



Republic of Namibia

MINISTRY OF EDUCATION

**JUNIOR SECONDARY PHASE
SENIOR SECONDARY PHASE**

**NATIONAL SUBJECT POLICY GUIDE
FOR FRENCH FOREIGN LANGUAGE
GRADES 8-12**

2009

Ministry of Education
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1 INTRODUCTION

The success of a teaching programme to a large extent depends on effective subject management. The purpose of this subject policy document is to guide subject management in the school, but it simultaneously strives to leave scope for each individual teacher to take initiative, especially in presenting subject content and facilitating learning.

This subject policy guide is applicable to French Foreign Language in the Junior Secondary and Senior Secondary phases in all government schools in Namibia. It is essential for subject teachers to consult the *National Curriculum for Basic Education* constantly to ensure that they teach within the guidelines of the Ministry.

Apart from the guidelines in this document, there are certain issues which will be dealt with in each school's own internal subject policy, e.g. guidelines concerning the submission of examination and test papers, moderation and typing of papers, etc.

2 AIMS OF THE NATIONAL SUBJECT POLICY GUIDE

This document is the official subject policy guide for French Foreign Language. It makes provision for a well-organised and practically orientated programme in the teaching and management of French Foreign Language in the school and aims to:

- provide guidelines for subject managers in controlling teaching and learning activities
- guide teachers in organising their administrative duties and in planning teaching and learning to meet the expectations of the national standards and performance indicators

3 SUBJECT-SPECIFIC ISSUES

3.1 The Composition of Phases and Appropriate Grades

The time allocation for French Foreign Language is as follows:

Grades 8-10: 4 periods per 5-day cycle and 5 periods per 7-day cycle

Grades 11-12: 6 periods per 5-day cycle and 7 periods per 7-day cycle

3.2 Time-tabling

Because this is a foreign language and many learners might only be exposed to it in the class, it is best to have the periods spread out evenly across the week or cycle. However, because some tasks like listening comprehension and oral expression demand more time to organise with learners, all classes should have one double period per cycle.

3.3 Syllabuses

A syllabus is a course description for a subject within the curriculum. It is a concise and general statement of intended learning which describes the following:

- the *purpose* of the subject - these are the rationale and aims which give the reason for and direction of the course

- The *content* of the subject - this is described in terms of themes and topics. In language syllabuses the language skills are the themes and topics
- *objectives*, defined in terms of what learning is intended to happen at the level of a subject
- *competencies* are the significant cognitive operations, skills, attitudes and values which all learners should be able to demonstrate, and which can be assessed
- *assessment* describes how learner achievement will be *assessed* and how the course will be *evaluated*

Teachers should be well-acquainted with the syllabus content and teach the syllabus, not the textbook. All syllabuses of a subject/phase should be in the Subject File. However, only the syllabuses of the grades the teacher teaches should be in the teacher's Preparation File.

3.4 Scheme of Work

A scheme of work is used by the subject teacher to plan teaching and learning for the year and is divided into terms. The scheme of work must be developed from the syllabus and not from the textbook. Should the syllabus change, the scheme of work must be adapted. A scheme of work must be developed at the beginning of the year and each grade should have an own scheme of work for French. Teachers should readjust it for each class as lessons go by during the year.

The scheme of work should be kept in the Preparation File and a copy for reference in the Subject File. Provision should be made in the scheme of work to mark off subject matter completed, and this should be done on a weekly basis. Management should monitor progress on a regular basis.

3.5 Written Lesson Preparation

Written lesson preparation is compulsory for every teacher, irrespective of experience. Daily or weekly written preparation should be done on the template provided by the school, well in advance of delivery in the classroom. Subject/phase teachers can do lesson planning together.

A successful lesson plan should include the date, time, theme and topic, teaching and learning materials, lesson objectives and basic competencies to be achieved. For the presentation part of the lesson the following should be planned: a short, appropriate introduction, monitoring of homework done, presentation of the subject content and a suitable conclusion. Compensatory teaching and continuous assessment should be part of the lesson plan. It could include differentiated written work, tasks, assignments, exercises and homework activities. Provision should be made for activities to improve learners' skills in reading, writing and spelling.

After lesson delivery the teacher should write critical reflections on the lesson, noting how teaching strategies could be changed to meet the lesson objectives. The lesson should then be filed for future adaptation.

See Annexe A for an example of a written lesson preparation format.

3.6 Homework

Quality homework is a very important tool for academic success. It strengthens the teacher's efforts in class and enhances the learning process. Learners should get well-planned homework every day. In the case of schools with hostels, the principal, in collaboration with the hostel superintendent concerned, must arrange study periods for hostel learners.

Homework should include learning of the lesson and new vocabulary seen in class, along with a written task.

3.7 Maximum time on task

Success in the French Foreign Language class depends on maximum time on task and it is expected that:

- the teacher and learners attend every class as indicated on the timetable
- the teacher and learners arrive punctually in the morning for school and for every class
- lessons are planned so that there is as much time on task as possible
- the principal and management set the example as far as quality time on task is concerned

3.8 Teaching and Learning Materials

Teachers in French should be creative and innovative to produce their own teaching and learning materials linked to practice. Teachers should constantly be on the lookout for texts and exercises which complement the themes in the grammar textbooks.

3.8.1 Teachers' Manuals/Guides

No teachers' manuals are currently available for French Foreign Language. When manuals do become available, a copy of the manual should be available in the Subject File and every French teacher should have one.

3.8.2 Other Resources (including ICTs)

The school should develop policy procedures for accessing, returning and storing resources (apparatus, equipment, etc.) provided by government or purchased through the school development fund. Teachers should use these to enhance learning and make teaching fun. A list of available items should be part of the school policy and updated regularly.

CD-players should be available to teachers for them to develop listening skills with the learners. With French being absent from everyday life, learners should be exposed to the language as much as possible during class. Teachers can use songs, poems, interviews and dialogues from the CDs that come along with the textbooks or other resources.

Video and DVD-players will add more chances for the learners of getting access to French language and francophone culture.

Teachers should be able to use computers when schools have them, to prepare lessons, type assessment papers or get new resources from the internet.

Writing on the chalk board must be clear and well-structured. All writing must come with full explanations from the teacher.

3.8.3 Classroom Displays

Wall displays are pictures, wall charts and/or artefacts displayed on the walls of the classroom that make learning interesting. Learners will learn better because they can see the same thing over a period of time, which makes it easier to remember and understand.

Ideas for wall displays:

- pictures should be selected to stimulate learners to ask questions or begin working
- learners should make some displays themselves
- you can display learners' class or homework
- displays should be changed regularly

Wall displays can be combined with displays on tables of books or items of interest from the environment. When learners spend time reading and discussing ideas in an interesting display, learning is better and more fun. Learners should be encouraged to add to the display, and displays should be changed regularly.

3.8.4 Textbooks

The ideal situation is that every learner has a textbook for French Foreign Language. The subject teacher takes full responsibility for control over the textbooks. Learners should be educated to look after their textbooks and respect them as very important resources. Textbooks should be covered with plastic. A list of textbooks in use and other equipment should be available in the Subject File.

Complementary resources are available for teachers to borrow from the library of the Franco-Namibian Cultural Centre in Windhoek.

3.8.5 Dictionaries

A few copies of dictionaries should be available to the learners in each classroom. Teachers should plan lessons in such a way that learners are expected to use dictionaries.

3.8.6 Exercise Books

Schools will make their own arrangements regarding files/exercise books for notes and tests. Exercise books should be covered with brown paper (with name, grade and title). Plastic is optional.

3.9 Assessment

A record of learners' marks and tests should be kept in the teacher's Administration File. Proof of assignments for project purposes should always be available in the Resource File. The following documents should guide assessment in French Foreign Language:

- the subject syllabus
- *National Curriculum for Basic Education 2009*
- *Towards improving Continuous Assessment in schools: a Policy and Information Guide* (a NIED document)
- DNEA directives
- CIE directives
- Formal Education circulars on assessment and promotion

3.10 Marking and Moderation

Guidelines on the marking and moderation of tests, examination scripts, projects and assignments:

- consolidation tests and test/examination scripts should be marked and handed back to the learners as soon as possible, while learners are still familiar with the papers they have written
- learners should see their marked test/examination scripts before the marks are finalised
- the HOD/subject head will moderate a sample of at least 5% of the marked scripts in green
- marking of projects and assignments should be done by the teacher and handed back to the learners as soon as possible
- Teachers should not only point out mistakes when assessing but they should also encourage learners with positive remarks and reserve some points for noted improvements and efforts.
- Teachers can have exercises marked by learners by means of peer-marking or self-marking, which develops qualities of awareness and criticism with learners. However, it should be noted that formal continuous assessment and examinations cannot be marked by the learners.

3.11 Learner-Centred Education (LCE)

Learner-centred education sometimes requires that learners have space to move around or work in small groups. This might be challenging in overly large classes, and teachers will need to be creative to ensure that teaching and learning is learner-centred. Principles for learner-centred education can be found in the following publications:

- the subject syllabus
- *Learner-Centred Education: A Conceptual Framework*
- *How Learner-Centred are you?*

These documents are available for downloading from the NIED website www.nied.edu.na

3.12 Continuous Professional Development

The school should partner and share the responsibility for in-service training of staff members. Workshop materials and handouts must be kept in the Resource File and remain the property of the school. Applicable parts should be kept in the Administration File of the subject teacher. Teachers should share information, experiences and strategies they were equipped with during training. In the Subject File a record sheet will indicate the dates, venues and names of teachers who attended workshops in French Foreign Language teaching. This should include workshops organised by the French cooperation.

4 SUBJECT MANAGEMENT ISSUES

4.1 Line Management

4.1.1 *The Principal*

The principal is accountable for the effective management of every subject in the school and the attainment of satisfactory results. The principal may, by way of delegation, assign managerial responsibilities for the subject to the Subject Head (HOD/phase head/senior teacher).

4.1.2 *Head of Department*

The HOD, to which the French Foreign Language teacher(s) will be reporting, does not need to be a teacher of French Foreign Language. The HOD(s) form part of the management team of the school, which should continuously monitor teaching and learning by :

- motivating teachers and learners,
- monitoring learners' progress by analyzing written work, assignments and assessment results.

4.1.3 *Subject Head*

The subject head is a member of staff who is responsible for instructional leadership, mainly through co-ordinating the curriculum implementation of a subject or a group of related subjects, and by facilitating and creating opportunities for team building and continuous professional development in order to improve the teaching competence of the teachers involved. The position of subject head is not an official appointment. The role of the subject head can be performed by the principal, vice-principal, head of department or senior teacher. Specific responsibilities of the subject head may include the following:

Planning

- promote a conducive teaching and learning environment in every classroom
- ensure that all the latest subject/phase-related documents and textbooks are available at the school
- develop and implement an assessment policy according to guidelines in the teachers' manual/guide
- review internal test/examination results and plan actions to improve on weaknesses
- implement Key Areas 2 and 3 of the National Standards and Performance Indicators
- be involved in planning and implementing the Plan of Action for Academic Improvement (PAAI) for the school
- allocate teachers according to their specialisation
- identify needs for support from Advisory Teachers and arrange with Regional Office for input
- study Advisory Teacher and examination reports and implement the recommendations
- identify the subject/phase's financial needs and submit these to the budget committee of the School Board

Organising

- expect full accountability for academic performance from subject/phase teachers and learners

- influence, enhance and sustain the academic performance of French teachers
- establish effective communication within French Foreign Language
- ensure that the latest subject-related documents are available and in use
- establish and maintain proper subject administration
 - ✓ Preparation File
 - ✓ Administration File
 - ✓ Resource File
 - ✓ Subject File
 - ✓ Question Paper Bank
- conduct regular subject meetings
- ensure that sufficient textbooks, teachers' resources and learning materials are available
- establish and monitor a practical textbook-control system
- create a positive working environment for the French teachers
- establish and maintain good discipline

Leading and Guidance

- discuss the outcome of the Teacher Self-Evaluation (TSE) with individual teachers and give support, guidance and assistance to French teachers
- assist new and beginner teachers in all respects
- guide teachers to set academic targets for themselves and for learners
- assist teachers to achieve improved academic targets
- defuse internal conflicts between subject teachers
- ensure full implementation of the internal school subject policies and procedures
- encourage teamwork and recognise good work
- provide for specialist assistance to the subject teachers, e.g. by advisory teachers, cluster subject groups, etc.
- promote the image and status of the subject
- allocate mentor teachers to beginner teachers and conduct an effective induction programme for new teachers
- provide school-based staff development programmes to the subject teachers

Monitoring

- establish and implement continuous monitoring and control of prescribed files
- moderate tests, examination papers, marking grids, mark schemes and answer scripts
- coordinate the setting of question papers of different teachers of the same grade
- monitor the quantity and quality of continuous assessment marks, written work, tests and tasks
- monitor record-keeping and ensure their accuracy
- conduct classroom observation visits, write reports and provide follow-up support
- control compensatory teaching
- establish a disciplined teaching and learning environment

4.1.4 *The Subject Teacher*

The French teacher as the classroom manager has, inter alia, the following responsibilities:

- strive towards the achievement of the objectives contained in the National Standards for Schools and Performance Indicators

- create a conducive environment in the classroom for quality teaching and learning
- establish a disciplined teaching and learning environment in the French Foreign Language class
- meet the requirements of the curriculum and the French Foreign Language syllabus
- facilitate teaching and learning both inside and outside the classroom in order for the learners to acquire the necessary knowledge, skills, values and attitudes
- develop an effective and efficient scheme of work
- establish positive attitudes among learners towards French
- promote the establishment of project work in French Foreign Language
- be creative and innovative in daily/weekly lesson preparation and the production of own teaching and learning materials
- consult the nearest resource centre in connection with training opportunities and sources of information, and teaching and learning materials
- liaise with the subject head with regard to the smooth running of the subject
- control and mark learners' written work and give feedback
- plan special activities to improve the French reading, writing and spelling skills of learners
- communicate with parents

4.2 Monitoring Learners' Written Work/Homework

The HOD/subject head/phase head/senior teacher should monitor learners' written work at least once per term. The French teacher should:

- control the written work of learners on a regular basis, paying special attention to grammar (e.g. using full sentences), spelling, neatness, format and display
- mark at least 70-80% of all written assignments, exercises, tasks and worksheets - feedback from the teacher is immediate, praising, encouraging, positive and informative

4.3 Subject Meetings

Subject meetings for languages will be held regularly, at least once per term. An agenda will be followed; minutes will be kept and stored in the Administration File. The purpose of the meetings will not only be administrative, but may include activities such as planning, guest speakers, sharing of ideas, lesson presentations (model lessons), improvement of results, improvement of methodology, feedback on workshops, etc.

4.4 Managing Subject/Phase Materials

Procedures should be developed for the ordering of textbooks, materials, control of materials, storage, distribution, collecting and annual stocktaking. A textbook-control system will be put in place. One person should be identified by management to be responsible for this task.

Detailed procedures should be developed for the subject in terms of setting, typing, duplicating, marking and moderation of worksheets, tests and examination scripts, storing of the same, etc.

4.5 The Advisory Teacher

Advisory Teachers (ATs) have extensive knowledge of the relevant subject areas and their responsibilities are, amongst others, to ensure quality in education through rendering of liaison services and subject guidance. The school should fully utilise the expertise provided by ATs. Not one of the regions where French is offered has got a subject adviser for French. However, the services of a subject adviser provided by the French Government are available to French teachers. The subject adviser (technical assistant) will work on syllabus revision and examinations, will attend to in-service training through the national workshops that are scheduled on the NIED calendar and will set up extra workshops and can be contacted at NIED and at the French embassy.

4.6 Cluster Subject Groups

The purpose of cluster subject group meetings is to improve efficiency, build capacity and empower teachers. Attending and participating in cluster subject activities can play a positive role in collaborative development and improving quality teaching and learning. Many schools offering French Foreign Language might be the only school in the cluster with a French teacher. In such cases the teacher is encouraged to join a cluster group for foreign language teaching.

4.7 Teachers' Resource Centre (TRC) and School Library

Teachers are encouraged to utilise the resources and facilities offered at TRCs. If a certain item is not available at the local/regional TRC, it is possible to make inter-library or inter-TRC loans with the help of the TRC manager. Procedures for the use of facilities and the lending of resources can be obtained from the TRC manager. A list of TRC contact persons and an annual time-table of training programmes should be kept by the HOD.

If the school has a school library, a list of resources and books available for lending should be provided to staff members, as well as the rules and procedures for class visits to the library. It is advisable to have procedures for project work and possible use of the Internet.

4.8 School-Based Studies

School-based experience is an essential component of teacher training, giving the student teacher the knowledge, awareness and practice of the range of roles of a teacher. Throughout teacher training the theoretical and practical aspects are interrelated. Preparation and experimentation of teaching and learning are carried out in structured classroom observation, school visits, and project work. School-based studies will be undertaken in selected support or professional development /practice schools, and organised within teams consisting of student teachers, support teachers, teacher educators, advisory teachers and inspectors of education.

During school-based studies, the class teacher plays a crucial role in assisting the student teacher and modelling good practice. Student teachers are required to analyse and reflect critically on their teaching experiences, and evaluate their own learning with a view to improving their teaching ability. In this way they will develop appropriate subject knowledge and concepts. Subject teachers must observe and give feedback to the student

teacher giving lessons. Therefore, they must remain aware of what is going on in the class and they must not leave the classroom while student teachers are teaching.

5 OPERATIONAL FILES

5.1 Preparation File

(Responsibility: Every Subject/Phase Teacher)

Written lesson preparation is compulsory for all subject teachers in Namibia. This file contains the written preparation done by a teacher, and includes all relevant information. It is the responsibility of management to monitor these files once a week.

Content of the Preparation File

- control sheet
- table of contents
- the teacher's personal time-table
- syllabus for all the subjects taught this year (the latest editions)
- schemes of work for all the subjects taught this year (neatly typed)
- up-to-date daily/weekly written lesson preparation
- teacher's commitment to PAAI

5.2 Administration File

(Responsibility: Every Subject Teacher)

The Administration File is the file that every subject teacher keeps with important subject information and any other school-related information. (Please use the word Administration File. A personal file (according to the Act) is a personal file with the teacher's ID, appointment letter, etc. that is being held in the office of the principal).

Content of the Administration File

- control sheet
- table of contents
- organisation:
 - ✓ personal time-table
 - ✓ the register class's time-table
 - ✓ time tables for tests/examinations
 - ✓ official school calendar of the MoE
- register class list
- mark sheets with continuous assessment, test and examination marks
- planning: PAAI. In this document management should set academic targets to be achieved by every subject teacher
- policies:
 - ✓ the Code of Conduct for Teachers
 - ✓ the school's internal Subject Policy for the subject(s) taught by the teacher
 - ✓ teacher's Manual/Guide for the subject (If applicable and practical)
 - ✓ copies of the National Standards and Performance Indicators
 - ✓ the Teacher's Self-Evaluation Instrument
 - ✓ the Classroom Observation Instrument
- meetings: minutes of staff, departmental, subject and cluster meetings

- circulars and reports from the MoE, Regional Office and Advisory Teachers
- textbook control
 - ✓ list of numbered textbooks in learners' possession OR
 - ✓ textbook inventory of register class

5.3 Resource File

(Responsibility: Every subject teacher)

- control sheet
- table of contents
- worksheets
- projects, assignments, topic tasks, practical investigations, artefacts, including marking criteria
- course material and workshop handouts
- information on compensatory teaching in the subject

5.4 Subject File

(Responsibility: Subject Head)

For any subject to be taught and administered successfully it is essential to be well organised. A functional Subject File should be put in place. The file should be used regularly and kept up to date continually, and accessible to all subject teachers. When there is uniformity in a subject it does not only simplify the administration thereof, but also makes control by the school management easier.

The Subject File serves as a source file for the subject teachers of a specific subject, and is the property of the school. It is aimed at promoting effective organisation and management of the subject at school. A separate Subject File should be created for each of the Junior Secondary and Senior Secondary phases.

Requirements of the Subject File

- it should be planned systematically
- it should be at the school at all times as part of the school's filing system
- it should be accessible to all subject teachers at all times
- it should be kept up to date on a continual basis

Contents of the Subject File

- control sheet (explain purpose)
- table of contents
- the National Curriculum for Basic Education
- subject Policies:
 - ✓ the National Subject Policy Guide for the subject (a NIED document)
 - ✓ the school's internal Subject Policy
- a copy of the completed Plan for Academic Improvement (PAAI) document
- subject teachers' information:
 - ✓ names and the grades they teach
 - ✓ timetables of teachers teaching the subject
 - ✓ personal information: qualifications and experience
- latest syllabus(es) applicable to the subject/phase

- schemes of work for all the grades (clean copy)
- minutes of subject/departmental meetings
- minutes of cluster meetings
- Advisory Teacher reports
- Subject-related circulars and correspondence
- textbooks
 - ✓ list of textbook titles available in the school: used by learners; available to the teachers as resource material
 - ✓ copy of relevant pages from the Textbook Catalogue
- inventory of other teaching and learning materials applicable to the subject
- promotion marks for the last three years and an evaluation thereof
- teacher's Manual/Guide for the subject (if applicable and practical)
- record sheet with dates, venues and names of teachers who attended workshops

5.5 Question Paper File
(Responsibility: Subject Head)

- control sheet
- table of contents
- specimen papers and mark schemes (where applicable)
- question papers and mark schemes per grade/test/examination
- marking grids/test specification grids (where applicable)
- JSC/NSSC Examiners' Reports for the past three years, for subjects where applicable

Annexe A: Example of Lesson Preparation Format

Teacher:	Grade:	Date:
Subject:		Time:
Theme and Topic:		
Teaching Materials and Resources to be used:		
Lesson Objectives: Learners will:		
Basic Competencies (Refer to Syllabus): Learners should be able to:		
Presentation of the lesson: 1. Monitoring of homework done: 2. An appropriate short introduction: 3. Presentation of subject matter and learning activities: 4. Consolidation:		
Assessment / Homework / Tasks / Exercises		

Compensatory teaching:

Reflections:

Annexe B: Example of a Year Planner

YEAR : 20__ GRADE : _____ SUBJECT : _____ SUBJECT TEACHER: _____
(Teaching Time = 22-30 weeks)

TERM 1	Week 1: Jan.....	Week 2: Jan.....	Week 3: Jan.....	Week 4: Feb.....	Week 5: Feb.....	Week 6: Feb.....	Week 7: Feb.....
	Schools Reopen.....						
	Week 8: March.....	Week 9: March	Week 10: March.....	Week 11: March.....	Week 12: April.....	Week 13: April.....	Week 14: April.....
							Schools Close.....
TERM 2	Week 15: May.....	Week16: May.....	Week 17: June.....	Week 18: June.....	Week 19: June.....	Week 20: June.....	Week 21: July.....
	Schools Reopen.....						
	Week 22: July.....	Week 23: July.....	Week 24: July.....	Week 25: July.....	Week 26: Aug.....	Week 27: Aug.....	Week 28: Aug.....
							Schools Close.....

TERM 3	Week 29: Sept.....	Week 30: Sept.....	Week 31: Sept.....	Week 32: Sept.....	Week 33: Oct.....	Week 34: Oct.....	Week 35: Oct.....
	Schools Reopen.....						
	Week 36: Oct.....	Week 37: Oct.....	Week 38: Nov.....	Week 39: Nov.....	Week 40: Nov.....	Week 41: Nov.....	Week 42: Dec.....



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