NAC: this photograph was taken in 2003 or earlier. On the mentioned photo were 4 white faces and 4 faces of previously disadvantaged people. This was a photograph of a certain management level of the NAC. (Intervention)

HON DEPUTY MINISTER OF JUSTICE: Honourable Speaker, on a Point of Order, under Rule 108 under General Restrictions (i). Is it appropriate for an Honourable Member to eat, smoke, drink substances or chew chewing gum in this Honourable House? I am particularly referring to Honourable Dienda of the CoD.

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON VILJOEN**

Thank you, Honourable Speaker.

HON SPEAKER: The Question is posed under Rule 108? *“Eat food or drinking substances other than water inside the Chamber”*

HON DEPUTY MINISTER OF JUSTICE: It appears that Honourable Dienda has been chewing gum for almost 1 hour. I have been observing her.

HON VILJOEN: Honourable Speaker, I was referring to a photograph, which was shown by Honourable Ulenga. He has shown this picture or mentioned the picture.

Every Parliamentarian was interested in that photograph. Members of this Honourable House, the leaders of this country bought that suggestion: what a glaring injustice! Half of the people are white. Nobody asked whether the management of the NAC is still compiled in the same way, three years after the photograph was taken.

Our minds were captured by a photograph in such a way that we forgot to read the text of the Report. The Report reads: *“The NAC is committed to remain in compliance with the Affirmative Action Act of 1998. In this regard, staff members from the designated groups presently (it is 2003) make up 80% of Management including middle management, 75% of specialised occupation, 95% of skilled labour and 98% of unskilled labour.* What a distorted picture was sold to Honourable Members of this House and the people of Namibia!

Honourable Speaker, I did not rise to speak against Affirmative Action as such. There is a very narrow line between the implementation of the Affirmative Action and racial discrimination. (Intervention)

HON VENAANI: Honourable Speaker, may I ask the Honourable Viljoen a question? Honourable Viljoen, I believe that, as part of our package, you received a book on Tourism in Namibia, Business Namibia? Now, if you look at (Intervention)

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON VILJOEN**

HON SPEAKER: Is Honourable Viljoen in possession of the document?

HON VILJOEN: No.

HON SPEAKER: Will Honourable Kaura be kind enough to share?

HON VENAANI: Page 63 and 78. There are a number of pages there that are not numbered. Look at this photograph: Executive Management Team of Bank Windhoek, a glaring new picture, 2006. Is this picture representing Affirmative Action?

HON VILJOEN: Honourable Speaker, if it is a problem the Honourable Member can take it up with Bank Windhoek. I am referring to what was mentioned in this House. It was a distorted picture. There is a very narrow line between the implementation of Affirmative Action and racial discrimination. The fear of racial discrimination is a worldwide phenomenon. A few months ago when one of the American States was plagued by Katrina, it is not the one...(Intervention)

HON MINISTER OF LANDS AND RESETTLEMENT: Thank you, Honourable Member. In your whole life - and I am sure that you are not new to political life, you have been there even before Independence - how is it that you are in Windhoek but up to now you have never crossed the Katutura Hospital? You only know part of Windhoek. If you know part of Katutura only after Independence, a quarter of your life, what about the three-quarters of your life? You never even went to Katutura or other places. How do you live?

HON SPEAKER: Is this a fact, Honourable Viljoen?

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON VILJOEN**

HON VILJOEN: Honourable Speaker, with all respect to the Minister, I think it is an irrelevant question, because I have passed that point many, many times, long before Independence.

I was referring to when the American State was plagued by Katrina, the African Americans felt that President Bush was hesitant to act because the majority of people living there were African Americans. Why is it different in Namibia? (Intervention)

HON SCHIMMING-CHASE: Is the Honourable Member aware that there is enough proof that, in fact, the American President was warned beforehand that Katrina was coming and that it is not a matter of the feeling of the blacks but a *factual* situation?

HON VILJOEN: Honourable Speaker, I accept what the Honourable Member said; it may be the truth. This is not why I mentioned it: I mentioned it because I want to make a point.

The same happened when Officials of the Government did an observation of the flood area at Mariental, people felt the same. They felt there was a sense of relief; the informal settlement was not hurt badly by the flood. It is the white people that suffered most. When the people of Namibia opened their hands (Intervention)

HON SPEAKER: It is a thorny issue, but let us contain our remarks and stick to the real concerns. Honourable Minister?

HON MINISTER OF GENDER EQUALITY AND CHILD WELFARE: Comrade Speaker, it is very outdated and unacceptable for a National Leader in this Parliament of Namibia to talk about white and black. We only know 'one Namibia one Nation'. The second point is that people in the settlement are suffering all along and, because they are in the informal settlement the rains, the floods did not reach them. However, the rains poured into those informal structures and the people got sick. The parents and especially the children and the women who are most vulnerable; they are the most affected ones. That is why we stand up as Marientalers; I am a Marientaler. We talk about the flood at Mariental that affected people. It is

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON VILJOEN**

just like HIV and AIDS. If I am tested and I am infected, my whole family is affected. It is just like that. We must really put an example here. We must be united in things like this.

HON VILJOEN: May I continue? When the people of Namibia opened their hands to help those who suffered in the flood, one of the inhabitants of Mariental decided to force those who initiated help and tried to distribute the aid where it is really needed. This person...(Intervention)

HON MINISTER OF LANDS, RESETTLEMENT: May I ask the Honourable Member a Question? Does the Honourable Member imply that the natural disaster that came along was done deliberately or what does the Honourable Member mean by saying that the majority of the people who live in this part are the whites? Does it mean that *Namwater*, those who are the majority who serve in *Namwater*, did they do it deliberately, that "*let my sister or whatever suffer*", or what do you mean? You know who are the majority in *NamWater*? What do you mean by that?

HON VILJOEN: Those were not my words, I did not say that. I said that the white people were... (Interjections)

HON SPEAKER: The Honourable Members can take the floor and make contributions and slow down on questions. Honourable Minister.

HON MINISTER OF FISHERIES AND MARINE RESOURCES: Honourable Speaker, I am standing on a Point of Order and clarification. Comrade Speaker, I thought the Order of the Day at the moment involved a discussion of Affirmative Action and I also thought we were informed by Honourable Mudge that the Motion on the floods in Mariental will come next week. Is Honourable Van Tonder, Viljoen still in order in this case?

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON VILJOEN**

HON SPEAKER: The Honourable Member is quite correct: I was beginning to wonder whether we are not really discussing the Mariental flood situation, instead of the item inscribed on the Order Paper. I wanted to remind the Honourable Member that the Motion by Honourable Mudge has been deferred until Thursday, and there we will discuss *all* aspects of the flood in Mariental as per the intention of the Mover of the Motion. So, if you cannot stick to the Affirmative Action Motion of Honourable Ulena, I would need to rule the Honourable Member Out of Order.

HON VILJOEN: Honourable Speaker, I said that there is a very narrow line between the implementation of Affirmative Action and racial discrimination and I mentioned that, in Mariental, the people feel they were neglected.

HON SPEAKER: However, those were flood situations. Bear that in mind.

HON VILJOEN: I was referring to help - that people granted help and one of the people in Mariental said she wanted to distribute the help, and this is about, I do not know whether it is apartheid or the narrow line between apartheid and Affirmative Action, but we do not need such people in such circumstances, because it is not in the interest of National Reconciliation.

Affirmative Action may have a negative influence on future generations. Some of the things that helped black people (incomplete) or are there not black people and white people? Am I wrong? (Intervention)

HON MINISTER OF JUSTICE AND ATTORNEY-GENERAL: On a Point Order, Comrade Speaker. I would like to ask the Honourable Member a Question. It is unfortunate because statements that he is making are raising doubts: therefore we should like to clear these doubts.

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON VILJOEN**

The Honourable Member is talking about apartheid and Affirmative Action as if these are strangers to one another. My question is: does the Honourable Member know that apartheid has been practised here over one hundred years, and if he does, what measures can he propose that would reverse the effects of such a practice?

HON VILJOEN: Honourable Speaker, what I said is not about apartheid. I am busy with Affirmative Action, as the Members requested me. I said Affirmative Action may have a negative influence on future generations. Some of the things that helped black people forty years ago in America are now obstructions and my source is the *'World Economist'*.

After the Voting Rights Act and the Civil Rights Act were in place in America, Affirmative Action put programmes in place to put black people forward. Black students were helped to get places at universities and black-owned businesses were favoured to win Government contracts. Young black people have learned that their skin colour will ensure that they will be in a favourable position all their lives.

Owing to Affirmative Action their parents were promoted and they did not have to work very hard. Why should I work hard? There is evidence that this attitude is one of the reasons ... (Intervention)

RT HON PRIME MINISTER: On a Point of Order. I think Honourable Viljoen is making a serious generalisation, which he cannot prove. All of us know that after 1948 a Programme of Affirmative Action was done for the Afrikaners. Some were given free farms, some were given free fencing material; some were subsidised with cattle, some were employed in the railways; some were put in *Spoornet*; some were in the *Broederbond*. Are you saying that because of that action, Afrikaners expect that thing now to happen to them?

HON SPEAKER: Honourable Viljoen, I will give you the floor to complete but I think that the line that you are pursuing is likely to drive this discussion into the dark alleys of the past and the dividing line is going to be on the basis of old apartheid. Honourable Kaura who is sitting next to you is aware of the history of the United States that you are invoking. If you could please stick to making a contribution to the

07 March 2006

DEBATE: LACK OF AFFIRMATIVE ACTION
HON VILJOEN

Motion and not Debate the past and irrelevant analogies with the United States, you will help us out.

HON VILJOEN: Honourable Speaker, I have a great deal of respect for the Right Honourable Prime Minister and I just want to say I have not completed my sentence. May I complete my sentence?

What I want to say is that young black students in America became used to that easy life, and the same occurred with our young white people in Namibia. What I am saying is that I am convinced that this is the case with many of our young white people in Namibia. (Intervention)

HON NAMBAHU: May I ask the Honourable Member a question? The allegation that the Honourable Member is making, has he ever been to the American Projects and inner-cities to make these kinds of analogies?

HON VILJOEN: Honourable Speaker, I said that I took my information from the '*World Economist*'. However, what I am saying is that white people in Namibia had the same problem: they lived an easy life earlier under a Government and that is why they cannot do very well at school and University. So, it is a comparison, not a comparison between black and white. It is about circumstances.

Honourable Speaker, if Affirmative Action is politically driven alone, then it is a Draconian Law. Affirmative Action was never meant to favour rich people, but to erase the economic imbalances created by past practices. (Intervention)

HON DEPUTY PRIME MINISTER: May I ask the Honourable Member a question? Does the Honourable Member not think that the whites have all along been indoctrinated that they are cleverer than black people - that they became used to the idea that they do not have to work. If they are in mixed schools they will always pass, because they think they have longer noses. Now, all of a sudden, they are finding that these black kids are so clever and they are left behind. It is not that they are taking things for granted; it is just that their supposed intelligence is now questionable. They

07 March 2006

DEBATE: LACK OF AFFIRMATIVE ACTION
HON VILJOEN

fail their exams like everyone else. If one black person passes, it is not that the blacks are now being favoured. It is just that the story is coming back now that if all of us study, there are clever blacks and there are clever whites. It is not really that they got used to laziness; it is just that they are being beaten in the class. Competition is now showing that you have to work hard, and if you do not work hard and if you do not have this, you cannot blame it on laziness because you are spoilt. How does the Honourable Member look at that?

HON VILJOEN: Honourable Speaker, I agree that what I said is that they were used to a protected way of life where they were protected by their parents and the system but I never said that white people are cleverer. It is the circumstances that have changed. (Intervention)

HON DEPUTY MINISTER OF LABOUR AND SOCIAL SERVICES: Comrade Speaker, I rise on a Point of Order. The Honourable Member said that Affirmative Action is a '*Draconian Law*' which was passed by this House, and through you, Honourable Speaker, the Honourable Member must withdraw. Affirmative Action is not a '*Draconian Law*'.

HON VILJOEN: What I said is that if Affirmative Action is politically driven alone, then it is a Draconian Law. I do not think the intention of this House, in passing that Law, had in mind that it should be politically driven only. I cannot assist the Motion which puts the emphasis on quantity. (Intervention)

HON MINISTER OF JUSTICE AND ATTORNEY-GENERAL: On a Point of Order. May I ask the Honourable Member a question? The Honourable Member knows the composition of this House very well. We are drawn from political parties. We are politicians and it was in this House that such a law was passed. For the Honourable Member to say that if Affirmative Action is politically driven alone, then it is Draconian, how else should it be driven so that it does not become Draconian and what makes the Honourable Member say that this Law is Draconian? Maybe if he explains, then we will all be supportive of what he is saying. However, he is saying things, which are not clear.

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON VILJOEN**

HON VILJOEN: Honourable Speaker, with respect to the Minister, what I want to say is how we feel Affirmative Action should be. I said: I cannot attest to a Motion which puts the emphasis on quantity. Our Party attests to Affirmative Action for what it was meant to be and that is that it should be done in the national interest and not be a number game only, trying to reshuffle white and black pieces. It should not favour one ethnic group more than another. There should be a timeframe to end this unfortunate ...(Intervention)

HON TJIHUIKO: May I ask the Honourable Member a Question, please? I just wanted to know from the Honourable Member that he made a reference to a 'Draconian Law' that was passed in this august House, where I believe his party was also a party to that Law. Is that the Law that he is referring to or something else?

HON SPEAKER: Upon recasting, I did not get it the first time, but he did not really say so. By implication, what he was saying, it would be tantamount to a 'Draconian Law' but he did not quite say that it was. There was another Point of Order.

HON DEPUTY MINISTER OF FINANCE: On a Point of Information. I have a serious problem with the Honourable Member referring to a Law passed in this Honourable House as "*Draconian*".

HON SPEAKER: I have just Ruled on that, Deputy Minister.

HON VILJOEN: Honourable Speaker, I was trying to answer the Honourable Minister, and I think that our Party attests to Affirmative Action and I have already mentioned two points: There should be a timeframe to end this unfortunate Law before we can reconcile as a Nation.

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON VILJOEN**

HON MINISTER OF LANDS, RESETTLEMENT: On a Point of Order. I think the Honourable Member should be compelled to stop, because instead of “*Draconian*” he now says “*unfortunate Law*”. That is what the Honourable Member just said: “*by passing this unfortunate Law*”. What does he imply by that?

HON SPEAKER: Honourable Viljoen, earlier I protected you. You did not really say a “*Draconian Law*”, but now you have in fact said, “*Unfortunate Law*”. That one I want you to withdraw - the “*unfortunate law*”.

HON VILJOEN: Honourable Speaker, I will withdraw it but people misunderstand. In 1948 South Africa made an apartheid law, which was unfortunate.

HON SPEAKER: I know English is not our mother tongue, but what you intend you are not saying.

HON VILJOEN: Honourable Speaker, I conclude by saying that Affirmative Action should be done on merit. Thank you very much.

HON MINISTER OF LANDS, RESETTLEMENT: On a Point of Order. I would propose that the Honourable Member speaks in Afrikaans. Perhaps it will be better. Next time he must speak in Afrikaans, an interpreter can be arranged.

HON MINISTER OF LABOUR AND SOCIAL WELFARE: Thank you, Comrade Speaker. On that very enlightening ‘affirmative’ note, I would like to take the floor.

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON !NARUSEB**

Comrade Speaker, Honourable Members, I have risen firstly to thank the Mover of the Motion on the apparent slow progress towards the Affirmative Action objectives, as envisaged in the enabling Legislation, the Affirmative Action (Employment) Act, No. 29 of 1998, and also to thank all the Members for the constructive contribution they made to the Debate on this very important subject matter.

Secondly, Comrade Speaker, Honourable Members, while I fully support the proposal by Honourable Mutorwa to refer the matter to the Parliament Committee, I feel obliged, as the person responsible for the Office of the Employment Equity Commission, to provide some perspectives to issues raised during the Debate for the benefit of all of us in this august House.

Comrade Speaker, Honourable Members, we are all agreed that progress in redressing the imbalances that characterise the workforce profile of many a relevant employer in this country has been painfully slow. Persons in designated groups are still under-represented, especially at the Management, Supervisory and skilled occupational levels. We are aware of some relevant employers, who do not want to give their full co-operation to the Employment Equity Commission and are thus not complying with the provisions of the Affirmative Action Act. The Annual Reports of the Commission, tabled in this House, have been consistent for some years on this matter.

Consistent with the provisions of the enabling legislation, the Employment Equity Commission commissioned a study, which was carried out by an independent body, as it wanted an objective and professional assessment of the situation.

The purpose of the study was primarily to determine the effectiveness of the Affirmative Action Legislation, and the progress made towards a diverse, equitable and representative workforce. The findings of the study revealed that progress in this regard was generally unsatisfactory.

The Commission further informed me that they had a Retreat to digest the Report Findings, and to map out strategies that would invigorate the process of reform and transformation at the workplace.

It has become very clear from the Annual Reports of the Commission, and from my consultations with the Commission, that some of the challenges that impede progress towards equity and the elimination of discrimination against persons in designated groups stretch beyond the capacity of the Employment Equity

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE
ACTION
HON !NARUSEB**

Commission.

Honourable Speaker, Honourable Members, I would like to mention some of the constraints that require our collective wisdom and resolve to overcome.

Firstly, as mentioned by the Honourable Members who spoke before me, it has now become apparent that some relevant employers are not willing to give their co-operation and are not making efforts, in good faith, to rectify the racially-skewed workforce demographics that the apartheid culture encouraged, moulded and entrenched in many businesses in Namibia.

Secondly, after several years of experience in the implementation of the Affirmative Action Act, certain shortcomings in the Legislation have become apparent.

The Commission consulted me on the need to strengthen the Affirmative Action (Employment) Act through amendment, in order to make it more effective in guiding relevant employers to comply with the law and to bring about meaningful change and a diverse workforce at the workplace.

The envisaged amendments are aimed at strengthening the enabling legislation so as to ensure that the provisions and objectives of the Act are not circumvented. The process to that effect has started and I will be able to propose Amendments of the Affirmative Action (Employment) Act as soon as all the groundwork has been completed, hopefully during the course of this year.

Thirdly, Honourable Speaker, Honourable Members, is the issue of effective law enforcement. Some of the relevant employers might be encouraged to obey the requirements of the Affirmative Action (Employment) Act, if they understood that the criminal provisions of that Act will be vigorously enforced. So, it has now become imperative that the issue of Law enforcement of the relevant provisions of the Act enjoys the priority that it naturally deserves.

I am informed by the Employment Equity Commissioner that since 2001 his office has referred 213 complaints of non-compliance with the reporting provisions of the Affirmative Act to the Prosecutor-General. After some initial delays, the matters are now receiving the active attention of the Prosecutor-General's Office.

Fourth is the matter of ensuring that the Office of the Employment Equity Commissioner has adequate staff to fulfil its responsibilities of overseeing the Affirmative Action process. The Commission has recommended lowering the

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON !NARUSEB**

threshold number of employees, of what is known as a “*relevant employer*”. “*Relevant employers*” are employers who are required to comply with the requirements of the Affirmative Action Act. At present, only employers with 50 or more employees are covered by the Act. The lowering of the threshold to 25 or 30 employees will greatly expand the coverage of the Act and the impact of employment equity.

Our Ministry is in the process of preparing submissions for the increase and upgrading of the Review Officer component of the Commissioner’s office. This will ensure that the office will be able to cope with the increased responsibilities upon the lowering of the relevant employer threshold and will also help to improve the processing of all Affirmative Action Reports. Of course, such plans require additional funds for their implementation, and I am not looking at you, Comrade Kuugongelwa. I would hope that this request will find support from both the Ministry of Finance and this House.

Finally, Comrade Speaker, Honourable Members, there is merit in the point raised by Honourable Ulenga about the need to go further into the details of how companies implement Affirmative Action, and not to treat Affirmative Action as merely a “*numbers game*”.

Some employers have embraced compliance with Affirmative Action requirements as an opportunity to formulate progressive Human Resources Development Policies that concentrate on training incumbent staff and creating opportunities for upward advancement. Such approaches go a long way to eliminate the *de facto* “*job reservation*” that unfortunately still plagues our Nation.

While not wanting to make compliance with the Act unduly burdensome, I would encourage the Committee to consider recommendations on additional reporting requirements, focusing on relative wage rates and upward mobility.

Honourable Speaker, Honourable Members, I trust that this perspective and background information would prove useful, as we apply our minds on how best we can accelerate the process of change and transformation in employment as envisaged in the Affirmative Action (Employment) Act, Act No. 22 of 1998. I agree with Honourable Mutorwa that our Debate and approach must be focused because the challenges and constraints are well known.

Honourable Speaker, Honourable Members, I therefore wholeheartedly support Honourable Mutorwa’s proposal that the matter be referred to a Parliamentary

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON HAINGURA**

Committee, and would like to request the Mover of the Motion (*in absentia*, that is), Honourable Ulenga, to act accordingly.

I thank you, Honourable Speaker.

HON DEPUTY MINISTER OF HEALTH AND SOCIAL SERVICES: I thank you, Honourable Speaker, Honourable Members of Parliament. I rise to add my voice to the Motion under discussion.

He lack of progress in the implementation of the Affirmative Action Programme has been tabled by the Honourable Ben Ulenga for Debate by the august House.

The issue in the Motion is the centrepiece of the Government of the Republic, and no one would dispute the Motion if it is introduced with an honest intent of reviewing where we stand in the process of implementation and how we may chart our way into the future. What becomes unintelligible, and perhaps sinister to me, is if the motive behind the Motion is to lurk in the background and score points in fault-finding.

It is self-evident that the Constitution of the Republic is unequivocal in its statement that Affirmative Action is one of the Nation's pathways to redress the social, economic and educational injustices of the past, instituted by the infamous and defunct system. All the open and disguised instruments of discrimination, which relegated the large majority of our people to untold suffering, have no place anymore in Namibia today.

Honourable Speaker, Honourable Members, the current Government of the Republic is making unflinching efforts to see to unfettered implementation of the policies and programmes in their entirety. It is also honest enough to admit that progress in bettering the social and economic conditions of the victims of the past is unacceptably lagging behind expectations.

Let us, however, accept one fundamental truth that all of us who have the Nation's interest at heart, producing results in the Affirmative Action Programme, as in many other national missions, demand the collective efforts of the current Government, the Opposition and the prospering business community.

The SWAPO Government recognises its responsibility of seeing a full implementation of the policies and programmes and a change of the conditions of the

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON HAINGURA**

previously marginalised for the better. An integral part here is that we should produce results without compromising our democratic principles and improve the conditions of the poor without weakening those who are doing well.

In the view of this, Government coercion of an enlightened section of our society into observing the laws of the land must be a last resort.

The Opposition would serve the Nation's best interest if those Members could lend their helping hands, not only to establish the facts concretely, but also to educate the lawbreakers to be law-abiding and partners in development. They cannot afford to be passive spectators in areas of national high stakes or unconcerned parties interested only in fishing out weak points. It must also be noted that sweeping statements, like the ones in the Motion, alienate those who are going by the law and are already giving commendable supplements to our efforts. Targeting the culprits must always be the prime guide to correcting wrongdoings.

For the economic enterprises which opt to defy the legislative provision already in force, this Government would like to impress upon them that the peace and well-being of those with success is hinged on the well-being of all. The Government must not be forced to legal action to enforce the implementation of what is already in the law. Jobs ought to be created and incomes ought to be generated for and by those who still continue to be disadvantaged, for the total good of our society.

Finally, Institutions of Higher Learning and Technical Training Institutions have compelling reasons to accelerate the pace of human capacity development in general, and specialised training in particular. Lack of technical skills and knowledge should not be excuses for playing down the application of this vital legislative piece.

In summary, Comrade Speaker, Honourable Members, the message that I am trying to convey to all is: Let us work in tandem for synergy and better results, for the eventual good of all our people with no exception.

With these few remarks, I rest my case.

HON NAMBAHU: Honourable Speaker, Honourable Members, it is my opinion that most of the points that I wanted to make regarding this important topic have

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON NAMBAHU**

already been made by the previous speakers. However, there are two or three points that I would like to consider - and one of them is the negative perceptions associated with the Affirmative Action philosophy and legislation.

On this score, the utterances and remarks made by some of the speakers are actually testimony to this generalised perception and negative connotations that are unfairly attributed to Affirmative Action.

The negative perceptions, associated with the Affirmative Action philosophy and legislation, appear to have been silently but systematically gaining an upper hand. This, in my opinion, Comrade Speaker, Honourable Members, perhaps also has much to do with the apathy and indifference demonstrated by many members of the public in general and sections of the designated groups themselves, in particular.

When you look at the photograph which was shown here, you would definitely find that the Boards are not only white but male and, definitely, if you were to make a study, you would definitely find that they all hail from the same ethnic white group.

I was speaking to a person who was involved in the drafting of the Affirmative Action law, and the studies showed that then you could not only find that discrimination was against blacks, but was also against some minority sections of the white population. When we studied, we also found that, for example, the white female compatriots were utterly excluded from the echelons of the main institutions where the white male dominance was prevalent. They could not speak out because of certain cultural influences.

Some of us also learned about the words: you would probably be able to explain better, words like "*kafferboetie*".

HON SPEAKER: Honourable Nambahu, I must be impartial. If there is resentment in our white compatriots in the House, making references to the blacks, and there is visceral reaction to that, we should also not claim the right to talk about whites and not expect them to have the same visceral reaction. Otherwise you may continue: there is almost visceral reaction if white compatriots talk about blacks. We have allocated to ourselves the right because we are the majority and at present in authority to have that liberty to talk about the whites and expect them not to react. Honourable Nambahu, it is not you: you just provoked me to make that observation

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON NAMBAHU**

and I shall guard against that scrupulously in the future.

HON NAMBAHU: Thank you very much for those remarks, Comrade Speaker. This was actually just a reaction and what we experienced during the process. A “*kafferboetie*” was generally a person who could be associated with the previously disadvantaged and was willing to come forward and give information as to what was happening in the system.

Comrade Speaker, Honourable Members, there must, therefore, be special efforts and innovative ways and measures directed at correcting the situation, as well as bringing about the involvement and active, enthusiastic participation of those that, though part of the designated groups, have not been enthusiastic participants of the exercise.

I would also like to express my support towards the lowering of the threshold of the definition of “*relevant employer*” from 50 downwards, so that we can actually embrace more relevant organisations that we can define as “*relevant employers*”.

Comrade Speaker, the other aspect that I feel has suffered is the human resources and training component of Affirmative Action, which actually implies career progression for designated members of the designated groups.

One of the most important features of the Affirmative Action is the aspect of training and human resource development. It is only through training and developing human resource capacity of the designated groups that they can effectively and meaningfully integrate. I am not saying “integrate”, meaning that they must integrate themselves. Once they are given the necessary tools and they are properly trained, they will definitely progress by themselves, without us actually being seen to be integrating them. This aspect needs to be given prominence and be brought to the fore in a more aggressive fashion than has hitherto been the case.

I would like to touch on the prosecution of violators and general enforcement of the Act: Comrade Speaker, a law that cannot be enforced is as good as no law at all. It actually becomes a waste of the resources, where money is spent in time-consuming investigations and other preparatory stages leading to a possible prosecution but where no such prosecution actually takes place.

One asks oneself the question: *is it the shortage or unavailability of resources that precludes prosecution of the offenders or is it the lawyers who have little*

07 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON NAMBAHU**

understanding or training regarding the Affirmative Action Law? Or is it the negative perceptions associated with Affirmative Action that have made many potential role-players silent or indifferent and, in some instances, even critics of the Affirmative Action Legislation?

These, in my opinion, should be the additional points the Parliamentary Committee, the Employment Equity Commission, the Ministry, amongst other role-players, would be expected to investigate.

With these remarks, I support the referral of the Motion to the relevant Parliamentary Committee and I thank you for your attention.

HON TJIHUIKO: Thank you very much, Honourable Speaker. In the absence of further contributions, I would like to adjourn the Debate until Thursday.

HON SPEAKER: The situation is this, Honourable Members, that all the adjournments made today would result a lack of business for the House tomorrow. The Minister of Finance undertook to rectify for the appreciation of the House the Bill before the House, and she undertook to do so tomorrow. That in itself is not a problem; the distribution can be done at any time. However, the result of it all is that there will be no session tomorrow. When I call on the Right Honourable Prime Minister to adjourn the House, it would be until Thursday, 9 March 2006. Right Honourable Prime Minister.

RT HON PRIME MINISTER: Thank you Honourable Speaker. With your permission I would like to propose to Honourable Members that we adjourn until Thursday, 9th March 2006 at 14:30.

THE HOUSE IS ADJOURNED AT 16:50 UNTIL 2006.03.09

NATIONAL ASSEMBLY
ASSEMBLY CHAMBER
WINDHOEK
09 MARCH 2006

The Assembly met pursuant to the adjournment.

HON SPEAKER: Took the Chair and read Prayers and the Affirmation.

HON SPEAKER: Any Petitions? Any Reports of Standing or Select Committees?
Any other Reports and Papers? Minister of Finance?

TABLING OF ANNUAL REPORTS OF THE AUDITOR-GENERAL

HON MINISTER OF FINANCE: I lay upon the Table Reports of the Auditor-General of the:

- 1) Regional Council of the Khomas region for the Financial Year ended March 31, 2000 and March 31, 2001.
- 2) Town Council of Rundu for the Financial Year ended 30 June 2000, 2001 and 2002.
- 3) Town Council of Uutapi for the Financial Year ended 30 June 2003.
- 4) Municipality of Omaruru for the Financial Year ended 30 June 2004.
- 5) Village Council of Gochas for the Financial Year ended 30 June 1999 and 2000.
- 6) Village Council of Gochas for the Financial Year ended June 30, 2001 and 2002.
- 7) Agricultural Bank of Namibia for the Financial Year ended 31 March 2005.

I so Move.

9 March 2006

**NOTICE OF QUESTIONS
HON DE WAAL**

HON SPEAKER: Will the Honourable Minister please Table the Reports. Any further Reports and Papers? Any Notice of Questions? Honourable De Waal?

QUESTION 34:

HON DE WAAL: Thank you, Honourable Speaker. I give Notice that on Thursday, the 16th of March 2006, I shall ask the Honourable Minister of Trade and Industry the following:

During November 2005 Namibia was selected as being eligible for participation in the United States Millennium Challenge Account (MCA).

However, during the evaluation process that was done by the MCA we scored very badly in one of the categories, namely “the number of days to start a business”.

- 1) Can the Honourable Minister explain to the House why we scored so low in this category, and give reasons why it is taking so long to start a business in Namibia?
- 2) What steps will the Honourable Minister take to ensure that Namibia passes this category during the next evaluation phase?

I thank you, Sir.

QUESTION 35:

HON MOONGO: Mr Speaker, I give Notice that on Thursday, the 23rd of March 2006, I shall ask the Honourable Minister of Labour and Social Welfare the following:

- 1) Is it a fact that Continental Enterprise Groups such as Super Dupa, Spar, Cold Storage and Ongwediva Highway Filling Station are classified as big, sound businesses?
- 2) Is it true that the company underpays their workers namely N\$450.00 per month, without any other benefits such as pension, bonuses, transportation and medical aid as stipulated in the Labour Act to prevent workers victimisation?

9 March 2006

**NOTICE OF QUESTIONS
HON GURIRAB**

- 3) When will Continental Enterprises obey and fulfil the standard labour requirements and pay their workers accordingly?

I thank you.

QUESTION 37:

HON GURIRAB: Honourable Speaker, I give Notice that on Thursday, the 16th of March 2006, I shall ask the Honourable Minister of Local Government, Housing and Rural Development the following questions:

- 1) Who suspended the Governor of Caprivi and why was he suspended?
- 2) Whether, in his capacity as Chairman of Caprivi REMU any charges were preferred against the Governor, and if so, what are these charges?
- 3) If no charges were preferred against him, why not?

QUESTION 36:

On the same day Honourable Speaker, I shall ask the same Minister:

- 1) Whether, as reported in the media, the Governor of Hardap has not paid the State monies wrongfully spent on her curtains for her residence, and if not, what actions are planned to recover the said money?
- 2) Whether it is true that she receives an allowance for housing, but continues to occupy a Government residence?
- 3) If any of the above is in the affirmative, what actions have the Minister taken to put an end to these misdemeanours and to recoup these State monies or is the Minister happy with the state of affairs?

I so Move.

HON SPEAKER: Will the Honourable Member table the Questions? Any further Notices of Questions? None. Any Notices of Motions? Honourable Amathila?

9 March 2006

**NOTICES OF MOTIONS
HON AMATHILA**

NOTICES OF MOTIONS

HON B AMATHILA: Honourable Speaker, I Move an unopposed Motion that this Assembly extends its heartfelt condolences to the entire bereaved family of Honourable Chief Kuaima Riruako, whose father, Mr Aaron Ukorua Riruako, born on 26 November 1909, passed away on 25 February 2006 at Okahiokaapa. The funeral will take place this Saturday, 11 March 2006, at Otjeue in the Aminuis Area.

I so Move, Mr Speaker.

HON SPEAKER: Before I ask the Honourable Member to table the Motion, I did write a letter addressed to the Honourable Chief on behalf of the House. Now I do not know whether in light of that we should still make the Motion. In any case, will the Honourable Member table the Motion. Honourable Kuugongelwa-Amadhila?

HON MINISTER OF FINANCE: Honourable Speaker, I give Notice that in terms of Rule 33(b) of the Standing Rules and Orders that the Financial Intelligence Bill [B1-2006] be withdrawn from the House until further notice.

I give Notice that on Thursday, 16 March 2006, I shall Move that leave be given to introduce the Bill to appropriate amounts of money to meet the financial requirements of the State during the Financial Year ending 31 March 2007.

I so Move.

HON SPEAKER: Thank you, Honourable Minister, the Motion has been received. Any further Notices of Motions? Any Ministerial Statements? Honourable Mungunda?

9 March 2006

**MINISTERIAL STATEMENT
HON MUNGUNDA**

HON MINISTER OF GENDER EQUALITY AND CHILD WELFARE:

Honourable Speaker and Honourable Members of this august House, yesterday, the 8th of March 2006, was International Women's Day, but yesterday afternoon we did not have Parliament, that is why I am making the Ministerial Statement today on the status of women.

HON SPEAKER: The House understands and in this case the people are not strangers and that the placards being shown have a direct connection to the Minister's statement.

HON MINISTER OF GENDER EQUALITY AND CHILD WELFARE: Thank you, Honourable Speaker. March 8 is International Women's Day and Namibian women joined in this worldwide celebration yesterday.

Her Ladyship, Madam Penexupifo Pohamba, the First Lady of the Republic of Namibia, was the keynote speaker and she also launched the database on gender-based violence, which was compiled out of research sponsored by UNDP.

It is a day where women from around the world, irrespective of their countries of origin, ethnic background, political affiliation, cultural differences, economic and social status, come together as one to celebrate this day.

The Charter of the United Nations signed in San Francisco in 1945 was the first agreement to proclaim gender equality as a fundamental human right. This is not strange to Namibian women in particular where their fight against gender inequality is a daily sermon. However, the Namibian Government is working tirelessly, in partnership with the private sector, the NGO's, the International Organisations, community-based organisations, faith-based organisations, and the entire civil society to create an enabling environment for both men and women that will later transform into gender equality. Moreover, much still needs to be done in order to achieve the desired gender equality that will be enjoyed by our generation and preserved for the next generations to come.

Namibia, as we know it, is a country with different international and regional and sub-regional instruments, therefore at the International Forums we are still busy with the status

9 March 2006

**MINISTERIAL STATEMENT
HON MUNGUNDA**

of women. Every March, all women Ministers and women come together with the technical teams in New York. With the last one of 2005 on the status of women, Namibia has been elected on the *UN Status of Women Commission*. It is a huge milestone.

Namibia also Chairs the *Peace Dialogue for African Women*, and Namibia is one of the Vice Presidents for the 'Non-Aligned Countries Women's Leagues,' the political ones. Honourable Dienda and I attended one in Spain before she became a Member of Parliament.

The Ministry of Gender Equality and Child Welfare is committed in fighting gender-based violence. The Ministry, in conjunction with GEMSA - Gender and Media Southern Africa - coordinated a 16-day activism campaign against gender-based violence, which commenced on the 21st of November and ended on 10 December 2005. It was aimed at generating increased awareness of the negative impact of violence on women and placed issues of gender-based violence on the agenda for both Government and the civil society.

As this is deemed to be one of Namibia's most severe human rights problems, the struggle against societal ills continues. The UN theme for the status of women and the International Women's Day was "*Women in Decision Making*" but we, the Namibian women, focused for the day on gender-based violence, because it has become a very destructive issue. The Namibian theme for us yesterday was "*Women in decision making advocate for the elimination of gender-based violence*". One of the most severe and painful incidents of violence against women was of a woman of Mariental who was be-headed and buried without a head.

Why dedicate a day exclusively to this theme; "Women in decision making", we may ask. My dear Honourable Members, the reason is simply to remind men and women around the world about the importance of women empowerment and full participation in decision making processes for the achievement of equality, development and peace.

As was mentioned in many speeches all over the world yesterday, the past 12 months have been remarkable for the number of "*firsts*" for women in politics. As some of you might be aware, the latest first is the eminent ascendancy of Ms Portia Simpson Miller to the Premiership of Jamaica. She has not been sworn in yet.

Altogether we will then have 12 women as Heads of States or Governments spread over all regions of the world. As you can see them there: Bangladesh, Ireland, Finland

9 March 2006

**MINISTERIAL STATEMENT
HON MUNGUNDA**

- they come down - Mozambique, she is the head of Government, New Zealand and Germany, Chile and then Jamaica, and it spreads. Over all the continents we have women as the Heads. In South Africa the Vice President is a woman. This reminds us that the fight against poverty is not a campaign of charity, it is a mission of empowerment. This is especially true with regard to women, given that of the world's one billion poorest people, $\frac{3}{5}$ th are women and girls. Gender equality and women empowerment, as set up in the internationally agreed millennium development goals, is therefore crucial to development. Newly elected women leaders give hope to women worldwide that from the highest level to the most personal equality between men and women is a goal that can be achieved in Namibia.

The woman who ranks the highest in a decision making position is Honourable Doctor Libertine Amathila, the Deputy Prime Minister of the Republic of Namibia.

From the above observations and on hearing the word *decision-making*, many of us automatically think of Government Officials, Parliamentarians and CEOs or MDs. Women should indeed be given access to this level of decision-making. However, we need to turn our attention to another level of decision-making, notably at the private and personal levels. For women to contribute to development and economic growth they need to have power and control over their own lives - this is not always the case. At yet another level violence against women is a problem worldwide and Namibia is no exception. Many Namibian women experience violence throughout their lives, in both private and public spheres, and in many different forms of manifestations ranging from domestic violence and harassment in schools to rape. Indeed, violence against women is a tragedy, not only for the women concerned, but also for the Nation's ability to realize the full benefits of unfettered participation of women in development.

Combating gender-based violence must be a concerted effort at all levels. It is also of utmost importance that such efforts are designed on the basis of reliable information, thus it is most gratifying that this year's International Women's Day coincides with the launch of the national data base on gender-based violence. As we can see on the slides there, we look at different forms. We have 24% sexual violence; 45% emotional violence; 7% material violence; and 24% physical violence.

Now let us look at the contributing factors. We have many of them but we will just look to the first 4. 29% is caused by alcohol, 22% no reasons, 14% relationship problems, 10% family problems or domestic violence.

9 March 2006

**MINISTERIAL STATEMENT
HON MUNGUNDA**

Who are the people who are reporting these cases? 78% are reported by victims themselves; 20% is reported by family members or neighbours, and 2% is reported by friends. Suspects - in the interviews and the research we did - never report a case themselves.

What types of injuries are coming out of violence? I have also just taken the first 5 although there are many of them, about 20 of them. 39% are bruises; 23% are scratches; 10% are eye injuries; 6% are stab wounds; and 4% are broken bones.

Namibia compares fairly well if we consider that we are a young democracy with a very small population as regard to decision making, but it is not about size, it is about strategy.

In conclusion, let me take you through the real picture of the progress of women in decision making positions. First, globally, when we look at the different continents we see that Africa has 40%; Europe 16.8%; the Americas 18.6%; Asia 15%; Sub Saharan Africa 14.8%; Pacific 13.2%; and Arabic 5%.

Let us look at the regional picture of African states. We just take the top ten. We can see that Namibia is amongst the top 10 and number 5 after Rwanda, Mozambique, South Africa, Seychelles, and then you have Namibia with 27%. We can see that Namibia has reached the top 10. It is a very young country but it is not about size, it is about strategy.

We continue with the sub region of SADC. We can see that Mozambique is the highest with 35% women in Parliament; South Africa 33%; Seychelles 29%; and Namibia is number 4 with 27%. We see that the lowest country is Mauritius with 6%.

We do not talk about the National Council because the National Council is included in the Parliament. In the National Council and Parliament combined there is 27% women and in the Namibia Regional Council it is 12% - because it is about the electoral system - first past the post - which is not women friendly. The Public Relations system is not women friendly. In the local authorities we are 45% - there we really beat others. I was also representing the status of women in the Commonwealth - a presentation on women in decision making and Namibia was the second highest.

In Parliament we are not 30% although SADC said there should be at least 30% of women in decision making positions by the year 2005. We are in the year 2006, but if we combine women in decision making positions in schematics then we are 35%. So Namibia has made the mark.

9 March 2006

**MINISTERIAL STATEMENT
HON PANDENI**

Thank you.

HON SPEAKER: Thank you, Honourable Minister. Well, we did not have a session yesterday, but in other spheres we did express the principles enshrined in the International Conventions in the protection and rights of women and indeed the empowerment of women. For a moment, the Speaker was a bit confused. Without the Speaker having being informed there was slow crossing when I saw Dr. Amweelo sitting in the seat of CoD, but apparently the situation has been rectified. Honourable Minister Pandeni?

HON MINISTER OF REGIONAL AND LOCAL GOVERNMENT AND HOUSING AND REHABILITATION: Thank you, Honourable Speaker. Honourable Members, I rise before this august House to make a statement with regard to the general administrative functions, controls and responsibilities of Local Authorities in relation to my Ministry, which is responsible for such entities in terms of Article 111 of Chapter 12 of the Namibian Constitution.

This statement is prompted by the persistent questions coming from the Honourable Members of this august House and from some members of the public, who in one way or the other, appear to confuse or misconstrue the role and functions of the Ministry of Regional and Local Government and Housing and Rural Development in the affairs of local authorities as enshrined in the Supreme Law of our Republic.

Recently Honourable De Waal of the DTA has directed a number of questions to my Ministry and to the Office of the Right Honourable Prime Minister as to why Government Ministries are allowed to run up huge debts with local authorities while water and electricity of ordinary citizens are cut off the moment they do not pay and whether this was a fitting example.

Honourable De Waal further wanted to know what the Government's policy was, particularly of the Ministry, regarding procedures to be followed by local authorities in cases where water and electricity bills were not paid. Although I have already provided Honourable De Waal with answers in this respect, it is my submission that further clarity regarding the issues of debt owed to local authorities by various stakeholders, including Government institutions, is needed in this regard.

First and foremost, I would like to state that in terms of the Local Authority Act, local

9 March 2006

**MINISTERIAL STATEMENT
HON PANDENI**

authorities are autonomous public institutions created by an Act of Parliament, Act 23 of 1992, which Act provides for the establishment of Local Authority Councils and defines the powers, duties, functions, and any other matters incidental thereof.

In light of the above I would like to emphasise that there is no uniform credit control policy designed for all local authorities due to the nature of the autonomy in terms of the Local Authority Act. However, Section 80 to 85 of the Local Authority Act empowers individual local authority councils to design and formulate their credit control policies and regulations that are most suitable to their own environment. In most cases it is these policies and regulations that local authorities use to collect revenues for services that were rendered to the residents and all end users of such services, including Government institutions. It should, however, be made clear that the applications on the credit control policies or regulations employed by the local authorities as a means to collect revenues are not in any way designed to discriminate or give preference to anyone of the institutions.

Despite the above fact our experience has shown that most of the local authorities are reluctant to suspend services of some of the Government institutions due to the sensitivity and nature of their operations or the services they render to these respective institutions. As an example I could mention the services rendered to the Ministry of Health and Social Services and the Ministry of Education, just to mention some, where suspending water and electricity might have major social implications. For example, the suspension of water and/or electricity of a hospital or a school will not only affect the institution that is affected, but could also have some serious repercussions and could compromise the health of patients or otherwise the learning ability of learners.

Honourable Speaker, it is not a secret that most of our local authorities lack administrative capacity and technical know how on how to collect revenues on services rendered. This state of affairs is not only a challenge to the Ministry but also to the Government as a whole. In order to address some of these problems the Ministry has undertaken a number of initiatives including a study that was commissioned to determine all factors impeding efficient and effective revenue collection of local authorities. The study, amongst others, identified the status in service delivery such as the responsiveness of the organisational structure for required service delivery, the level of the financial, technical and management skills of the staff as well as the knowledge, awareness and perception of customers on current service deliveries by local authorities.

9 March 2006

**MINISTERIAL STATEMENT
HON PANDENI**

The study has also analysed the current debtor book to determine the extent of arrears, policy controls and other actions taken to improve revenue and collections, and creating strategies to enable the councils to increase their revenues by means of improved service delivery and also by means of policies, procedures and controls.

It also suffice to state that the Ministry has been pro-active and continues to engage in and to expose local authorities to capacity building programs to enable them to improve their administrative capacities and in other areas where there is room for improvement. The Ministry has also on numerous occasions held discussions with various heads of Government institutions and Chief Executive Officers of Parastatals to encourage them to make timely settlements of their Municipal accounts and to minimise payment delays where necessary.

However, during consultation it transpired that the delay in the settlement of accounts, particularly of Government institutions, is also as a result of government bureaucratic control processes of insuring that resources are properly controlled and used for its intended purposes.

On the debts owed by Government institutions as at the 31st of December 2005, I would just like to state that most, if not all of these debts that I have referred to the other day have already been settled. Where there is a lack of coordination in understanding as to who is responsible for what, you must also realise that there was, for instance, in our Ministry a balance of N\$13 000,00 which is reflecting on the community development division which was previously part of my Ministry before it was transferred to the Ministry of Gender Equality and Child Welfare. Plans are underway to resolve the issue soonest.

Honourable Speaker, I would like to conclude by indicating that the caution I would like to give is that there is no quick fix to challenges facing the local authorities in Namibia. Some of those debts that I made reference to previously when responding to questions from Honourable De Waal were not necessarily as a result of Government institutions' refusal or reluctance to settle their accounts but through a number of administrative factors and shortcomings from all the stakeholders involved. I shall say that when you have clinics in the remote areas you will definitely appreciate for them to process these payments in order to reach those local authorities the bureaucratic steps that are involved could also cause some delays. However, I am saying you could only succeed if all of us dedicate ourselves and commit ourselves in all our efforts in finding ways and means to ease the administrative impasse experienced by the local authorities. I thank you.

9 March 2006

**RESPONSE TO QUESTIONS: HON SCHIMMING-CHASE
HON IIVULA-ITHANA**

HON DE WAAL: Thank you, Honourable Speaker. Let me first of all thank the Honourable Minister for his Ministerial Statement. We really appreciate that. Honourable Minister, I have sympathy for everything you have said today, but I just want to say one thing to you: we are the people who make the law and if the law says you must not drive faster than 60 kilometres per hour in town then the traffic police will not ask you whether you have administrative problems or house problems or liquor problems or whatever, if you drive faster you get a ticket - and that is the beginning of this whole problem.

If you have to pay your account on the 15th then even the clinic in Opuwo must know it must be paid on the 15th and they must make provision for that. That is all we are asking.

I thank you, Honourable Speaker.

HON SPEAKER: Thank you, Honourable De Waal. I hope the Minister took the point. Honourable Ulenga? Today is Thursday, the day on which the Opposition leads the deliberations of the House by way of questions. Question 12 is one by Honourable Schimming-Chase. Does the Honourable Member put the question? Does the Honourable Minister of Justice and Attorney-General wish to reply?

QUESTION 12:

HON MINISTER OF JUSTICE AND ATTORNEY-GENERAL: When the Honourable Schimming-Chase posed her questions on March 2 2006 she made some introductory remarks to her questions, the first of her remarks alleging that the Acting Judge Raymond Heathcote, who had conducted the Section 417 enquiry during the investigation of Avid Investment Corporation Proprietary Limited, announced at the end of the proceedings of that enquiry that the Court had reported to me, the Minister of Justice and Attorney-General, that there were certain personalities who had given false information during that enquiry or during the enquiry.

I would like to inform the Honourable Schimming-Chase that what she alleges is far from the truth, in fact it is not only highly improbable, but it is also ludicrous. The Minister of Justice has very limited justice related functions as a design of the Constitution of the Republic of Namibia. She or he may, for instance, be involved

9 March 2006

**RESPONSE TO QUESTIONS: HON SCHIMMING-CHASE
HON IIVULA-ITHANA**

in extradition proceedings or the release of President's patients. Other than those statutory functions to which he or she is assigned the interaction with the justice function is limited, as a result of the separation of powers and the independence of the Judiciary, as far as exercising their powers, which is in the architecture of our Constitution.

As Attorney-General, I exercise final responsibility over the Prosecutor-General and by quote interpretation, "*we, the Prosecutor-General and myself, are engaged to regularly consult*". However, this cannot be interpreted to mean that the Attorney-General nor the court has any entitlement to instruct the Prosecutor-General to prosecute or not to prosecute as the case may be. Similarly, neither the Prosecutor-General nor the Attorney-General may instruct the court to give a particular direction or due conduct to proceedings in a given manner. In the same way neither the court nor the Prosecutor-General can instruct me as the Attorney-General as to how I should perform my function as being the principal legal advisor to the President and the Government.

An understanding of these cardinal principles of the separation of powers, of the independence of the Judiciary and how the prosecutorial function is exercised, along with the functions of the Attorney-General and, need I say, a working knowledge of the Companies Act of 1973, would have spared me and my officials precious time in answering this uninformed questions of the Honourable Schimming-Chase. Yet, I understand the dilemma. It may very well be the situation of the chicken before the egg paradox. I found within the legal resources of my Ministry a copy of the Namibian Constitution which I would like the Parliamentary messenger to hand over to the Honourable Member for her constant perusal.

To the Honourable Member's second remark - she said that in the similar matter Counsel, which represented SILNAM, informed the court that the Permanent Secretary of the Ministry of Trade and Industry is a serial perjurer. Incidentally, that Counsel was Advocate Heathcote who was an Acting Judge during the Avid enquiry. What a coincidence!

I can only guess that perhaps the Honourable Member had not been in court when Advocate Heathcote made those remarks, neither was I. However, as expected it is my business to know. Even if I was not there it is my business to know what happens in certain high profile court matters. Honourable Schimming-Chase, the SILNAM matter has been settled out of court and it should not come as a surprise as many matters are either withdrawn or settled before the Judge can make a Ruling.

9 March 2006

**RESPONSE TO QUESTIONS: HON SCHIMMING-CHASE
HON IIVULA-ITHANA**

It is all but likely that no Ruling would ensue in this matter for the simple reason that it is indeed the function of the court to pronounce on the credibility and veracity of witnesses and what they adduce. For all I care anybody can make any statement unless it is a Judge in a minority judgement it is all that (indistinct) that will enrich the court records. If the Honourable Member wishes to dwell on that and abandon the presumption of innocence, which the Member will also find in the copy of the Constitution I just gave her, then the Honourable Member may find that she is contradicting her own oath of office as a Member of Parliament.

What should occur is that the advocate concerned, or the court, should instruct the Registrar of the High Court's Office to transmit the record to the Prosecutor-General for her prosecutorial consideration on the basis that they as complainants believe that the individual has committed perjury. Alternatively, the Prosecutor-General may *Mero Motto* request, on her own, for such record and call the Namibian Police to open a docket. She guides that investigation hopefully receiving the cooperation from those who are able to bear testimony to the perjury in detail as the case may be. For instance, if I am wrong and the Honourable Member was also in court on the day when the perjury was committed, the Honourable member could also assist the Prosecutor-General in prosecuting the perjurer.

However, the SILNAM matter was not a criminal matter in which the Prosecutor-General was involved - for the Honourable Member to know. There are numerous civil cases before our courts and the Prosecutor-General cannot be expected to know of them, and as such, relies on the assistance we all render her and her officials. Fighting crime is, after all, an activity for the entire community.

Now let me come to the specific questions of the Honourable Member. That was just an introduction.

Question 1:

No record was transmitted to the Prosecutor-General although the advocate, the Acting Judge as he was known at that time, had apparently instructed the staff at the Registrar's Office to do so when he was an Acting Judge in the AVID enquiry. It was only on Monday, the 6th of this month, when the Prosecutor-General received the record of the AVID enquiry - upon her own request to the Registrar's Office. She is not under any time pressure to rush into decisions involving people's lives and careers and the public interest.

9 March 2006

**RESPONSE TO QUESTIONS: HON SCHIMMING-CHASE
HON IIVULA-ITHANA**

Question 2:

Given my response to question 1, you would expect that action would only be taken after the Prosecutor-General has sufficiently studied the records and made the necessary enquiries and considerations. Today is just too early.

Question 3:

Since the Prosecutor-General is not directly answerable here, I find it difficult to answer the type of questions that the Honourable Member posed.

Question 4:

This is a very interesting question coming from a former civil servant. The Honourable Member asked the Minister of Justice and Attorney-General who is responsible for the Minister of Justice, whether the Ministry of Trade and Industry has taken any actions to charge the Permanent Secretary of Trade and Industry with perjury.

Comrade Speaker, I beg your indulgence as I simply am not in a position to answer this question as I am not responsible for the Ministry of Trade and Industry. Again, Honourable Member, it will help to peruse that copy of the Constitution I just gave you and familiarise yourself with the powers and functions of the Attorney-General.

Questions 5 and 6 simply asks, if not, why not and will any action ever be taken. Similarly, Comrade Speaker, I cannot answer on behalf of the Minister of Trade and Industry, with due respect.

What I will do, however, is to inform the Honourable Member that a Ministry cannot in law be a complainant in a criminal matter, like a case of perjury. That is the function of the Prosecutor-General. Similarly, because perjury is a criminal matter you do not sue a Ministry. You sue the Minister and the officials who act *ex officio*, alternatively the Government of the Republic of Namibia.

For instance, if a case is to be brought against the Namibian Police, one would sue the Minister of Safety and Security or the Inspector-General in respect of his or her functions. But it does not follow that the Ministry can sue necessarily. When we sue on behalf of Ministries we do so in the name of the Republic of Namibia or the relevant Minister, in civil matters.

9 March 2006

**RESPONSE TO QUESTIONS: HON SCHIMMING-CHASE
HON IIVULA-ITHANA**

All criminal matters are prosecuted in the name of the State by the Prosecutor-General or by the officials with her, meaning the Prosecutor-General's delegation.

I hope, Comrade Speaker, the Honourable Member is satisfied with the answers, but should there be further queries, she is welcome to ask me here or at my office.

Thank you.

HOUSE ADJOURNS AT 15:45

HOUSE RESUMES PURSUANT TO ADJOURNMENT AT 16:10

HON SPEAKER: When the House adjourned for refreshments the Minister of Justice and Attorney-General had concluded her reply. Does the Honourable Schimming-Chase wish to put any follow-up questions?

HON SCHIMMING-CHASE: Thank you, Honourable Speaker. I would like to thank the Honourable Minister of Justice and Attorney-General, Mrs Emvula-Ithana, for the most valiant effort at providing an Orwellian reply to the question that we have not had in the past fifteen years.

However, the reply gives more information than the Honourable Minister, Mrs Iivula-Ithana, may have wanted to give.

HON MINISTER OF JUSTICE AND ATTORNEY-GENERAL: The Honourable Member is mispronouncing my name.

HON SCHIMMING-CHASE: It is poetic justice for the mis-pronunciation of mine. Thank you. The Honourable Minister, Mrs Emvula-Ithana, has provided this

9 March 2006

**RESPONSE TO QUESTIONS: HON SCHIMMING-CHASE
HON IIVULA-ITHANA**

House with the very important information that the Prosecutor-General has, by her own request, now received the docket. In fact, the Judge, whose name I shall not mention in recognition of the Rules, made it public that he was going to see to it that the docket was going to get to the Prosecutor-General. So much for that.

I thank the Honourable Minister and Attorney-General, Mrs Emvula-Ithana, for providing a Constitution but I prefer to read mine - which is torn because of the way I read it - and I would like to refer the Honourable Minister of Justice, Mrs Emvula-Ithana, to Article 87(a) of the Constitution which refers to the powers and functions of the Attorney-General and says: "*The powers and functions of the Attorney-General shall be (a), to exercise the final responsibility for the Office of the Prosecutor-General.*"

All attempts to pass the buck violate the Constitution.

As for the invitation by the Honourable Minister that I should attend her office for further questions, I thank her very much for the invitation. I prefer to stick to my constitutional responsibility of an oversight function which I shall exercise in the House of Parliament and not behind closed doors. Thank you.

HON SPEAKER: That is it for Question 12, unless the Attorney-General wishes to reply.

HON MINISTER OF JUSTICE AND ATTORNEY-GENERAL: Honourable Speaker, I thank the Honourable Member for the supplementary questions that she has posed.

If the Honourable Member does not know the decision by the Supreme Court in a matter of *Attorney-General VS Prosecutor-General*, what that decision said. "*The Prosecutor-General in his or her prosecutorial authority cannot be forced, cannot be advised. She works independently and subject only to the Constitution of the Republic of Namibia.*" The Supreme Court decision in that case is still the law applicable everywhere. As for my invitation, that was just courtesy. I gave her a choice whether here or there. To me it is in order. But please, take that copy home and read it. Thank you.

9 March 2006

**RESPONSE TO QUESTIONS: HON SCHIMMING-CHASE
HON NAMOLOH**

HON SPEAKER: Thank you. The dialogue shall continue one way or the other. Question 13 is one by Honourable Nora Schimming-Chase. Does the Honourable Member put the Question?

QUESTION 13:

HON MINISTER OF DEFENCE: Honourable Speaker, Honourable Members, I rise to give answers to the questions of Honourable Nora Schimming-Chase. There were three questions asked, but I shall not answer question by question. I shall just provide an inclusive answer to the Honourable Member.

I shall start by acknowledging the appropriateness of the concern raised by the Honourable Member regarding the restoration of the honour of the three NDF members and the muddled NDF name through the publication of such information. But I should also register my disappointment when I was ready the other day and the Honourable Member was not in the House and no apology or information was sent to me to say that she was not going to be in the House.

Nevertheless, I shall answer, otherwise I should have declined.

The Ministry of Defence has said many times through the media that no thorough investigation was made before the repatriation of the three NDF members over the alleged sexual exploitation. What we did not say, and I now see how vital that was, was the fact that these allegations were not made personally by victims, but by a reporter of a newspaper. A local reporter made the allegations in a newspaper and based on that report the NDF members were summarily repatriated.

On the 25th of June 2005, a few days after the repatriation of the three NDF members, a group of Liberian people protested against the publication of what they termed "*fabricated story by a local reporter who just wanted to make money*" and they wrote a strong letter addressed to the UN Force Commander, the UN Secretary-General's Special Representative in Monrovia, the Town Council of Monrovia, the County Leadership, the Government of the Republic of Namibia, the UNMIL Commander in the Sinje area where the Namibian contingent was deployed, and to the reporter in question.

09 March 2006

**RESPONSE TO QUESTIONS: HON SCHIMMING-CHASE
HON NAMOLOH**

That strong letter condemned the way the three NDF members were treated and went further to threaten the reporter for fabricating that story. I have a copy of the letter with me and if the Honourable Member wants to go through she is welcome, perhaps here or at the office. Perhaps you do not like the courtesy.

It is true that by the false fabrication the names of the three members and that of the NDF were tarnished and need to be cleared. We did not deem it wise to rush into demanding that from the UN without first gathering all the necessary details. The UN is already aware that the three NDF members were apparently repatriated on fabricated allegations, and this is no news to them. We are currently studying the best approach, as we do not want to redress the situation with the wrong remedy.

On DNA tests I should state that nothing suffices to warrant such an exercise. To carry out a DNA test you need three people and in this case there is none. If the media was not here I would have told you, but when you come to my office I will be able to tell you what exactly happened in Liberia and the society there.

So, I rest my case and I thank you.

HON SPEAKER: I thank the Honourable Minister. Any follow-up, supplementary questions?

HON SCHIMMING-CHASE: Yes, Honourable Speaker, through you I would like to thank the Honourable Minister for the way in which the question was answered and to assure the Honourable Minister that I did not absent myself without apology. In fact, the Honourable Speaker made it clear here that I was on official business.

As for the invitation to the office, thank you very much. We will make an appointment.

HON SPEAKER: Question 18 is one by Honourable Moongo and addressed to the Minister of Information and Broadcasting. Does the Honourable Member move the Question?

9 March 2006

**RESPONSE TO QUESTIONS: HON MOONGO
HON NANDI-NDAITWAH**

QUESTION 18:

HON MOONGO: I put the Question.

HON MINISTER OF INFORMATION AND BROADCASTING: Yes, Comrade Speaker. Comrade Speaker, through you, I am just wondering how often Honourable Moongo visits the NBC offices, because the leakage that he has told us about is something that you can only see when you are inside. So, I am really wondering how often he goes there.

HON MOONGO: All the time.

HON MINISTER OF INFORMATION AND BROADCASTING: All the time. Thank you, Comrade Speaker. There are four questions the Honourable Member has posed to me. In answering them I may not be answering question by question, but questions 1 and 2 can be answered together and questions 3 and 4 can also be answered together.

Coming to the first part of the question, that is questions 1 and 2. Yes, I am aware that the NBC building in Oshakati, which was completed on the 15th May 2005, is leaking. On inspection I have seen leakages at the reception that is leading to the studios and one in the corridor. Of course, it is also true that the NBC is using highly sensitive and expensive technological equipment and should they get wet they will be damaged. However, it has to be accepted, Comrade Speaker, that with the heavy rains we have received in Namibia many buildings in the country and, I want to believe, including the houses of some Honourable Members present here, are leaking. You are confirming that. For this new building this is the first year of heavy rains, so we have discovered *that* after heavy rains.

Because you are getting all these things I may inform the Honourable Members that according to information available to me, the work was completed on the 15th May 2005. On the same day, 15th May 2005, officials from Oshakati forwarded to the General Manager, Technical Services, information on defects found on the building.

9 March 2006

**RESPONSE TO QUESTIONS: HON MOONGO
HON NANDI-NDAITWAH**

Those include two broken windows in the reception area, in the men's toilet, in the corridor, broken tiles in the corridor and also cracks in the wall in the corridor and the marketing offices.

Unfortunately, those defects were not reported to the company that worked on the building. The worst part is also that the NBC has a retention period of only three months for all major building projects. The current Board and Management are changing that policy.

However, notwithstanding the lapse of the retention period, the company has expressed readiness to attend to those defects including attending to the leakage. So, they are ready to do that though the time has lapsed.

There is also electrical work outstanding at the Oshakati office and those were to be done by the NBC team. There have been delays which were because of funds, it was said. However, the matter will be addressed. That was question 1 and 2.

Questions 3 and 4:

On the allegation that funds allocated to the building have been misappropriated by two former Director-Generals, no material or any evidence is available to me that money for the project was misappropriated.

The tender for the renovation of the old Oshakati NBC complex and construction of the new studios was advertised in 2004 and awarded to '*Tana Trade*' as the successful tenderer from amongst two companies that tendered. It should be stated that the tender awarded involved the renovation of the existing buildings and the construction of the new studios. At that time the Director-General of the Namibia Broadcasting Corporation made it clear that the total amount for the tender was N\$2 574 997,46.

The tender was divided into two phases, phase one and phase two, for which amounts of N\$1,3 and N\$1,4 million, respectively, were budgeted. The tendered amount for phase one amounted to N\$1 242 058, 58. Clause 3 of the contract entered into between '*Tana Trade*' and NBC reads as follows: "*Phase two will be discussed and negotiated upon the successful completion of phase one and upon the availability of funds.*"

On completion of phase one the phase two contract, amounting to N\$1 332 938,86 was signed, and in total the expenditure for both phases amounted to N\$2 574 997, 46.

9 March 2006

**RESPONSE TO QUESTIONS BY HON MOONGO
HON IIVULA - ITHANA**

Available records indicate that actual payment made to the contractor amounted to N\$2 688 235,81 leading to a variation of N\$113 238,45 attributed to penalties for late payment interest, and some additional work agreed upon between the two parties which were not part of the original contract. From the above it is clear to me that unless credible information to the contrary is provided, there is no evidence of money meant for the project having been misappropriated by the Director-General at the helm of the NBC at that time, let alone the two Directors-General, as referred to in the question.

Against that background no NBC employee can be held accountable for or found guilty of misappropriation of the project funds. Therefore your question to the Minister to take steps on an NBC employee does not hold water.

Finally, Comrade Speaker, for the interest of the House and, I may inform you, on the request of the Minister of Information and Broadcasting, the Auditor-General has contracted an audit firm to undertake a comprehensive forensic auditing of the NBC. It is my hope that the outcome of that audit will spell out all suspicions and rumour-mongering about the NBC, our National Broadcasting Corporation.

I thank you, Comrade Speaker.

HON SPEAKER: Question 19 is by the same Honourable Member. Does the Honourable Member put the Question?

QUESTION 19:

HON MINISTER OF JUSTICE AND ATTORNEY-GENERAL: Comrade Speaker, I was requested by the Right Honourable Prime Minister who just stepped out of the House to provide the answers to the Honourable Member's questions.

Honourable Speaker, I would like to thank the Honourable Mr Philemon Moongo of DTA for his questions regarding flood disasters. My answers are as follows:

1. Floods are annual occurrences. In a country like Namibia floods are rare occurrences. It is therefore difficult to anticipate where floods could occur next. It is therefore impossible to find a long-term solution to prevent flood disasters.

9 March 2006

**RESPONSE TO QUESTIONS BY HON MOONGO
HON IIVULA - ITHANA**

2. With respect to the town of Mariental floods happen when the Hardap Dam above the town overflows. These floods could be prevented if proper measures were taken to control the water inflow or outflow from the dam.

It was against this background that His Excellency, President Comrade Pohamba, directed that a professional evaluation of the situation be conducted to enable Government to devise mitigation measures against floods in the town of Mariental. Government will only pronounce itself when such an assessment document is received.

3. The sluices of Hardap dam cannot be changed. They are located in the natural water course of the Fish River. The professional assessment of the situation, referred to above, would indicate the necessary engineering solutions, which could prevent the flooding of the town in the future.
4. I do not have information as to whether Namwater received permission, or needed permission, from the Honourable Minister of Agriculture, Water and Forestry to open the sluices of the Hardap Dam.
5. I am not quite sure which Ministers you are referring to who should build a bridge over the Oshigambo River.
6. With regard to your question about bridges over the Zambezi and Chobe Rivers. To the best of my knowledge bridges do not prevent floods. Whether you build a thousand bridges over the two rivers, they are not likely to prevent flooding.
7. The Government, through the Emergency Management Unit, is helping those affected by floods. Government, however, is not in a position to compensate individuals who lost properties or means of livelihood due to flood disasters.

Those were the Prime Minister's answers. I thank you.

HON SPEAKER: I thank the Attorney-General for doing justice to the Prime Minister's answers. Does the Honourable Member wish to add anything?

9 March 2006

**RESPONSE TO QUESTIONS BY HON MOONGO
HON IIVULA-ITHANA**

HON MOONGO: Honourable Speaker, bridges needed to be built at rivers such as Oshigambo so that the school children could cross. In the Caprivi there are wooden bridges, but people are not supposed to cross under the water, they are supposed to cross above the water. Therefore, it is naïve for a Prime Minister to answer in that way.

HON MINISTER OF INFORMATION AND BROADCASTING: On a Point of Order, Comrade Speaker. In accordance with our Rules and Procedures, especially Rule 81(c), it is very clear that during question time you should not make statements but just ask straight supplementary questions. The Rules are very clear - unless we are amending them.

HON SPEAKER: I thank the Honourable Minister. English is not our mother tongue so the Speaker did not think that he was out of order.

HON MOONGO: Mr Speaker, when the Prime Minister says that he does not know who are supposed to build these bridges...

HON SPEAKER: I am bailing you out. But as a traditional leader also he was a little bit circumspect. But the Honourable Member is otherwise satisfied with the answers. Question 20 is one by Honourable Kaura. Does the Honourable Member put the Question?

QUESTION 20:

HON MINISTER OF LANDS AND RESETTLEMENT: Thank you, Comrade Speaker. I would like the Honourable Member to bear with me so that I can respond within two weeks' time. I am still getting more information.

09 March 2006

RESPONSE TO QUESTIONS

HON SPEAKER: Question 21 is one by Honourable Goreseb. Does the Honourable Member put the Question?

QUESTION 21:

HON GORESEB: I put the Question.

HON SPEAKER: Does the Honourable Minister of Works, Transport and Communication or his surrogate wish to reply? “Surrogate” is a nice word, it says “stand in for” people with the same weight. Honourable Goreseb, I am sure the Minister will return to that question.

Question 22 is by the same Honourable Member. Does the Honourable Member put the Question?

QUESTION 22:

HON GORESEB: I put the Question.

HON MINISTER OF TRADE AND INDUSTRY: Thank you, Honourable Speaker. May I also ask the indulgence of the House to bring the answers to these questions next Thursday?

QUESTION 23:

HON SPEAKER: Question 22 stands over until next week. Question 23 is by Honourable Gurirab and addressed to the Minister of Education. Does the Honourable Member put the Question?

9 March 2006

**RESPONSE TO QUESTIONS BY HON GURIRAB
HON IIVULA-ITHANA**

HON SPEAKER: Does the Honourable Minister of Education or his Colleague so assigned wish to answer? Does any other Member of the Executive wish to reply? Nobody.

Question 24 is by the same Honourable Gurirab. Does the Honourable Member put the Question

QUESTION 24:

HON MINISTER OF JUSTICE AND ATTORNEY-GENERAL: Comrade Speaker, I am again standing in for the Right Honourable Prime Minister in answering the questions of the Honourable T Gurirab of CoD.

Thank you for your interest, Honourable Member, in the affairs of the Development Brigade Corporation.

A Cabinet meeting of 21st April 2005, among others, resolved as follows: *“Following the appointment of the Presidential Commission of Enquiry into AMCOM and DBC, the process of transferring some assets to the DBC’s newly created subsidiaries, for example, Okatope Poultry Farm CC, Eunda Agricultural Farm CC, Namibia Bricks Enterprises (Pty) Ltd., Star Protection Services (Pty) Ltd., as Cabinet Decision No 10/07.05.02/001 was put on hold pending recommendations of the said Commission. Cabinet directs that the DBC Interim Board of Directors proceed with and finalise the transferring of the respective assets to DBC subsidiaries with the view to enabling the winding up of the company in line with its constituting act.”*

The report of the DBC Interim Board of Directors is awaited in this regard before action is taken to wind up the DBC.

So far ends the answer of the Right Honourable Prime Minister.

HON SPEAKER: I thank the Attorney-General. Question 25 is one by Honourable Gurirab. Does the Honourable Member put the Question?

9 March 2006

**RESPONSE TO QUESTIONS BY HON GURIRAB
HON EKANDJO**

QUESTION 25:

HON GURIRAB: I put the Question and I just wanted to express my gratitude to the Prime Minister's assistant who answered the previous question.

HON MINISTER OF LANDS AND RESETTLEMENT: I thank you, Comrade Speaker, Honourable Members.

The Honourable Member would like to know what types of activities are presently being carried out on the farm and the number of persons resettled on the farm. He further would like to know the number of farm workers retained or resettled on the farm as well as the fate of other farm workers not resettled on the farm.

Honourable Member, no activities are currently taking place on the farm apart from activities of residential farm workers who are still on the farm. The Ministry has placed a caretaker on the farm to protect and preserve the status of the farm in its present form.

To conform with the provisions of the Agricultural (Commercial) Land Reform Act of 1995, the Ministry has to ensure that farms for resettlement are first demarcated, gazetted and then advertised for all fellow Namibians who meet the requirements to complete application forms for resettlement as individuals, families or as registered cooperatives.

Ongombo farm has been demarcated into farming units and advertised in local newspapers for resettlement of landless Namibians, including those farm workers who, if so interested, could apply, and the advertisements started last month, the 15th.

Only a total of seven farm workers have expressed interest to the Ministry to remain on the farm and have, in fact, already submitted their applications as per the Agricultural Commercial Land Reform Act, (Act No 5 of 1995). The rest of the farm workers have not applied and some have even left the farm with the previous farm owner.

The Ministry of Lands and Resettlement has never evicted farm workers on any farm acquired and their applications for resettlement are considered in accordance with the said Act.

9 March 2006

**RESPONSE TO QUESTIONS BY HON VENAANI
HON KAWANA**

Thank you, Comrade Speaker.

HON SPEAKER: I thank the Honourable Minister. Question 26 is the one by Honourable Venaani. Does the Honourable Member put the Question?

QUESTION 26:

HON MINISTER OF PRESIDENTIAL AFFAIRS: Honourable Speaker, allow me to thank the Honourable Venaani for asking some questions related to State House.

My response to the Honourable Member's first question is that there are not two Accounting Officers in the Office of the President. Some time ago there used to be two occupational posts called 'Secretary to the President' and 'Secretary to the Presidency', respectively. These posts were, however, abolished following the adoption of the new structure on the recommendation of the Public Service Commission. In the new structure there is provision for one Permanent Secretary who is, in terms of the State Finance Act of 1991, the Accounting Officer.

My response to the Honourable Member's second question is that there are 25 management cadre posts on the establishment of State House, that is to say, from the level of the Deputy Director up to the level of the Permanent Secretary.

I wish to further inform the Honourable Member that these posts range from the President's Private Office, the Cabinet Secretariat whose additional responsibility it is to serve Cabinet Standing Committees as well as *ad-hoc* Cabinet Committees, Office of the Founding President, Secretariat of the President's Economic Advisory Council (PEAC in short) and the Office of the Minister of Presidential Affairs.

Allow me, Honourable Speaker, to add here that the State House personnel structure is very lean indeed. During my short tenure as Minister of Presidential Affairs, I had an opportunity to visit one friendly country in Africa whose population and system of governance are comparable to ours. I was informed that in addition to the Minister of Presidential Affairs in that particular country, there are seven senior staff members at the level of Permanent Secretary. Therefore, personnel currently available in the Office of the President are the bare minimum.

9 March 2006

**RESPONSE TO QUESTIONS BY HON VENAANI
HON KAWANA**

The other part of the Honourable Member's question is no longer applicable given my response to the first question.

The third question of the Honourable Member has also been overtaken by events given my response to the first question.

I thank you, Comrade Speaker.

HON SPEAKER: I thank the Honourable Minister of Presidential Affairs. Is the Honourable Member satisfied?

HON VENAANI: Yes, Honourable Speaker, I want to thank the Honourable Minister of Presidential Affairs. I just wanted to keep him busy in the House.

HON SPEAKER: That is good news. Question 27 is one by the same Honourable Venaani. Does the Honourable Member put the Question?

QUESTION 27:

HON SPEAKER: Does the Honourable Minister of Agriculture, Water and Forestry wish to reply? Or the Deputy? Any other Minister or Deputy Minister assigned to do so? None. We move on to Question 28, also by the same Honourable Venaani. Does the Honourable Member put the Question? It is addressed to the same Honourable Minister. We move on to Question 29. Does Honourable Viljoen put the Question

QUESTION 29:

HON VILJOEN: I put the Question.

09 March 2006

**RESPONSE TO QUESTIONS BY HON TJIHUIKO
HON EKANDJO**

HON SPEAKER: The Minister is also absent. Question 30 is by Honourable Tjihuiiko. Does the Honourable Member put the Question?

QUESTION 30:

HON MINISTER OF LANDS AND RESETTLEMENT: Thank you, Comrade Speaker.

Comrade Speaker, Honourable Members, the Honourable Member is correct in that Arcadia Nord is a commercial farm, totalling 2 643 hectares, bought and owned legally by Mully Farming Close Corporation.

I therefore wish to inform the Honourable Member that I am not in a position to comment on the situation at that farm, as the farm does not belong to the Government of the Republic of Namibia.

The Honourable Member posed a question on whether a court Ruling was issued requesting the settlers to leave the farm, and if so, why are the settlers still on the farm?

The Ministry of Lands and Resettlement is not aware of the settlers still being on the farm due to the fact that the farm is private and the Ministry cannot involve itself in the settlement of persons on a private farm. Settlement carried out by the Ministry is only on Government farms, not on private farms.

Matters related to the court ruling on a private farm have nothing to do with this Ministry, and as such, we are distanced from what may be taking place at that farm or any other private farm, just like we do not know what is happening in your house.

Regarding the rest of the questions of the Honourable Member, they are misdirected.

Again, the Ministry of Lands and Resettlement does not deal with affairs of privately owned farms - which are not in line with its line functions. The Honourable Member may seek the responses directly from persons he believed to be involved in the affairs of that private farm.

Most certainly, His Excellency, the President of the Republic of Namibia and the Founding President of the Namibian Nation are not involved with what may be happening at the farm Arcadia. They are not involved at all.

Thank you, Comrade Speaker.

9 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON TJIHUIKO**

HON TJIHUIKO: Honourable Speaker, I want to thank the Honourable Minister for the attempt to answer the questions. Thank you.

HON SPEAKER: We are done with the questions. The Secretary will read the First Order. The information is that the First Order has been withdrawn. The Secretary will read the Second Order of the Day.

**RESUMPTION OF DEBATE ON LACK OF AFFIRMATIVE
ACTION IN PUBLIC SERVICE AND PRIVATE SECTORS**

HON SPEAKER: When this Debate was adjourned on Tuesday, 9 March 2006, the Question before the Assembly was a Motion by the Honourable Ulenga. The Honourable Mr Tjihuiko adjourned the Debate and he now has the floor.

HON TJIHUIKO: Thank you very much, Honourable Speaker. I just wanted to make a contribution to the debate on the unsatisfactory state of affairs and lack of affirmative action in both the Public Service and Private Sector.

Honourable Speaker, the Affirmative Action Employment Act, 1998 (Act 29 of 1998) defines “*affirmative action*” as a set of affirmative action measures designed to ensure that a person in a designated group enjoys equal employment opportunity at all levels of employment and are equitably represented in the workforce of the relevant employer.

Subsection 17(2)(a) to (c) goes on and says that:

- (a) identification and elimination of employment barriers aimed against person in designated groups;
- (b) making reasonable efforts in the workplace to accommodate, physically or otherwise, persons with disability; and

9 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON TJIHUIKO**

- (c) instituting positive measures to further employment opportunities for a person in designated groups.

I believe that in order for the Act to be effectively implemented an Employment Equity Commission was established with the object of:

- (a) inquiring into whether relevant employers have adopted and is implementing the affirmative action plan and whether any particular affirmative action plan or affirmative action measures meet the object of the Act by taking the action prescribed by all under this Act.

I think it is very clear, Honourable Speaker, that we are talking about a system that is already in place through an Act of Parliament, a system that is being supported by the necessary crews for Affirmative Action to be implemented in this beautiful Republic of Namibia.

It further says that:

- (b) to collect and compile information for the purpose of administration of the provision of the Act.
- (c) to advise any person, body, institution, organization or interest group on matters pertaining to the objects of this Act, including whether an existing or proposed affirmative action measure or employment practice is in place, consistent with the objects of the Act;
- (d) and also to advise Honourable !Naruseb, the Minister, on making regulations in order to achieve the object of this Act on any other matter which the Minister may refer to the Commission.

When we are talking about whether affirmative action is being implemented or is not being implemented it is not a question that there is no mechanism in place. It is a question of whether those who were supposed to implement this Act are doing it or not? There are two different things. When you are saying that yes, indeed, we need to implement affirmative action but we need a, b, and c in order for us to do that.

If, while all the necessary instruments are in place - and the law that had been passed nine years ago - we are still saying that we need to implement the law, then something is wrong. Something is not wrong with the law, it is not wrong with the measures that have been taken - the problem is why is the Act not implemented? These are some of the questions that we need to answer ourselves.

9 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON TJIHUIKO**

Honourable Speaker, the Affirmative Action Employment Act, 1998, is very clear and simple. The biggest problem that we are facing is simply the question of human capacity to effectively implement the Act. (Intervention)

HON MINISTER OF FINANCE: Honourable Speaker, I would like to pose a question to the Honourable Colleague? I would like to ask whether the Honourable Member is satisfied with the implementation of affirmative action as far as gender is concerned in NUDO? And whether the representation of the Party in Parliament reflects the Affirmative Action Policy?

HON TJIHUIKO: I am totally not happy with the implementation of affirmative action as far as women are concerned because the issue is that one should not talk about political parties. Let us look at the business sector. Let us go to Katutura today. Go to any business in Katutura and see how many women are working in those businesses. What are the responsibility that they are been given? Take a shop, for instance. You will see that most of the women working in shops are cashiers and they are there at the back. So the problem is - let us not look at a political party - it is a question of when we are looking at women's representation it is of concern to all of us.

The problem that we have in the implementation of the Act is simply not a question of the instruments; it is a question of those who should implement the Act. I wonder whether the appointment of those who were supposed to implement this Act was also a product of affirmative action. The reason why I have this concern is that if the Commission that was supposed to advise Parliament, that was supposed to take proper and appropriate action to bring those who have violated the law to book, are writing reports to Parliament saying that people are not complying, do they expect Parliament to tell them what to do?

The way Affirmative Action Programmes are being implemented in Namibia is very suspicious. The main object of the Affirmative Action Programme is, and should be, to affirm the previously disadvantaged section of our community equitably without looking at the Region from which they come or their tribal background. If one looks at the appointments, forgetting for a moment the purpose that we serve here the other

9 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON TJIHUIKO**

day, talk about choice, a white-owned company having all rights to appoint a Board of Directors.

Let us look at the whole thing in totality. Let us look at what is happening in our own institutions?

HON SPEAKER: Honourable Members, my screen is blank. If Honourable Members want to make a contribution press the button. Your name will be listed and I will give you the floor.

HON TJIHUIKO: Thank you very much, Honourable Speaker. Some of us newcomers find the situation a bit tricky. I was saying that if one looks at the appointment of the Chief Executive Officers of Parastatals, and also at the procedure - the announcement two years ago that high positions in Government and in Parastatals should be reserved for trusted and card carrying members of a political party, which is definitely not NUDO. Looking at the appointment of the Boards of Directors of the various Government Departments and Parastatals one wonders what we have on hand.

If you are talking about affirmative action to affirm those who were previously disadvantaged and you make a statement, perhaps a policy statement, saying that unless you are a trusted, card carrying member of a political party you cannot be appointed - and not only the statement, you will see it in practice. That is the problem.

Honourable Speaker, all that is (Intervention)

HON DEPUTY MINISTER OF LABOUR AND SOCIAL WELFARE: Honourable Tjiuiko, when you left the Ministry of Trade and Industry you were in the management cadre. Were you a member of SWAPO that time before you joined NUDO?

HON TJIHUIKO: I was not a member of SWAPO and I was also not a member of the *Omusati clique*. Honourable Speaker, we all do support affirmative action

9 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON TJIHUIKO**

policies and programmes, but the way we are implementing this policy in the Land of the Brave leaves much to be desired. (Intervention)

HON DEPUTY MINISTER OF LABOUR AND SOCIAL WELFARE: On a Point of Order, if the Member can tell us who is the *Omusati clique*? He must withdraw that statement of the *Omusati clique* or otherwise he should tell us who the *Omusati clique* is. I am not *Omusati clique*. He must withdraw. With that *Omusati clique* you are even insulting our Founding President, the Father of the Nation - if you say that. That is what you say because that is what you write in the newspapers. Withdraw those words. Honourable Speaker, he must withdraw. I am not of the *Omusati clique* and he must withdraw those words.

HON TJIHUIKO: Honourable Speaker, I need your guidance?

HON SPEAKER: I do not want the Motion to degenerate into what individual Members think about one another and we should stick to the seriousness of the Motion. It is the Motion in the House that follows the proper rules of introducing the Motion and to commence with the Debate.

I want us to debate the issue about affirmative action and we should not provoke one another. I do not know about an organised group of any relevance to the Assembly called the '*Omusati clique*'. So, could you withdraw that particular expression and use the command of your English language and perhaps say the same thing without reference to the *Omusati clique*.

HON TJIHUIKO: Thank you, Honourable Speaker. As I said I needed your guidance - I withdraw the statement. I also wanted to make it clear that in my paper I do not make any reference to the SWAPO Party. So the Honourable Member made a reference that when I was in the Ministry of Trade and Industry I was not a Member of SWAPO. I think that is (Intervention)

9 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON TJIHUIKO**

HON SPEAKER: The SWAPO party as represented here. Yes, we know.

HON TJIHUIKO: Honourable Speaker, we all do support affirmative action policies and programmes. But the way affirmative action is being implemented, I said need much to be (Intervention)

HON MINISTER WITHOUT PORTFOLIO: I am terribly sorry to interrupt the Honourable Member but for the sake of clarity I would like to pose a question. Honourable Tjihuike mentioned that the problem is human capacity and he also mentioned about the Commission that instead of doing things actually brought the thing to the Parliament. I would like you to go a little further than that and ask the Member to tell us how we got into this dilemma when the Commission which is there is doing the things that you have described. Are we are going to dismiss it or how do we make the things work from now on with the Commission like that? What is your suggestion on this? I think what we should try to do is for us to get out of this so that the affirmative actions can be implemented properly.

HON TJIHUIKO: The way I understand it affirmative action is simple. If you affirm people - you do not affirm people because they belong to a certain group or a tribe or whatever, you are affirming people as per the definition of the Act. That is what I am saying. But if you have a current situation whereby one would say in order for you to be affirmed or to be able to access certain things, you have to belong to a certain party. That is a statement that was made in public and nobody has withdrawn it.

So what I am saying is that perhaps those who were given the responsibility to implement this Act are themselves products of affirmative action. Perhaps they were good, card carrying members of certain political parties. So this is what I am trying to get at. If you are a certain person and you have a Minister who is supposed to have led you and the minute he comes back to the person he says, "Comrade President, I just do not know what to do." Then something is wrong with the Minister and not with the President. We are not working with the appointing officers, but with that person who was supposed to take the lead - and advise us sitting in this August House - that that was a problem that they had. Not coming to us and saying that we have not seen somebody being prosecuted because he has violated the law for nine years.

9 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON TJIHUIKO**

The Honourable Minister said that they needed to look at the law and strengthen it - after nine years. This is the point that I am trying to get at. (Intervention)

HON DEPUTY MINISTER OF LANDS AND RESETTLEMENT: Honourable Tjihuiiko, about the statement that you just made. Do you remember that you made a similar statement here in this House when you said that when you were appointed as Deputy Director, what you did the first day was to go to the Honourable Minister and asked him what you were supposed to do? Are you telling us now that there was a different mechanism to appoint you without knowing what you were supposed to do? And you do not want others, as Ministers, to do the same?

HON TJIHUIKO: That was a good question, Honourable Minister. Look at it from two different angles. The first one is when I talked about the Ministry of Trade in 1990; I was talking about a structure that was not there. When you enter an office you just do not go to any of the offices and do nothing, you consult those who are there. The reason why I went to consult the Honourable Minister: the only three or four officials in the Ministry. So it is not just there and starting to do your own work. I am talking about a structure, which is there when you advertise positions and appoint people - and for nine years and after nine years there is still nothing - with a clear job description.

HON MINISTER OF LANDS AND RESETTLEMENT: Do you believe in the phrase that says *do not point to a splinter in someone's eye; first remove the tree in your eye?* Do you believe in that phrase? (Intervention)

HON SPEAKER: Did you have that experience, Honourable Tjihuiiko?

HON TJIHUIKO: I know that phrase, Honourable Speaker. Affirmative action policies and programme (Intervention)

9 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON TJIHUIKO**

HON SPEAKER: The Honourable Member is saying that he has not heard the phrase. Honourable Minister again?

HON TJIHUIKO: Thank you, Honourable Speaker. Affirmative action policies and programmes should be transparent, non-racial, non-tribal and ...

HON MINISTER OF LANDS AND RESETTLEMENT: Thank you, Comrade Speaker. NUDO was formed in 1964. Up to now the whole top structure of NUDO - do you think that is affirmative action? Or even gender balance and affirmative action (Intervention)

HON SPEAKER: Honourable Minister, that is irrelevant. We are talking of an Act of Parliament.

HON TJIHUIKO: Thank you very much. That is exactly what I wanted to say. Affirmative action policies and programmes should be transparent, non-racial, and non-discriminatory in practice. In 2002, just before his retirement, the Malaysian Prime Minister, Mohammed Mahatir, said in his country's empowerment programme known as the 'New Government Policy' and I quote.

"Malays will not be able to survive. They are not prepared to face competition at all." They had been affirmed to the point that they couldn't stand on their own. He went on and said, "Instead of using the policies to stand on their own feet, Malaysia has simply clicked on the easy benefits it offers."

Unless we are careful with the implementation of affirmative action it may create a situation where you have affirmed a few and these affirmed few take a newspaper and say the same phrases in and out. These affirmed few would not stand on their own for 24 hours simply because the way they have been affirmed was not proper. So that is the problem that we are seeing.

Honourable Speaker, it is increasingly clear in Namibia that empowerment has (Intervention)

9 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON TJIHUIKO**

HON MINISTER OF JUSTICE AND ATTORNEY-GENERAL: Honourable Tjihuiiko, now that you are one of the few even being affirmed are you telling us that you are incapable of standing on your own? Are you seeing yourself like that?

HON TJIHUIKO: Honourable Speaker, I am not affirmed. When I was appointed as a Deputy Director in the Ministry of Trade, I have had a Masters Degree in Marketing - Specialized in International Relations. I had had experience of SME Development for three years in the private sector, called IMLT. I trained some of the people sitting in this House in business development. So when I was appointed I was appointed on the basis of my qualification and not appointed because of affirmative action.

HON SPEAKER: Honourable Venaani, you rose while the Honourable was still answering the question.

HON VENAANI: Honourable Speaker, I think the Member is doing fine, but on a Point of Information, I think this House is sending a wrong message out there by virtue of what the respected Attorney-General just said. It is not automatic that every black Namibian is an affirmative action candidate. We should not send that notion, no. By just asking that question... I stated in my speech that people who are heading Parastatals - today independent business companies - are there because of qualifications and competition. Now, if our former Speaker was serving with the President of the United Nations General Assembly, presiding over that big body, it was not because of an affirmative action process, it was because of the qualities that he possesses. We are sending a wrong message because companies, especially white conglomerates in this country, feel that when they appoint a black CEO it is an Affirmative Action candidate, not realising that they should open the market for fair competition for the people who do not have those chances to be able to have those abilities. Yes, we have an Affirmative Action Policy in this country, but yet some people are arriving because of their own ability.

HON TJIHUIKO: I think I should congratulate the Honourable Member just to advise the Attorney-General and the Minister of Justice. That is exactly what I wanted to say.

9 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON TJIHUIKO**

HON SPEAKER: I am appealing to you. I have been generous in allowing discussions to flow but I cannot allow the House to be diverted to matters unrelated to what the Motion is all about. It is a Motion that was Moved and motivated and we should discuss it within the framework that the mover had intended the discussion to be. Now if we are going to engage in reading one another's mind as to what the intentions are, then that is not the business. Perhaps that is what the witchdoctors are there for. That is not what we are here for.

So let us, as Members of Parliament, discuss the substance of the Motion. I do not want Honourable Members to inscribe. Let us be easy on rising on Points of Order. They are not impressed by rising on Points of Order or questions, but I want the Honourable Members to take the floor and to make a contribution as people are listening. They want to know what the contributions are on the Motion by each and every Honourable Member who takes the floor. The shortcuts, the questions and the points of order are allowed obviously, but they should not be abused. Honourable Tjihuiko, continue.

HON TJIHUIKO: Thank you. Honourable Speaker, I was trying to say that the (Intervention)

HON MINISTER OF JUSTICE AND ATTORNEY-GENERAL: On a Point of Information, Comrade Speaker. I have listened to your advice very, very carefully and probably this is going to be the last time that I am rising under this kind of arrangement. But what the Honourable young man over there has said is a distortion (Intervention)

HON SPEAKER: There are many young men around there and I do not know...

HON MINISTER OF JUSTICE AND ATTORNEY-GENERAL: Yes, the younger one. What Honourable Venaani has said is in actual fact a distortion of what I have asked.

9 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON TJIHUIKO**

HON SPEAKER: And I agree with the Attorney-General.

HON MINISTER OF JUSTICE AND ATTORNEY-GENERAL: If he wanted to give advice his advice should be addressed to Honourable Tjiuiko because he is combing that slate with the same comb. Apparently everybody who is black and who is appointed in Parastatals, or wherever, is a card-carrying member and therefore promoted or given this position unduly. My question was then directed to him since he is black and he was in a management cadre position: whether he was what he is describing them to be - card carrying members and unable to help themselves as he is portraying them. But if he could make a difference and say that there are some who are here, then I would agree with him.

HON TJIHUIKO: That is the advice by the person who is supposed to be advising us. Yes, indeed there are some like me and others. Thank you very much, Honourable, for that. But I wonder whether we have seen the article in the Windhoek Observer. These people, Honourable Speaker, it is invisibly clear (Intervention)

HON MINISTER OF FINANCE: Thank you, Honourable Speaker, I do not want to disrupt the Honourable Member but I just wanted to make a short Point of Order. I think that it is very easy for us to make a mistake by way of comments that we make that may end up actually tarnishing the image of a very important policy that we have put in place, the one of Affirmative Action, by trying to imply that it is bad for a person to be appointed through Affirmative Action. If you were appointed on the basis of Affirmative Action it did not mean that you were incompetent. It does not mean that. Because it does not mean that you are incompetent it simply means you were previously disadvantaged. The situation, as it is now, is still biased in such a way that you can be competent by the mere virtue of the fact you know that that bias exists. You may not have had the opportunity actually to realise your potential. That is why we intervened with the policy in order to level the ground and make it possible.

So if we start to say this person got there through affirmative action and therefore there is something wrong with the person, I think we are actually shooting ourselves in the foot and I think that we need to be cautious about that.

9 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON TJIHUIKO**

HON TJIHUIKO: Perhaps. I wish I could speak in Otjherero to make myself very clear. I never challenged affirmative action but what I was saying is that we have the system, the law, in place. We have everything in place: what we need to do is to implement. We need to implement affirmative action. It should be transparent, non-racial, and non-tribal. That is what I was saying.

So I am not talking about challenging the Act. That is not good. What I am saying is that the way I implement it now (Intervention)

HON DEPUTY MINISTER OF JUSTICE: Thank you very much, Honourable Speaker. What I wanted to ask the Honourable Tjihuiko is, if he said that everything was correct and the Affirmative Action Act was in place, the policy was correct, what are the problems hampering the effective implementation of affirmative action?

I think it is very clear. Why do you not come to the point that the problem which is hampering the effective implementation is the lack of cooperation from the relevant employers? That is exactly it and the relevant employer is putting all type of spanners and barriers against the effective implementation. So come to the point. It is not a tribal issue. It is not like what you do in NUDO, because you are the only ones represented there.

HON SPEAKER: It is an expended question.

HON TJIHUIKO: Yes. That is exactly what I was saying. If you were listening to me properly. I said if a certain law which had been on our book for nine years and you are still complaining that there are companies, which are not complying with the law, then the question is how many people are to be brought to book? I am not talking about the white-owned companies. I am talking about all the companies - even a black-owned business owned by Tjihuiko. You could go to his business and look at how best he had implemented affirmative action, especially when it comes to high positions for women?

I challenge everybody to go to Katutura. You will come back to me and say they are even worse than those whom we think are not implementing affirmative action. I am not saying that the law must be implemented to the letter. The moment we start doing

9 March 2006

**DEBATE: LACK OF AFFIRMATIVE ACTION
HON TJIHUIKO**

that we will not be implementing affirmative action. Some of us are not complaining that the law is not being implemented. That is what I am saying.

Honourable Speaker, affirmative action was actually meant to correct the wrongs of the past and advance to the disadvantaged communities and neglected areas and Regions because of the policies of yesteryear. That is what all of us expect to see - that equitable distribution of resources guided by affirmative action will be realised, Government and public resources (Intervention)

HON NAMBAHU: Honourable Tjiuiko was a Member of the Public Service and he was actually in the management cadre. If he had read the Motion properly he would have noticed that it was saying 'unsatisfactory state of affairs or implementation even in the Public Service'. It seems to me that he is speaking about something which he does not understand well, because he could have informed us what steps and what initiatives he made in an effort to implement Affirmative Action in the sector where he was employed and where he had decision-making powers in a management capacity. Actually, I think he is talking of something he does not understand very well because he knows that the Public Service is one of the employers where Affirmative Action was supposed to have been carried out and is to be carried out by the people who are actually having decision-making powers. We are now informed, accused but he is not informing us of what he failed by omission, or commission, to do as far as affirmative action is concerned.

HON SPEAKER: We have less than four minutes left.

HON TJIHUIKO: I need to answer that question. It is indeed true I was a civil servant. I was in the Management Cadre. Being in the Management Cadre I was privileged and trusted to keep certain information confidential. Whether I am still in Public Service, whether I belong to the Ruling Party as a professional and then there is an opportunity like this and saying things that you think was entrusted to you in confidence by this employer that particular moment. That is why in my speech I avoided dwelling on the question of civil servants. I am just talking about Affirmative Action at the work place and if you need that information then get it from somebody else, but not me.

9 March 2006

**DEBATE: DISASTER CAUSED BY FLOODS: MARIENTAL
HON MUDGE**

Honourable Speaker, let me conclude by saying that affirmative action is a tool that should affirm all the previously disadvantaged people - all of them in all the Regions. This should be visible when we go to any Region. It should be very clear that that area had been affirmed. It is a good vehicle for us to prepare ourselves to reach vision 2030. If we miss the point and even if we try to compare the regions we go to Rehoboth, we go to Khorixas, we go to Ondangwa and we look at these and we are saying that in 15 years this is what has happened. This is the way the people in these three or four Regions have been affirmed. That reflects that in 27 or 30 years time in just realization of the country and perhaps in the form that we have the foundation that we have laid today by having used the instrument that we have put in place.

I thank you.

HON SPEAKER: I thank the Honourable Member. Any further discussion?
Honourable Minister of Finance?

HON MINISTER OF FINANCE: If there are no further contributions I would like to propose that the debate on this Motion be adjourned to next week, Tuesday.

HON SPEAKER: I thank you. Until Tuesday. I am aware of the meeting but it is a one and a half day meeting. We should dispose of it before Parliament on Tuesday next week? The first Notice of a Motion is the one of the Honourable Mr Gertze. Does the Honourable Member Move the Motion? In the physical absence of the Honourable Member in whose name this Motion stands the Motion lapse under Rule 31. The Second Notice of a Motion is the one of the Honourable Mr Mudge. Does the Honourable Member move the Motion?

HON MUDGE: Honourable Speaker, there are five minutes left. Would it be possible to postpone it until Tuesday?

9 March 2006

**DEBATE: DISASTER CAUSED BY FLOODS: MARIENTAL
HON MUDGE**

HON SPEAKER: There is plenty of time to move it and to continue from where you left off when we resume. Who seconds the Motion? Any objection? Agreed. Honourable Mudge.

HON MUDGE: Honourable Speaker, Honourable Members, much has been said about the recent floods in Mariental and I personally visited the town on Saturday, 4th March 2006, in order to verify the situation and also to afford myself the opportunity to speak to some of the flood victims. What I saw there really shocked me and I am convinced that those of you - and I know that quite a number of Members of Parliament visited the area - will agree with me that the reality paints a much bleaker picture than what we read in the newspapers.

What I have read in the newspapers is one thing, but what I saw when I visited the area was something completely different, because it does not matter how well the situation has been reported, you will never be able to convey in the newspaper reports the destitution and also the helplessness of those residents and also the farmers who have lost much, or everything.

It is actually not possible to address this issue properly unless you are able to put yourself in the position of those people who were affected.

There is no doubt in my mind that the situation in Mariental is disastrous and that something will have to be done as a matter of utmost urgency to help those residents and farmers who not only suffered huge losses, but who were also severely traumatised emotionally.

Namibians are known for their tenacity but then there must be light at the end of the tunnel.

One cannot but express one's greatest appreciation for those individuals and companies who reacted immediately after the flood and who provided the much needed aid. The fact remains however that the contributions already made, as well as those promised, could at most bring temporary relief.

The situation remains critical and the residents and farmers are eagerly awaiting a final solution as quickly as possible.

9 March 2006

**DEBATE: DISASTER CAUSED BY FLOODS: MARIENTAL
HON MUDGE**

It is for this reason that it is of utmost importance for us, as representatives of those people, to unite and to find solutions as quickly as possible because the farmers and residents of Mariental are still experiencing a disaster and this is nothing less.

The obvious way to start is to first determine the possible reasons why this disaster happened, simply because it can, and surely will, happen again if something is not done as a matter of urgency.

I would like to look at possible reasons why the flood occurred at all and I have decided to state it as simple as possible and not to become too technical, because not all of us sitting here are civil engineers, but I believe that most of us sitting here do have a lot of common sense.

Fact one is that the town of Mariental was built before the dam was constructed. It therefore makes no sense to say "*but why were people allowed to build their houses, or the farms, in the flood area.*" Everybody in Mariental, the residents, businesses and irrigation and other farmers living in close proximity to the dam have always been in danger when large amounts of water had to be discharged from the dam.

The reason why I am saying this is to constitute a fact and that is that it would be crazy even to contemplate moving the farmers and the town out of the flood area.

Now if you cannot do that, what is the next thing you can do? What can be done is to ensure first of all that the river downstream of the dam is able to accommodate the amount of water that has to be discharged, even in a case of an emergency.

The Hardap dam was designed and built with a certain number of sluice gates with the intention of discharging a certain amount of water, if and when necessary, in a crisis situation. Ideally speaking, the river downstream should therefore be able to accommodate the full discharge when the sluice gates are fully opened. But that is technically speaking because there are always ways and means to avoid such a situation.

It is therefore of paramount importance to have continuous information from within the catchments area of the dam to determine what the inflow will be at any given time and, having that information, to determine when and how much water should be discharged in order to keep the water at a safe level, safe for the dam and also safe not to cause any flood.

This information is normally obtained by having manual stations, in other words persons, farmers, anybody in the catchments area, monitoring the rain and forwarding

9 March 2006

**DEBATE: DISASTER CAUSED BY FLOODS: MARIENTAL
HON MUDGE**

the information continuously to a control room. It can also be done through electronic equipment installed in the said catchments area, which transfers information on a continuous basis to the control room. A combination of the above can also be used.

All the above is the responsibility of Namwater.

Having said this, it should be very clear that one of three things could have gone wrong, not only with this recent flood but also the ones in previous years.

Firstly, the inability of the river to accommodate a reasonable volume of water discharged from the dam. Interesting to note is that in the 1970's the river could accommodate approximately 2000 cumec of water - cumec is 1000 cubic metre per second. With the flood in 2000 it was reduced to 1000 cumec and at the moment the capacity of the river is down to 450 cumec. Needless to say that this should make it very clear - should be a clear indication that somebody was not taking the previous floods seriously.

It is for this reason that I would like to appeal to the Government to urgently have the capacity of the river increased to at least 2000 cumec. That will necessarily include the removal of all kinds of obstructions in the river, amongst others, the reeds and also to widen the river and, if necessary, to construct a retaining wall on the eastern bank. It will obviously cost a lot of money, but then what was the cost of the damage only for the last two floods?

The second issue that most definitely contributed to the flood was the fact that the early warning system or the monitoring system in the catchments area was either insufficient or inoperative.

My information is that only half of the catchments area is currently covered by some kind of electronic monitoring equipment, but more worrying is the fact that quite a number of these stations did not report at all due to the fact that it was out of order with this last flood.

If this was the case, then it should be clear that those responsible for the overall monitoring of the situation could at best exercise a calculated guess about what was taking place, and my guess is that this was where the problem started.

It is therefore imperative that a proper monitoring system be put into place as a matter of urgency. At some stage in the past the Department of Water Affairs, as it was called then, made use of people living in the area to provide the monitoring team with

9 March 2006

**DEBATE: DISASTER CAUSED BY FLOODS: MARIENTAL
HON MUDGE**

information regarding the rainfall and this should be implemented immediately until such time that an electronic system is in place and functioning properly.

Another worrying factor is that Namwater, prior to the latest flood in Mariental, apparently decided to keep the capacity of the dam at 80%, but when the sluices were eventually opened the level of the dam already stood at 87%.

I am at a loss as to why with the knowledge Namwater had about:

- (a) the inability of the river to accommodate the serious discharge; and
- (b) the fact that their monitoring system was ineffective and more seriously, that what could be seen with the naked eye, namely that we were experiencing an above average rainy season, with all this in mind, that Namwater still insisted to keep the level of the dam at 80% with most of the rainy season still ahead.

Honourable Speaker, it is not my intention to level criticism at individuals but it should be clear that this flood could have been prevented had some people done their homework after the previous floods in 2000.

I have read about and took note of what His Excellency, the President, has asked Namwater to do. I believe the way to go is to appoint a committee of experts and by this I mean engineers - hydrologists with proper experience in water management of specifically the Hardap dam - to investigate the total situation and then to make their recommendations and most importantly for the Government and or Namwater to implement the recommendations, no matter the cost.

What happened at Mariental must never, ever be allowed to happen again because it is not necessary to happen. Sorry to say, but this flood was due to human error. I found the way in which this issue was dealt with by Namwater totally unacceptable and extremely insensitive. They must accept their responsibility and start doing something about the problem rather than blaming the weather, and everybody else, for the flood.

Furthermore, the Government has no choice but to accept full responsibility for the damage suffered by the residents and farmers of Mariental. These people should be compensated as soon as possible and in such a way that they will be in the same position as they were before the flood.

In conclusion, I would like to thank His Excellency, President Pohamba, Government Ministers, and also the vast number of private persons and companies who unselfishly made generous contributions to lighten the burdens of those who suffered and who

9 March 2006

**DEBATE: DISASTER CAUSED BY FLOODS: MARIENTAL
HON MUDGE**

are still suffering. It is just a pity that the Emergency Unit in that Region seemed to be too slow out of the blocks.

But as was said before, the crisis still exists and I would like to appeal to all Namibians to open their hearts and their purses to the people of Mariental. I want to include here not only Mariental but also Oshigambo, that place up North where they also had those terrible floods. There nothing could have been done about it. We Namibians are normally too proud to request aid. So do not wait for them to do so. Give as much as you can and as quickly as possible. I am sure it will be highly appreciated because the people are suffering and will suffer for a long time to come.

In conclusion, it seems as if the Katrina's worldwide are causing problems. I am not sure whether the situation surrounding the queen of the Hardap Region has been resolved, but that should remain a matter for the Ruling Party. Just remember, the people of Mariental are watching in great anticipation how you are going to deal with this matter. Do not disappoint them. I so Move and I thank you.

HON SPEAKER: Any further discussion? Honourable Mushelenga?

HON P MUSHELENGA: Honourable Speaker, given the time I would like to adjourn the Debate until Wednesday, the 15th March 2006.

HON SPEAKER: Any objection? Honourable Tjiriange?

HON MINISTER WITHOUT PORTFOLIO: Since he is talking about Wednesday, I would like to adjourn until Tuesday.

HON SPEAKER: The Debate on this Motion stands adjourned until Tuesday, 14 March 2006. The House now stands adjourned under automatic adjournment until Tuesday at 14:30.

ASSEMBLY ADJOURNS AT 17:40 UNTIL 2006.03.14