



Republic of Botswana

**COMMITTEE OF SUPPLY SPEECH FOR ORGANISATION 0600
CONSOLIDATED AND DEVELOPMENT FUNDS ESTIMATES**

2026/2027

BY

**HONOURABLE NONO KGAFELA-MOKOKA
MINISTER OF CHILD WELFARE AND BASIC EDUCATION**

**DELIVERED TO THE NATIONAL ASSEMBLY ON THE
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INTRODUCTION

1. **Mr. Chairman,** please allow me to present to this Honourable House the 2026/2027 Recurrent and Development Budget requests for the Ministry of Child Welfare and Basic Education.
2. **Mr. Chairman,** let me indicate from the onset that our proposed budget for the financial year 2026/2027 is a strategic roadmap meticulously aligned with the National Development Plan 12 (NDP 12) and the Botswana Economic Transformation Programme (BETP). Our Ministry remains steadfast in its commitment to driving a transformative vision, one that shifts the paradigm towards 21st-century excellence and the cultivation of lifelong learning. In doing so, we directly advance our global commitment to Sustainable Development Goal 4, of ensuring inclusive, equitable, and quality education for all.
3. To achieve this, we are prioritizing modernization of our infrastructure to create environments conducive to innovation and digital literacy. However, we recognize that academic success is inseparable from student well-being. Therefore, this report also places a fundamental emphasis on promoting inclusive and shock responsive Child Welfare Services. By integrating robust social safeguards with high-standard educational delivery, we ensure that every Motswana learner is nurtured, protected, and fully equipped to thrive in a competitive global economy.
4. **Mr. Chairman,** I will start my presentation by sharing with this Honourable House progress made by my Ministry during the financial year 2025/2026.

REVIEW OF THE 2025/2026 BUDGET

5. **Mr. Chairman**, the Approved Estimates for the Recurrent Budget for the financial year 2025/2026 was **Eleven Billion, Six Hundred and Eighty-Four Million, Nine Hundred and Thirty-Two Thousand, Nine Hundred and Eighty Pula (P11,684,932,980)**. As at 24th February 2026, an amount of **Ten Billion, Four Hundred and Seventy-Six Million, Seven Hundred and Seventy-Four Thousand, Five Hundred and Eighty-Six Pula (P10,476,774,586)** or **90%** of the total budget had been utilised.
6. The major challenges that the Ministry faced during execution of the 2025/2026 Recurrent Budget has been shortage of funds to pay Temporary Teachers' salaries, utilities (especially water bills), maintenance of education facilities, textbooks and stationery for students. Furthermore, the Public Service Management Directive No.6 of October 2025 which enhanced housing and upkeep allowances effective 1st April 2025, consequently affected the Ministerial budget.
7. **Mr. Chairman**, under the Development Budget, an amount of **Eight Hundred and Twenty-Eight Million, Six Hundred and Thirty-One Thousand, Four Hundred and Seventy-One Pula (P828,631,471)** was initially allocated for the 2025/2026 financial year. The budget was subsequently revised downwards to **Five Hundred and Ninety-Seven Million, Four Hundred and Fifty-One Thousand, Three Hundred and Four Pula (P597,451,304)**. Thus we appreciate is due to the overall economic challenges. As at **24th February 2026**, the Ministry had expended **Three Hundred and Eighty-One Million, Five and Fifty**

Thousand, Seven Hundred and Fifty-One Pula (P381,550,751), representing **64 percent** of the revised budget.

8. The Development Budget was predominantly utilised under Secondary Education Programme, with major expenditures directed towards infrastructure development, particularly the expansion and maintenance of schools, as well as construction of staff houses, in line with Government's commitment to improve access, quality, and learning conditions within the education sector.

ACCESS TO QUALITY EDUCATION

Early Childhood Development

9. **Mr. Chairman**, as we conclude the 2025/2026 financial year, I am pleased to report that **756** out of **779** primary schools have now rolled out the Reception Class Programme, an increase from **742** schools in 2024/2025 financial year. This expansion has seen our enrolments growing from **32,590** learners in 2024 to **35,512** children in 2025, representing a significant **9%** increase. While some schools continue to face infrastructure challenges due to lack of additional classrooms, we also recognize that access remains a challenge in high-density urban and semi-urban areas. The Ministry continues to support early development through a grant system for community day care centres. To this end, the Ministry has disbursed **Five Million, One Hundred and Eighty Thousand Pula only (P5,180,000)** this financial year to fund these nursery operations.
10. Moving forward **Mr. Chairman**, my Ministry is actively exploring additional options to expand programme access across the remaining **23** schools, with a specific focus on the Central Region where **13** schools have not yet implemented the rollout. Our proposed strategy includes the adoption of

Public-Private Partnership (PPP) models and the establishment of satellite schools. Through these models, we will engage Private Sector Entities, Communities, Faith Based Organisations, and Civil Society Organisations (CSOs) to partner with Government in creating much-needed space for Early Childhood Development (**ECD**) services. However, my Ministry continues to face shortage of permanent posts for both teachers and teacher aides which threatens programme continuity, as many staff members remain on temporary contracts. It is therefore, critical that we prioritise the creation of permanent positions for this cadre to ensure stability and sustained quality of learning for our students. To increase access for children, as required by the BETP, the Ministry requires additional resources to pay private sector day care centres to enroll more children especially the orphans and vulnerable children (OVCs).

STEAM-Driven Curriculum

11. **Mr. Chairman**, my Ministry has adopted a globally competitive education system designed to transition our nation from a resource-based to a knowledge-based society, leveraging on a Science Technology Engineering Arts and Mathematics (**STEAM**)-driven pedagogical approach. To anchor this transformation, my Ministry has reconfigured the General Education Curriculum and Assessment Framework (**GECAF**) in 2025, establishing it as the definitive policy blueprint for our academic future. This comprehensive framework will guide the seamless implementation of STEAM curriculum across all levels from Early Childhood years to Senior Secondary Schools including Out-of-School Education and Training (**OSET**) ensuring that every learner is equipped with the critical thinking and technical skills necessary to thrive in a modern global economy.

12. I am proud to announce that the Functional Curriculum for learners with Severe to Profound Intellectual and Multiple Disabilities (**SPIMD**) has been successfully aligned with STEAM standards. This specialized curriculum is set for implementation at the Maun Special Needs Centre this month of March 2026. This will ensure that the benefits of a modern, STEAM-driven education reaches every Special Needs Children providing them with dignity and practical skills.
13. Simultaneously, we recognize that the seeds of innovation are sown in the earliest years of life. Therefore, the STEAM-aligned Early Childhood Development (ECD) curriculum for children aged zero to six years will also be launched this month of March 2026. By introducing these concepts at the foundational level, we are preparing our children for a lifetime of critical thinking.

Implementation of the Botswana Language Policy

14. **Mr. Chairman**, parallel to our academic reforms, my Ministry is advancing the second phase of the 2022 Local Languages Policy. Language is the vessel of culture, and mother-tongue education is a proven catalyst for cognitive development. As of 2025, orthographies for twelve (12) phase-two languages have been finalized and, most importantly, validated by their respective communities. These languages are Xhoo, Juhoansi, Glui-Glana Tsixa, Nanjwa, Cirecire, Shua, Sebirwa, Chegwapong, Sotho, and Xhosa. By integrating these languages into our schools, we are solidifying our commitment to an inclusive education system where every child feels seen, heard, and valued. **Mr Chairman**, opening these opportunities means Setswana now has to become an elective rather than “compulsory” as we continue to introduce other languages.

Restoration of Sports and Co-Curricular Activities in Schools

15. **Mr. Chairman,** following the suspension of co-curricular activities in 2020, my Ministry in collaboration with the Ministry of Sport and Arts, is pleased to announce the formal re-introduction of sports and arts in schools. The return of these activities were launched on the 7th of August 2025 at the Lobatse Sports Complex and it is our hope that the restoration of these activities will enhance social development and talent discovery.

Enrolment in Schools

16. **Mr. Chairman,** my Ministry has made a decision to increase Form 4 intake to provide more learners with the opportunity to complete a twelve-year basic education, in alignment with UNESCO's aspirations. To manage imminent overcrowding in classrooms, hostels and shortage of learning materials, some schools will be required to implement double shift system..

Out-of-School Education and Training (OSET) Services

17. **Mr. Chairman,** the Out-of-School Education and Training (OSET) programme continues to play a pivotal role in delivering quality and accessible education to out-of-school children, youth, and adults. To this end, a total of **1,823** children were enrolled in the Pre-Primary, of which **800 (43.8%)** are male and **1,023 (56.1%)** are female. These children will be assessed and registered this year for admission into public Primary Schools. As for out-of-school youth and adults who either dropped out of school in their early years or never had the opportunity to attend, there are currently 5,655 that have enrolled in the programme, of whom 1,769 **(31.2%)** are male and 3,886 **(68.7%)** are female. In total, 7,478 learners have been enrolled in Out-of-School Education and Training (OSET) for the 2026/2027 financial year.

Project Bula Buka

18. **Mr. Chairman,** in response to a significant number of learners who are unable to continue with their education due to limited school spaces and poor academic performance, my Ministry launched the Project Bula Buka on the 16th of December 2025. This is an initiative aimed at empowering out-of-school youth through education, skills training and character building to provide alternative learning pathways, enhance employability, and promote social inclusion among young people.

CHILD WELFARE

Policy and Legislative Framework for Child Welfare

19. **Mr. Chairman,** Botswana takes its obligations to the different international and regional child protection treaties, conventions and standards very seriously. Such include; Convention on the Rights of the Child (the CRC) and its three (3) Optional Protocols of 1995; the African Charter on the Rights and Welfare of the Child of 2001 as well as The Hague Conventions on Inter-Country Child Protection of 2003. This is in a quest to provide comprehensive protection of children in Botswana and in the diaspora in the best interests of the child.
20. **Mr. Chairman,** children are faced with an array of challenges which renders them vulnerable to all forms of exploitation and abuse in different settings including at home which is supposedly a safe place. Thus, development of the National Policy on Vulnerable Children (NPVC), which is at an advanced stage, is envisaged to be progressive and transformative to further enhance child protection of all vulnerable children by ensuring better outcomes for children.

Orphans and Vulnerable Children Programme

21. **Mr. Chairman,** the Orphans and Vulnerable Children (OVC) Programme, one of the few social welfare programmes targeted at children, continues Government's investment towards provision of basic necessities to children in different setting including children of destitute persons, Remote Area Dwellers (RADs) and other children in need of protection and care. The support recognizes Mental Health and Psycho-Social Support (MHPSS) services as a necessity for the overall wellbeing of children who experience loss and grief, trauma, neglect, exploitation, abuse or any other mental health and psychosocial challenges that could be a setback in life.
22. **Mr. Chairman,** To address violence against children the Ministry is in the process of developing a 5-Year Multifaceted National Plan of Action to Prevent and Respond to Violence Against Children with the support of UNICEF Botswana Country Office. This is an effort to strengthen protective measures for children and achieve regional and international commitment including the Sustainable Development Goals which call for elimination of violence against children.
23. **Mr. Chairman,** data collection, reporting and analysis is key to informed programming and meeting national and international reporting obligations of child protection and care. Thus, my Ministry in collaboration with US Government has developed an OVC Data Management System (Lesedi OVC Database) which is being rolled out to seven districts of Charleshill, Okavango, Mahalapye, Tutume, Goodhope, Gaborone and Kgatleng. The rollout is expected to end this month of March 2026 followed by a national rollout, funds permitting. This is a necessary investment to inform legislative, policy and program reforms.

Provision of Sanitary Pads

24. **Mr. Chairman,** during the 2025/2026 financial year, my Ministry implemented the Free Sanitary Pads Programme, an initiative designed specifically to safeguard the dignity, to promote attendance, retention and improved learning outcomes

Provision of psychosocial support to learners

Mr. Chairman, my Ministry prioritizes stakeholder engagement to provide holistic support for all learners. Central to this mission is a Memorandum of Understanding (MoU) with Scripture Union Botswana, which focuses on spiritual upliftment, character moulding, and personal development. Programmes delivered through this partnership will nurture learner into balanced, responsible, and compassionate individuals by strengthening core traits such as honesty, discipline, and perseverance.

Furthermore, my Ministry remains committed to proactive, sustained support for learners through Guidance and Counselling Programme, and strengthened collaborations with NGOs. These initiatives are strategically designed to instill discipline, reinforce positive behaviour, provide psychosocial support, and equip learners with essential life skills that promote personal responsibility, resilience, and academic focus

Learner Support Policies

25. **Mr. Chairman,** the Learner Profiling Framework (LPF) was developed as part of the General Education Curriculum Assessment Framework (GECAF) and was developed to inform and guide the implementation of appropriate support and instituting multiple pathways for learners across all levels of the general education. Furthermore, my Ministry has developed Guidance and Counselling policy to guide the promotion of positive behavior, protect

children's rights and ensure consistent supportive practices across schools. The documents await vetting processes.

Home Grown School Feeding Programme

26. **Mr. Chairman,** the recent establishment of the Home-Grown School Feeding Programme (**HGSFP**) represents a critical government intervention designed to enable accessibility to fresh agricultural produce across all educational institutions. Provision of fresh locally produced foods will greatly improve learner nutrition and enhance school attendance, retention, and overall learning outcomes. The programme supports smallholder farmers by establishing strategic procurement and creating a structured demand for locally produced food.
27. **Mr. Chairman,** I must emphasise that for this programme to succeed, it requires seamless collaboration across various sectors, namely education, health, agriculture, and social protection. Synergies between these sectors is critical in the HGSFP continuum.

Special education

28. **Mr. Chairman,** my Ministry has successfully conducted diagnostic assessments for **472** children with special educational needs and disabilities through institutionalized assessment resource centres based and outreaches, identifying learning challenges early and facilitating tailored interventions. This initiative ensured that children receive appropriate accommodations, such as Individualized Education Plans (IEPs), relevant placements and examination support.

29. **Mr. Chairman,** I am pleased to inform you that, there has been an increase in the establishment of special education units and inclusive resource classrooms. Over the past year, there was a **4.5%** increase in new special education units' setup in Primary Schools for learners with intellectual and developmental disabilities, bringing the total to **46** nationwide. Additionally, inclusive resource classrooms designed to integrate children with disabilities into mainstream settings have expanded by **16.3%**, now operating in **50** schools. This expansion reflects increasing awareness and demand for inclusive education, driven by population growth, better diagnostic tools, and policy advocacy. To sustain this momentum and ensure customized and tailored learning for children with diverse needs, there must be deliberate resource allocation. This will enhance outcomes for vulnerable children, contributing to broader societal goals of inclusivity and empowerment.

DIGITILISATION

30. **Mr. Chairman,** during the 2025/2026 financial year, my Ministry provided eleven Primary Schools with **528** student tablets and **22** laptops providing each with a set of **48** tablets for students and two teacher computers while an additional seven Primary Schools were equipped with mobile labs comprising **25** tablets, two servers, a laptop, a projector, and a screen.
31. To ensure effective utilisation of these technologies, my Ministry has trained **491** teachers nationwide, including **184** teachers under the Orange Digital School Project and **142** Junior Secondary teachers in Edu-Ubuntu and Libre Office. In a collaborative effort with BOTEPCO to enhance teacher proficiency and registration readiness, an additional **165** teachers were trained on the integration of Virtual Labs for STEAM education.

32. My Ministry is also in the process of acquiring an Education Management Information System (**EMIS**) and a Learning Management System (**LMS**). These centralised digital platforms are designed to collect, process, and analyse education data across all levels, supporting evidence-based decision-making regarding learners, teachers, and resources. While the LMS will facilitate modern teaching and learning processes, the Ministry notes that unsatisfactory internet connectivity remains a major obstacle. This persistent challenge has made it difficult for schools to fully utilise the digital technologies provided to them.

BOTSWANA EXAMINATIONS COUNCIL (BEC)

33. **Mr. Chairman,** Botswana Examinations Council (**BEC**) assumed full responsibility for national examinations since its establishment in 2007. It continued to work with Cambridge under time-bound accreditation agreements. As accreditation requirements evolved, some functions no longer required external involvement. One key outcome was the decision for BEC to issue its own certificates and discontinue the IGCSE equivalence statement.
34. **Mr. Chairman,** I am delighted to inform you that the Council has successfully implemented a strategic withdrawal from its Accreditation with Certification arrangement with Cambridge University Press & Assessment following the completion of the 2024 examination cycle on 30 April 2025. Cabinet approval for this transition was granted in October 2025. The three-year accreditation without certification arrangement, retains independent oversight of assessment standards while certification responsibilities transition to the Council. From the 2025 BGCSE examinations, accreditation arrangements changed, with Cambridge issuing certificates only for three

borrowed syllabuses (O-Level Statistics, O-Level Additional Mathematics, and IGCSE French). Botswana Examinations Council will therefore issue the BGCSE certificate independently, meaning candidates may receive more than one certificate depending on the subjects taken.

35. This transitional arrangement covering the 2025–2027 examination cycles represents a significant milestone in strengthening national ownership of the assessment system. It has also delivered substantial cost efficiencies, reducing annual expenditure from approximately **Twenty-Seven Million Pula (P27,000,000)** to about **Ten Million Pula (P10,000,000)** while maintaining credible external quality assurance.

On another note **Mr. Chairman**, the Council has commenced a structured process to identify a suitably qualified local Quality Assurance Body to partner with.

BOTSWANA TEACHING PROFESSIONALS COUNCIL (BOTEPCO)

36. **Mr. Chairman**, during the 2025/2026 financial year, BOTEPCO has successfully prioritised registration and licensing of teachers following formal gazetting of the regulations. A significant milestone was achieved with the launch of Teacher Registration & Licensing System (**TRLS**) on the 21st October 2025, which allows teachers to register and obtain licenses remotely through the use of internet. To support this transition, BOTEPCO is currently implementing a robust stakeholder engagement plan and conducting perfective maintenance on the system to enhance user experience. The registration and licensing dubbed "Go Live" is further supported by the approval of foundational frameworks, namely the Professional Teaching Standards & Competencies and the Teacher Code of

Ethics, which define the skills, knowledge, and ethical behaviour required to enhance educational quality and professional accountability.

37. During last financial year **Mr. Chairman**, BOTEPCO benefited from the Commonwealth of Learning's "Beyond Numbers" Project, which resulted from a Memorandum of Understanding between the Commonwealth of Learning and AFTRA. I am pleased to inform you that for the 2025/2026 financial year, BOTEPCO will be rolling out STEAM education-based professional development interventions in collaboration with the Commonwealth of Learning.

EDUCATION FACILITIES

38. **Mr. Chairman**, Government remains committed to revitalizing educational infrastructure through a comprehensive programme of maintenance and expansion. In that regard, my Ministry is implementing six maintenance projects, all of which are anticipated to reach completion by the end of the 2025/2026 financial year. Regarding teachers' accommodation, I am pleased to report that we have successfully completed 20 housing units each at Orapa JSS and Popagano JSS. While the Ministry had originally planned to construct an additional 72 staff houses, these projects were cancelled following strategic review of the Development Manager (DM) Model.
39. Regarding expansion of schools, my Ministry had 8 projects of which 6 were implemented through the DM model. Of these 8 projects, 4 have been completed at Goldmine, Selolwe, Moeti and Chamabona Junior Secondary Schools and the remaining 4 at Okavango, Shanganani, Nkange and Motswakhumo JSS will be completed during the 2026/2027 financial year.

Furthermore, my Ministry has successfully expanded capacity at Motswakhumo Junior Secondary School in Lentsweletau through the completion of 10 prefabricated classrooms.

40. Owing to continued shortage of educational facilities and inadequate maintenance of infrastructure, my Ministry is in liaison with the Ministry of Finance to proactively engage in high-level consultations with the World Bank to solicit a loan specifically targeted at funding our key Ministry priorities. These include rehabilitation of boarding facilities, expansion of Junior and Senior Secondary Schools as well as construction of Reception classrooms.

BUDGET PROPOSALS FOR 2026/2027

41. **Mr. Chairman**, allow me now to present the budget proposals under my Ministry for the financial year 2026/2027. The proposed budget for the financial year 2026/2027 amounts to **Twelve Billion, Nine Hundred and Twelve Million, Nine Hundred and Thirty-Nine Thousand, Nine Hundred and Ninety-Five Pula (P12,912,939,995)**, out of which **Eleven Billion, Eight Hundred and Thirty-Two Million, Seven Hundred and Eighty Thousand, Seven Hundred and Eighty Pula (P11,832,780,780)** is for the Recurrent Budget while **One Billion, and Eighty Million, One Hundred and Fifty-Nine Thousand, Two Hundred and Fifteen Pula (P1,080,159,215)** is for the Development Budget.

RECURRENT BUDGET

42. **Mr. Chairman**, for the 2026/2027 financial year, I request Recurrent Budget of **Eleven Billion, Eight Hundred and Thirty-Two Million, Seven Hundred and Eighty Thousand, Seven Hundred and Eighty**

Pula (P11,832,780,780), which is an increase of One Hundred and Forty Seven Million, Eight Hundred and Forty Seven Thousand, Eight Hundred Pula (P147,847,800) or 1.3% from the Ministry's 2025/2026 approved budget of Eleven Billion, Six Hundred and Eighty-Four Million, Nine Hundred and Thirty-Two Thousand, Nine Hundred and Eighty Pula (P11,684,932,980).

43. **Mr. Chairman,** while we take the third largest share of the entire Government's budget, a total amount of **Nine Billion, Four Hundred and Seventy-Two Million, Nine Hundred and Seventeen Thousand, Two Hundred and Eighty Pula (P9,472,917,280) or 80%** goes to Personnel Emoluments (PEs) of the current establishment. The remaining **20%,** though little, will cover the following major activities:

Secondary School Feeding Programme

44. **Mr. Chairman,** the Secondary School Feeding Programme has a budget proposal of **Five Hundred and Sixty-One Million, Nine Hundred and Fifty-Three Thousand, Eight Hundred and Eighty Pula (P561,953, 880).** This amount will cover the envisaged Home Grown School Feeding as indicated earlier in this Speech.

Service Charges

45. **Mr. Chairman,** **Four Hundred and Forty-Six Million, Three Hundred and Eighty-Nine Thousand and five Hundred Pula (P446,389,500)** will cover Service Charges, the bulk of which will pay water bills in all Secondary Schools. The Ministry has identified persistent high water bills due to leakages within school facilities. We are therefore, committed to

prioritising the necessary repairs and infrastructure upgrades during the next financial year to ensure resource conservation.

Parastatals and Civil Society Organisations

46. The fourth largest share of our budget is for subventions and grants to Parastatals and Civil Society Organisations in this Ministry with an allocation of **Three Hundred and Thirty-One Million, and Sixty-Four Thousand, and Forty Pula (P331,064,040)**. This is a decrease of **Thirty-Three Million, Six Hundred Thousand, Four Hundred and Ninety Pula (P33,600,490)** from last financial year. This is because allocations to BOTEPCO and BEC have been reduced by 50% and 5%, respectively.

Temporary Teachers

47. **Mr. Chairman**, let me highlight that Temporary Teachers have a budget proposal of **Two Hundred and Twelve Million, Three Hundred and Forty-Six Thousand, One Hundred and Sixty Pula (P212,346,160)** or **1.8%** of the total budget. It is worth noting that the budget allocation for Temporary Teachers is insufficient as on monthly basis we spend an average amount of **Thirty-Seven Million Pula (P37,000,000)**. This means the Ministry only has funds for **five months** to pay temporary teachers. **Mr. Chairman**, I am aware that the Government's position is to create permanent positions for temporary teachers. However, this stance needs collective efforts not only by my Ministry but by the entire Government.

Orphan Care Programme

48. **Mr. Chairman**, let me emphasize that my Ministry's new mandate is also to pay particular focus on children's rights and welfare in order to address the challenges faced by children from diverse backgrounds. The proposed budget under this programme amounts to **Two Hundred Million, One Hundred Thousand Pula (P200,100,000)**.

DEVELOPMENT BUDGET

49. **Mr. Chairman**, the Development Budget amounts to **One Billion, and Eighty Million, One Hundred and Fifty-Nine Thousand, Two Hundred and Fifteen Pula (P1,080,159,215)**. It is requested for the implementation of various development programmes strategically directed towards improving access, quality, inclusiveness, child welfare, and the modernization of education service delivery. The budget is distributed across five key programmes with Secondary Education Programme receiving the largest share of **Seven Hundred and Seventy-One Million, One Hundred and Fifty-Nine Thousand, Two Hundred and Fifteen Pula (P771,159,215)**, earmarked for school expansion, maintenance, and the construction of staff houses, in order to address infrastructure gaps, reduce overcrowding, and improve teacher accommodation.

Secondary Education Programme

50. **Mr. Chairman**, in a bid to improve the condition and functionality of our secondary education institutions, an amount of **Four Hundred and Forty-Five Million Pula (P445,000,000)** has been allocated for the maintenance of various junior and senior secondary schools across the country. These funds will be utilised to undertake essential repairs, renovations, and infrastructure improvements, including the rehabilitation

of burnt facilities, in order to restore safe, conducive, and dignified learning environments.

51. **Mr. Chairman**, an amount of **Two Hundred and Seventy-Four Million, One Hundred and Fifty-Nine Thousand, Two Hundred and Fifteen Pula (P274,159,215)** has been allocated for expansion of various secondary schools in order to align infrastructure provision with student enrolment growth and evolving curriculum requirements. The programme primarily targets the completion of nine junior secondary schools, namely Goldmine JSS in Francistown, Shanganani JSS in Tsamaya, Chamabona JSS in Mathangwane, Nkange JSS in Nkange, Motswakhummo JSS in Lentsweletau, Okavango JSS in Gumare, Kalamare JSS in Kalamare, and Mphuthe JSS in Letlhakeng, while also providing for the commencement of expansion works at Nxakato JSS in Sowa.
52. **Mr. Chairman**, an amount of **Thirty-Two Million Pula (P32,000,000)** is requested for the construction of staff houses in Junior Secondary Schools across the country, as part of ongoing efforts to improve teacher accommodation, enhance deployment, and promote retention, particularly in remote areas. The project primarily entails the completion of 34 staff houses at two Junior Secondary Schools, namely Okavango JSS and Etsha JSS.
53. **Mr. Chairman**, the remainder of the budget under the Secondary Education Programme is allocated to Moeng College for the completion of the Alternative Pathways Project at a proposed budget of **Twenty Million Pula (P20,000,000)**.

Computerization

54. **Mr. Chairman**, an allocation of **Two hundred and Fifty-Three Million (P253,000,000)** has been allocated to support a comprehensive modernization strategy aimed at integrating technology throughout the education ecosystem. Central to this strategy is the planned acquisition of a unified Education Management Information System (EMIS) integrated with a Learning Management System (LMS), which will automate administrative processes and provide a scalable e-learning platform.
55. In parallel, a structured plan has been developed for the systematic procurement of age-appropriate Information and Communication Technology (ICT) devices, which will be distributed to learners in our Junior Secondary and Primary Schools. To ensure the success and long-term sustainability of this digital transformation, the initiative also includes mandatory training for all relevant teaching personnel and the development of targeted e-learning content.

Child welfare

56. **Mr. Chairman**, an amount of **Twenty Million Pula (P20,000,000)** has been allocated towards child welfare initiatives. The Government remains committed to the Human Rights-Based Approach, which emphasizes equity, social inclusion, and the protection of children's rights to enable them to reach their full potential.
57. In that regard, my Ministry has taken deliberate steps to implement a child-friendly justice system. The Ikago School of Industry for boys is being revitalized to provide rehabilitation, re-integration, psychosocial support, and vocational training for children in conflict with the law. Additionally, my

Ministry has proposed the construction of a School of Industry for girls during the 2026/2027 financial year.

Learner Support

58. **Mr. Chairman**, an amount of **Sixteen Million Pula (P16,000,000)** is requested to support projects that ensure equitable access to education for children with special needs, while providing comprehensive support to all learners. These projects include the Centre for Severe and Multiple Disabilities in Maun, where building works have been completed and funds are now required for specialized furniture and a vehicle and the expansion of the learner profiling initiative to Primary Schools.
59. Furthermore, learner profiling initiative systematically assesses the cognitive, social, and emotional needs of learners, enabling educators to develop individualized support plans that improve learning outcomes. To complement this, the procurement of psychometric tests will provide standardized tools to accurately evaluate learners' abilities and needs, ensuring that interventions are both targeted and effective.

Curriculum Building

60. The Ministry is prioritising the refurbishment of the Curriculum Building for office accommodation at a proposed budget of **Ten Million Pula (P10,000,000)**. This project will address our current office space requirements while minimizing the budgetary burden of external office rentals

BEC Transformation

61. **Mr. Chairman**, an amount of **Ten Million Pula (P10,000,000)** is requested to complete the BEC Transformation Project. This project is focused on strengthening assessment across all levels of education, including the Primary School Assessment System, STEAM-based assessment curriculum aligned with STEAM teaching and learning, Out-of-School Education and Training assessments, Early Childhood Education assessments, and TVET assessments. These initiatives will enhance the quality, reliability, and relevance of assessments, ensuring that learners are effectively supported across the education spectrum.

CONCLUSION

62. **Mr. Chairman**, this concludes my presentation of the 2026/2027 Budget Estimates for the **Ministry of Child Welfare and Basic Education**. I therefore, request that the sum of **Eleven Billion, Eight Hundred and Thirty-Two Million, Seven Hundred and Eighty Thousand, Seven Hundred and Eighty Pula (P11,832,780,780)** under the Recurrent Budget for Organisation **0600** be approved and stand part of the Schedule of the Appropriation (2026/2027) Bill, and that the sum of **One Billion, and Eighty Million, One Hundred and Fifty-Nine Thousand, Two Hundred and Fifteen Pula (P1,080,159,215)** under the Development Budget for organisation **0600** be approved and stand part of the estimates for the financial year 2026/2027.
63. I thank you **Mr. Chairman**.