



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61 -2933 354
Fax: +264 61- 2933 671
Enquiries: Ms E. Bohm
Email: Edda.Bohm@moe.gov.na

Private Bag 13186
Windhoek

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CIRCULAR FORM ED: 1/2022

TO: HONOURABLE MINISTER
HONOURABLE DEPUTY MINISTER
DEPUTY EXECUTIVE DIRECTORS
CHIEF REGIONAL OFFICERS: REGIONAL COUNCILS
ALL DIRECTORS OF EDUCATION, ARTS AND CULTURE
INSPECTORS OF EDUCATION
REGIONAL EDUCATION OFFICERS
SCHOOL PRINCIPALS
HEADS OF DEPARTMENT
SCHOOL BOARD MEMBERS
TEACHERS
NANTU, TUN, NANSO
PUBLIC RELATIONS OFFICER

CIRCULAR: FORM ED: 1/2022

SUBJECT: SCHOOL OPERATIONS FOR THE COMMENCEMENT OF THE 2022 SCHOOL YEAR

1. INTRODUCTION AND BACKGROUND

The Ministry of Education, Arts and Culture wishes to extend its utmost appreciation to all stakeholders for the completion of a successful 2021 school year.

We now look forward to 2022 and how best we can focus on continued, quality education, that is inclusive and accommodating the needs of all our learners. The World Health Organisations has expressed its commitment to a year of **recovery**. Our Head of State, His Excellency, the President of the Republic of Namibia, Dr. Hage G. Geingob declared 2022 as The Year of **Reimaging**, where a new and different mental picture should guide the actions and processes we will undertake in 2022 in a more positive fashion.

The Ministerial theme for 2022 therefore is: *Reimaging Education 2022: Education recovery with renewed enthusiasm and dedicated efforts.*

We all know and respect that **teachers** are at the heart of education recovery and we extend our best wishes to all our educators as we embrace this new year.

The purpose of this circular is to provide guidelines to schools. The Ministry of Education, Arts and Culture has released various Formal Education Circulars in 2020 and 2021 regarding the safe operation of schools and curriculum implementation. These guidelines should be read in conjunction with those circulars and serve to reinforce the requirements as set out. Please take note that all the information set out in the circulars should be implemented and adhered to. We wish to emphasise the following:

2. ADMISSION FOR 2022

No learner should be excluded in any form, rejected or left behind. It is therefore **important that Regional Directors through their respective Circuit Offices and Schools, ensure that all eligible learners are admitted in schools.** This admission process should be brought to conclusion as soon of possible and effective teaching should commence without fail.

3. COMMENCEMENT OF THE 2022 SCHOOL YEAR

School will commence for all teachers on the 6th of January 2022. Pre-Primary to Grade 10 learners will start on the 10th of January 2022. Resource Schools and Units, will also commence for all learners on the 10th of January 2022.

The Grade 11 cohort of 2021 will complete their examinations on 21 January 2022 and will be required to return home from hostel as they finish their examinations and not attend school until the release of their results in order to return for Advanced Subsidiary level – where applicable.

NOTE: The Grade 11 cohort for 2022 will commence on the 24th of January 2022. Hostel learners for this cohort will return to hostel on the 23rd of January 2022.

4. SCHOOL ATTENDANCE

In light of the current situation regarding COVID-19 and increased number of infections, safety protocols as set out in the Public Health Covid-19 General Regulations published under Government Notice No. 281 of 15 December 2021 of the Public and Environmental Health Act, 2015 (Act No. 1 of 2015), are still in effect. Schools must ensure that they operate in a safe and responsible manner to protect the health and wellbeing of all learners and education staff. Social distancing, mask wearing, sanitation and hygiene practices should be in place to prevent and manage the spread of COVID-19 in schools.

4.1. COMPLETION OF ATTENDANCE REGISTERS

As per **Form Ed. Circular 11 of 2020** “Guidelines for Education Delivery Beyond the Stage of Emergency, 18th September until the end of the school year”, attendance registers for learners should be completed in a uniform way for all Government Schools. Learners that attend face to face lessons

should be marked as present as indicated in the register with the mark (/). Learners who are absent should be marked with the letter (a).

Where schools opt for alternating days for learners' attendance, learners that are at home on that specific day should be marked (-). Both the marks (/) and (-) should be counted for as present in the register at the end of the week. Schools must ensure that learners are constructively engaged on days when they are not attending school.

5. HOSTEL OPERATIONS

Form Ed. Circular 5 of 2021 "Management of Government and Government subsidised school hostels" provides comprehensive guidelines for the operations of hostels. Regions and schools are reminded to monitor and ensure that hostels do not exceed their intended capacity and that overcrowding of hostels are avoided.

NOTE: The Grade 11 cohort of 2021 who return to hostels as of 7th January 2022 to write examinations until the 21st January 2022, will not pay hostel fees and fund for these days.

6. CURRICULUM IMPLEMENTATION

This paragraph should be read in conjunction with **The Rationalised Curriculum (2020) and The Curriculum Resilience Plan of the Ministry of Education, Arts and Culture (2021)**.

The rationalised curriculum was a response to the COVID-19 pandemic, which still prevails despite hopes for stability in infection and death rate. There was an increase in COVID-19 infections since October/ November 2021.

We thus expect more outbreaks in schools, and possible school closures – depending on the context and available infrastructure, behaviours and attitudes. While we support that all learners return to school, we are equally aware that some schools may still continue with the platoon system, time based cohorts and distributed groups.

Therefore, the **Rationalised Curriculum** still applies. Schools still have the task to address the learning gap for 2020/2021 among learners, which will also need time. However, the **support subjects** (other than Life Skills which was taught in 2020 and 2021), namely Arts, Information and Communication, Physical Education and Religious & Moral Education, must also be taught in 2022 for the psychosocial wellbeing of learners while observing health protocols. Covid-19 requires the re-orientation of the education systems to **focus on skills** (use of little time sparingly) rather than quantity.

Schools or classes with few learners attending every day and with enough time can do more than the rationalised curriculum, to the benefit of the learners. Teachers need both, rationalised and full syllabuses in their files and should always draw on these resources.

7. ASSESSMENT

The aim with the assessment is that maximum time should be spent on teaching and learning. Assessment activities should be formative, meant to inform teaching and learning as well as identifying learning support to learners. Assessment should not be done only to have a mark on the learners' progress reports.

As the 2022 academic year is structured in two semesters, the following is adopted:

FIRST SEMESTER (10 January – 10 June with mid-term break 3 – 6 May 2022):

For Grades 1 - 9 schools will follow the continuous assessment (CA) as per rationalised curriculum.

Continuous Assessment Record Sheets were adapted to two semesters and will be finalized and sent out to schools by middle February.

An **end-of term test series** will be written **from the third week of May** (starting 16 May 2022) onwards for Grades 4 - 12.

Progress reports to parents at the end of the first semester will be issued as follow:

- Pre-primary and Grades 1 - 3: From CA marks only
- Grades 4 - 9: From CA marks (including the end-of term tests)
- Grades 10 - 12: From end-of-term tests only

SECOND SEMESTER (26 July – 15 December with mid-term break 26 – 30 September 2022)

Grades 9 – 12 will write a **mock examination** in **September** to prepare learners for semi-external and national examinations.

Progress reports to parents before the mid-term break will be issued as follow:

- Pre-primary and Grades 1 - 8: From CA marks up to September.
- Grade 9: From CA marks (including the mock examination).
- Grades 10 - 12: From mock examination only.

At the end of the year:

- Pre-primary and Grades 1 - 3 will use formal CA marks.
- Grades 4 - 8 and Grade 10 will write internal examinations in November – December.
- Grade 9 will write semi-external examinations in November – December.
- Grades 11 – 12 will write national examinations in October – December.

Reporting to parents at the end of the year:

- Pre-primary and Grades 1 – 3: school reports from formal CA marks
- Grades 4 – 9: school reports including CA marks and examination marks
- Grade 10: school reports on final examination only
- Grade 11-12: National certificates issued in 2023

8. PROVISION OF STATIONERY

The *guidelines for stationery per subject per grade: parental contribution* that were issued on 20 December 2021, should only be used as a guideline and a starting point of dialogue between schools and parents. Schools should be able to clearly indicate which of the items on the stationery list can be supplied by the school and which items could be supplemented by the parents. As is the case with all stakeholders, it is crucial that transparent discussions are held and agreements reached at school level. No child should be excluded, stigmatised, labelled or discriminated against in the event that resources of any kind could not be contributed or matched.

9. PARENTAL CONTRIBUTIONS

With the ever-increasing prices, schools are not protected against such economic adjustments. Thus, even with their best efforts schools will find it difficult to survive, upkeep standards and meet all the needs of the school on the basis of the education grants alone. The introduction of the Primary and Secondary Education Grants did not oust the moral obligation and responsibilities of parents/guardians towards their children that are attending schools. Parents/guardians are still at liberty to contribute, albeit **VOLUNTARY**, towards the upkeep, maintenance and improvement of the schools of their children (and by inference their own schools).

We acknowledge that parents proudly invest in their children's education and therefore reiterate the need for parents and guardians to support schools, attend meetings, have robust discussions and contribute monetary or in kind; their time, skills, expertise or knowledge to the growth of the school and the educational development of their children. Parents, when they become actively involved in the educational journey of the child at school and display genuine interest in the school budget and execution, will be able to hold the school board and school management accountable for the spending of funds and the implementation of activities. In recognition of the current fiscal climate, the Ministry encourages schools and parents to frankly engage in order to come to a mutual understanding on how best to ensure quality education for our children.

Lastly, no progress reports of learners should be withheld due to non-payment of parental voluntary contribution.

10. CONCLUSION

We trust that this year will be a year of close collaboration and dedicated actions by teachers, parents and learners, between school and community, working together as a collective to ensure that our children receive the education that they deserve. Wishing you all a fruitful and successful 2022.

Yours sincerely,


Sanet L. Steenkamp
EXECUTIVE DIRECTOR



PREVIOUS CIRCULAR: FORM. ED 14/2021

**SUBJECT: RELEASE OF LEARNERS TO ATTEND NATIONAL/INTERNATIONAL
SPORTING EVENTS DURING ASSESSMENT**

ADDRESSEES:

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