ESTABLISHING AND MAINTAINING EFFECTIVE SCHOOL BOARDS
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A Guide
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Abbreviations

CCP Cluster Centre Principal
CoP Community of Practice
CPD Continuous Professional Development
EG(s) Education Grant(s)
EU European Union
HoD Head of Department
HPSI Health Promoting School Initiative
ICT Information and Communication Technology
ISHP Integrated School Health Programme
IE(s) Inspector(s) of Education
LRC Learners’ Representative Council
LSMs Learning Support Materials
MoEAC Ministry of Education, Arts and Culture
MoHSS Ministry of Health and Social Services
MoWT Ministry of Works and Transport
MP Member of Parliament
NIED National Institute for Educational Development
NSFP Namibian School Feeding Programme
NSPI National Standards and Performance Indicators
NSSF National Safe Schools Framework
OVC Orphans and Vulnerable Children
PEG Primary Education Grant
PLWHA People Living with HIV and AIDS
PQA Programme Quality Assurance
REF Regional Education Forum
SASG Social Accountability and School Governance
SB(s) School Board(s)
SDF School Development Fund
SDG(s) Sustainable Development Goal(s)
SDP School Development Plan
SEG Secondary Education Grant
TADA Teenagers Against Drug Abuse
UNICEF United Nations Children’s Fund
UPE Universal Primary Education
USE Universal Secondary Education
WHO World Health Organisation
FOREWORD

The Ministry of Education, Arts and Culture is entrusted with the implementation of legislation and policies in education. It is therefore our duty, together with other stakeholders such as development partners and non-governmental organisations, to build the capacity of all our partners in education. The Education Act, Act 16 of 2001, has made provisions for the establishment of School Boards which are responsible for ensuring that all schools provide quality and inclusive education.

School Boards consist of parents, teachers, the principal and learners representing the Learners Representative Council. In order to ensure that School Boards function effectively, the Ministry of Education, Arts and Culture with the support of the United Nations Children’s Fund and the Rössing Foundation, through funding from the European Union has been training School Boards on how to efficiently manage schools in order to contribute to positive teaching and learning outcomes. Funding is provided within the framework of the Social Accountability and School Governance Programme which aims to enhance grassroots level participation in school development and school management.

The Social Accountability and School Governance Programme is designed to strengthen governance and accountability mechanisms established under the Education Act 16 of 2001, specifically targeting the school self-evaluation and development planning process which takes place through the work of Education Forums at national and regional levels. The effective use of social accountability tools for performance management and monitoring is expected to promote accountability to the school community and strengthen the parental and community participation in education. In order to ensure inclusive education, while also ensuring free access for all children to primary and secondary level, the Ministry of Education, Arts and Culture has introduced the National Standards and Performance Indicators, of which Social Accountability and School Governance initiative forms part and parcel. National Standards and Performance Indicators Key Area 6 defines the conditions for involvement of parents and community in monitoring school performance in order to reflect the right to education and the alignment of the education sector to the National Development Plans.

This guide is designed to support the training of School Board members and to ensure that they are equipped with the necessary skills and information to better manage their own affairs and monitor the performance of their school. It aims to capacitate those who serve on School Boards to understand and be able to perform their tasks effectively. The guide further intends to empower and assist the entire school leadership, together with the community in the school catchment areas, to better handle day-to-day challenges and also to support and monitor school performance. It covers a wide range of School Board operational areas that concern issues affecting schools and their wider communities. "Quality Education is our Shared Responsibility". I am hopeful that the School Boards Training Guide will prove beneficial to all educational stakeholders, particularly at school level, in their quest to ensure democratic participation of all in supporting and monitoring school performance for the benefit of every Namibian child, our future generations.

Hon. Katrina Hanse-Himarwa (MP)
Minister of Education, Arts and Culture

PREFACE

Education is in the midst of pivotal change both nationally and globally. Children attending school, particularly in Sub-Saharan Africa, are faced with many challenges ranging from poverty, learner pregnancies, HIV and AIDS, health related challenges, violence, abuse and a poor quality of education, resulting in grade repetition and high drop-out rates.

Lack of parental and community participation and support in education has been identified as a missing link for ensuring high performance. Therefore, in order to ensure meaningful parental and community participation in education, through funding from the European Union, the United Nations Children’s Fund and the Rössing Foundation have been supporting the Ministry of Education, Arts and Culture to implement the Social Accountability and School Governance Programme in two regions of Namibia, namely Hardap and Ohangwena. Operating under the motto “Quality education: our shared responsibility”, the Social Accountability and School Governance programme benefited 148 schools reaching over 57,000 learners and 1,500 teachers over a period of 4 years.

The guide is expected to contribute to the endeavours of the Social Accountability and School Governance Programme by providing School Boards with knowledge and skills to effectively and efficiently manage their schools. The guide highlights the functions and roles of School Boards as one of the main catalysts of education performance at school level. It explains management of day-to-day School Board undertakings such as School Board meetings, school finance, and promoting good behaviour in schools, which are important aspects of school management.

School Boards are advised on how to become leaders in their school environments, and to engage with the socio-economic dynamics that have an impact on their school. It is further advised that School Boards should acquaint themselves with relevant policy and legislative frameworks that govern the functioning of schools, in the best interest of the child.

Since Independence, the increased access to education for children in Namibia has been a great success story. However, there is unfinished business as described in the fourth Sustainable Development Goal, which speaks of ‘inclusive and equitable quality education and lifelong learning for all’. Through concerted efforts we can make quality education a reality for all children in Namibia. Through School Boards, teacher contributions, parental involvement and learner participation, we can form a dynamic leadership structure that can propel schools towards exemplary performance and safe and conducive school environments.

This guide provides the tools for School Boards and school communities to join hands in this worthy effort to ensure no child is left behind. I congratulate the Ministry of Education, Arts and Culture for the development of this guide and look forward to its widespread use.

Micaela Marques De Sousa
UNICEF Representative in Namibia
1. Introduction

1.1 The purpose of this guide

This guide aims to strengthen the capacity of School Boards (SBs) and supports them to perform their tasks effectively and efficiently. It is important to train new and current SB members on school governance on a continuous basis in order to further enhance their capacities to support schools. This is particularly important due to the changing nature of issues affecting our society in general and our schools in particular.

This guide was designed to be used both as a training tool and a guiding document for SB members. The trainers making use of this guide are encouraged to disseminate the information in their own teaching style and are welcome to bring their own experience and sector knowledge to the training platform. The experiences of SB members should also be taken into consideration, as this may be valuable, and they should be encouraged to share their views.

This guide may be revised according to legislative developments and policy updates in the education sector.

Finally, the Training Manual has been structured with each section drawing from and building on the section that comes before it. When using this document for training purposes, please use the materials by observing the order in which they appear in this training manual.

1.2 Background

The Rössing Foundation, in partnership with the Ministry of Education, Arts and Culture (MoEAC) and the United Nations Children’s Fund (UNICEF), with financial support from the European Union (EU), trained SB members in Ohangwena and Hardap regions. These are the two regions that have implemented the Social Accountability and School Governance (SASG) pilot programme which is carried out under MoEAC’s National Standards and Performance Indicators framework. The training is designed to capacitate SBs, as representatives of the parents, teachers and learners, to exercise their responsibilities in terms of school governance and to ensure that all stakeholders are accountable for what is happening in schools. In other words, SB members need to be equipped with the minimum skillset and encouraged to demand and supply effective learning and teaching from their schools. As stakeholders they also need to support the teaching and learning process and ensure a safe and secure school environment. They should have confidence in their abilities as key stakeholders to bring about improvement in the quality of education. SB members should regard themselves as agents of change in education and should be encouraged to act accordingly.

Since achieving independence in 1990, Namibia has made great strides in realising national targets in terms of attaining education for all. However, issues of quality, equity and equality in education still
persist and some of them can be attributed to suboptimal functioning of SBs. The Government goals to ensure inclusive, quality and equitable education as stipulated in the National Development Plan 4, Vision 2030 are best achieved by decentralising education and promoting social accountability at all levels. The Ministerial directive that ‘schools belong to the community’ underscores the importance of communities taking responsibility for the functioning and performance of their schools. In response, MoEAC in partnership with development partners and civil society developed a training course as a way to improve school governance through stronger community involvement and increased learner participation in SB operations.

The Education Act, Act 16 of 2001, makes provisions regarding the role and composition of SBs. In order to reflect the right based evolution of the education sector and to ensure that quality education becomes accessible to every child in Namibia, MoEAC undertook to review the current Act in a national participatory process in 2015. Special attention was accorded to the functioning of SBs, and once the new Education Bill is enacted, adjustments to this training guide may be considered in order to align the training syllabus with the latest policy developments.

1.3 The School Board

The SB is an advisory and governing body at the school level. It represents the parents, teachers and learners. It is relevant to the entire school community. Every government school is mandated through the Education Act, Act 16 of 2001, to establish a SB to help administer the school and ensure the school is effective in its teaching and learning programme. According to the current policy provision, a chairperson of the SB must convene any meeting of the school board after consultation with the principal of the school. The SB usually meets at least once per term. Moreover, a chairperson may at any time convene a special meeting of the School Board (Education Act, Act 16 of 2001).

1.3.1 Composition of the School Board

Depending on the size of the school, a SB consists of not less than 5 and not more than 13 voting members. See Annex 1: Determining the number of SB members in schools.

It is composed of:

- Parents with children at the school, but who are not employed there (school parents must be in the majority);
- School teachers;
- The school principal and
- Two learners from the Learners’ Representative Council (LRC). This is applicable to secondary schools only. However, primary schools are encouraged to create platforms for learner participation in school governance.

Please note:

The following people cannot be members of the SB:

- Someone convicted of an offence and sentenced to jail without the option of a fine; it is the duty of the prospective member to disclose to the chairperson of SB their legal history. Should it come to light that the member of the SB has been convicted of an offence, such a person may not become a member of the SB;
- An official from the MoEAC in a management position (excluding teachers and school management);
- Someone who is not a Namibian citizen or is a Namibian citizen but has not resided in Namibia for at least two years;
- Someone married to a teacher of that school; and
- A member of a SB of another government school.

1.3.2 Election of School Board members

A SB meeting for the elections of school parents is organised by the Regional Education Office. An Inspector of Education (IE) or any other Senior Education Officer presides at such a meeting. The parent and teacher SB members are elected for a period of three years while learners are elected by their peers annually. The principal becomes a SB member by virtue of her or his position in the school.

A SB makes provision for the following positions for its functions:

- a chairperson;
- a treasurer and
- a secretary.

Please note:

A SB chairperson is elected for a period of three years; only one of the parents may be elected as the chairperson.
1.4 Proposed Activities for section 1: Introduction

**Activity**

1. Use question and answer method to test participants’ knowledge of the SB as a school governance body.
   - What is a SB?
   - Why do schools have SBs?
   - Who has more authority in school (SB or school principal)?
   - Who has served on the SB before? Please share experiences of serving on a SB.
   - Where does the SB draw their mandate from?
2. Take notes on a flipchart as participants provide answers and/or discuss the questions.
3. Summarise the most important points mentioned.
4. Present a case study of an effective SB or let the participants come up with such a case from their own experience.

2. Rights and responsibilities of the School Board

Each school board is responsible to its community to govern the school efficiently and effectively. In addition to providing strategic guidance to the principal and overseeing the School’s management, the SB envisions the educational future of its community and then formulates the goals, defines the outcomes, and sets the course for its school. Since the SB is accountable to the community for constantly monitoring the school’s overall performance, it has both rights and responsibilities in order to carry out its mandate.

SB members have the right to:

- Express their views freely and without prejudice at SB meetings;
- Visit the school regularly and at any time;
- Take legal action against any wrong doing by members of the school community in accordance with the Education Act and regulations made under the Education Act, Act 16 of 2001; and
- Take consensual decisions based on the specific context of the school within the parameters of the statutory laws and regulations.

The main responsibilities of the School Board are to:

- Develop the vision and policies of their school;
- Recommend staff appointments;
- Develop and maintain the school infrastructure;
- Promote school welfare;
- Communicate with parents/guardians and the community;
- Establish committees for managing and supporting specific functions, such as hostel management, school finance, implementation of integrated school health safety strategies namely the Integrated School Health Programme (ISHP) and National Safe Schools Framework (NSSF), the Namibian School Feeding Programme (NSFP) and community outreach;
- Administer the school finances including the Hostel Development Fund and the NSFP;
- Manage the School Development Fund (SDF) as approved by the SB;
- Ensure the establishment and management of funds are aligned with the Universal Primary Education (UPE) and the Universal Secondary Education (USE) requirements; and
- Monitor and support teaching and learning outcomes to ensure quality education.
2.1 Developing the School Development Plan, vision, mission and policies of the school

a) What is a School Development Plan (SDP)?

A SDP is a 1 to 3 year plan detailing the SBs strategy for improvements and maintenance of both standards of education and of facilities. It is also known as a school's strategic plan.

A SDP can start with a vision defining the desired role the school wants to play in the community. It is used to plan ahead. The plan will start with the school self-evaluation. Questions such as ‘What is the vision for our school?’, ‘How well are we doing?’ and ‘What should we do to continuously improve?’ will have to be thought about thoroughly. The SDP must focus on learners with a view to improve their knowledge and skills, thus helping create an enabling environment for learners to achieve academic success.

The SDP should be detailed, define realistic actions, outcomes and a budget for the activities to be carried out. (See Annex 2: Example of a SDP).

b) What are school-based policies?

School-based policies help to guide the principal, teachers, hostel personnel, learners and other school employees to follow the same comprehensive rules and guidelines governing the school. It is the responsibility of the SB to develop school policies and to ensure that the implementations of these policies are monitored and evaluated.

It is essential for School Boards to work towards the development of policies that can facilitate consistent implementation of effective school discipline practices which include a positive, coordinated, comprehensive, and school-wide focus.

Research on effective school discipline policies and practices supports that:

- A positive approach involves problem solving to prevent negative behaviour through implementation of a consistent set of practices for teaching and reinforcing expected behaviour (Epstein et al., 2008).
- A comprehensive and coordinated approach involves early identification and intervention mechanisms to enhance effective school discipline practices (Bradley et al., 2008).
- School-wide prevention practices that result in benefit to all learners and school staff form the initial step in effective school discipline that fosters a safe and supportive learning environment (Chafouleas, 2013).

An example of an effective anti-bullying policy is included in this guide as Annex 3.

Examples of issues the SB can make policies on:

- Maintenance of discipline, for both teachers and learners;
- Use of school buildings by external people or organisations;
- The handling of UPE and the USE;
- The school uniform for learners and dress code for teachers;
- Potential income-generating initiatives;
- The use of cell phones and other Information and Communication Technology (ICT) equipment on school premises, and
- The management and administration of the NSFP.
- Policies which aim to promote health, safety and wellbeing of the entire school community (ISHP and NSSF).

Please note:

School based policies should:

- Be aligned to government policies and regulations, most notably the Education Act;
- Help the principal and the school management to draft school rules;
- Be known and understood by all stakeholders;
- Be mandatorily endorsed by the Regional Director of Education, Arts and Culture to be binding; and
- Be developed through a process of consultations with the school community and other relevant stakeholders. It is critical that learners are encouraged to participate in formulation of school policies to ensure uptake and ownership.
The SB through stakeholder consultations can revise the school policies and regulations to adapt to changing circumstances which may affect the functioning of the school.

2.2 Recommending the appointment, transfer and promotion of teachers

It is the responsibility of the SB to verify that recruitment, transfer and promotion of staff members are carried out in a transparent and fair manner by observing the stipulated procedures. More specifically, this should be done by adhering to the Recruitment Policy Framework of the Public Service of Namibia as prescribed by the Office of the Prime Minister and relevant directives from the MoEAC.

To appoint a teacher or other staff members, the SB takes the following actions:

• Ensure that all the vacant posts at the school are timely and widely advertised in the appropriate media (radio, newspapers);
• Determine the criteria for shortlisting candidates;
• Interview short-listed candidates; and
• Recommend to the Regional Director of Education the appointment of a staff member on the grounds of qualifications and experience.

If the correct procedures have not been followed in the appointment of a teacher or the SB was not consulted, the SB can raise an objection in writing to the Regional Director of Education through the School Inspector.

2.3 Developing the school infrastructure

Government funding for school infrastructure is limited. Thus, maintaining school infrastructure and constructing additional facilities requires sustained community involvement. The SB needs to work together with the community to help schools develop their infrastructure and create an environment conducive for learning. The SB should work to encourage community members to volunteer to take part in school maintenance or building projects.

School maintenance

The Maintenance Policy of the MoEAC states that renovation and rehabilitation of school infrastructures are the responsibilities of the Ministry. But maintenance and preservation of physical facilities at school such as attending to broken windows and doors, repairing of cracks on the walls and floors are also the responsibility of SBs.

To help SBs and schools with maintenance and preservation, a guide called ‘Schools Lasting Longer’ has been developed. A copy of the guide must be made available at every school. If a school does not have a copy of this guide, the school can request a copy through the Regional Education Office.

As a directive from the MoEAC, SBs should establish a School and Hostel Maintenance Subcommittee to develop a maintenance plan and ensure that both the school and hostel conduct an asset register which clearly outlines the planned maintenance and renovation work relating to school infrastructure.

Please note:

SBs should include their responsibility of school maintenance and preservation - as provided for in the guide for the Education Grant (EG) - in their SDP.

2.4 Promoting school welfare

Promoting school welfare means that the SB should ensure that the school has a conducive environment for effective teaching and learning. An effective school is one in which the principal, teachers and learners have healthy, positive interactions, suitable discipline, strong work ethic, make good use of school resources, and are efficient and time-conscious.

On a visit to a school, the impression should arise that the school is a place that is thriving; a place where the whole school community (principal, teachers, learners and non-teaching staff) works hard to achieve results. There should be clear indicators demonstrating good school management, effective teaching and learning and a sense of school pride.

SBs should be guided by the National Safe Schools Framework and should work closely with the principal and the school community in ensuring the recommendations in the framework are enacted as thoroughly as possible.

School Health Service in Namibia

The school is a unique setting which offers an opportunity to improve the health of learners, school personnel, families and community members. There are two relevant policies which direct the school health programming in Namibia:

1. National Policy for School Health

This policy aims to facilitate the provision of effective, sustainable and comprehensive school health programme for primary and secondary institutions of learning. It is designed with a view to promote an integrated approach to school health. As a result, a Memorandum of Understanding was signed in 2016 on the joint implementation of the Integrated School Health Programme (ISHP) between the Ministry of Health and Social Services (MohSS) and MoEAC. In addition, Namibia has adopted the World Health Organization’s Health Promoting School Initiative (HPSI) as one of the key
strategies to minimise and alleviate health-related barriers to education. The purpose of the MoU is to operationalise ISHP and foster holistic wellbeing of learners through coordination of services and integrated case management. In order to put the ISHP into practice, a Training of Trainers Manual for Integrated School Health was developed jointly by MoEAC and MoHSS with the support of development partners. The Manual targets both education and health implementers and provides them with information and practical guidance how to achieve integrated health programming at school level.

To ensure that Namibian children grow and develop in an optimal learning environment, the SB must ensure that the school is implementing the ISHP. The SB should establish a Committee for ISHP to run and oversee ISHP on a daily level (guidance on establishing committees is provided in section 2.6).

2. National Policy on HIV and AIDS for the Education Sector

The HIV and AIDS pandemic has created thousands of orphans, child-headed households, and increased the vulnerability of children across the country. HIV and AIDS has also contributed to higher absenteeism and mortality rates amongst teachers and learners resulting in further challenges in terms of an ongoing need for teacher training and recruitment and poorer educational outcomes.

National Policy on HIV and AIDS for the Education Sector provides guidelines to schools on how to support children and teachers who may be affected or are living with HIV. The SB are expected to operationalise the policy at school level in terms of:

- non-discrimination,
- prevention,
- education,
- school health,
- school safety,
- confidentiality,
- human rights of people who are HIV positive, and
- the care of children who are orphaned or made vulnerable by HIV and AIDS.

The policy states that SBs should establish HIV and AIDS Committees at their schools to respond to the challenges. Further, the policy states that:

- Information on sexual health, life skills as well as HIV and AIDS should be made available to all learners through the curriculum and specific school programmes;
- Comprehensive sexuality education should be implemented in all schools;
- Parents, guardians and caregivers should further provide their children with sexual health education and guidance in their homes;
- Counselling services should be available for all orphans and vulnerable children (OVC);
- Schools should make sure that the learners are protected from sexual abuse;
- No school employee can engage in sexual relations with a learner. Should this take place, the learners’ right to report and complain should be upheld and ensure mechanisms are in place to protect them from victimisation;
- No individual learner or staff member is required to disclose his/her HIV status. People who choose to disclose their status should be supported;
- No learner, or staff member can be discriminated against for living with HIV;
- Schools should have first aid kits that are always well-stocked and meet the universal precautions for HIV prevention when caring for injuries; and
- Schools should form networks with other service providers like NGOs, support groups of People Living with HIV and AIDS (PLWHA) and churches in order to address HIV and AIDS, particularly the needs of OVC.

Please note:

Amongst some communities, sex is a taboo subject. Parents shy away from discussing sexual matters with their children. This perception can be harmful and should be discouraged. SB members should encourage parents to open up and discuss sexuality with their children. The approach here is for children to get information on this matter from persons they trust.

2.5 Communicating with parents and the community

SB members are voted in by parents to represent them and the community at large. It is necessary that SB members should regularly arrange meetings with parents to give them feedback on how the school is performing.

Communication through letters to parents or caregivers, parents meetings and the media can be used to cultivate the link between school and community. Local traditional leaders hold meetings regularly with community members. SBs should make use of such existing platforms to share information with community members or to brief traditional leaders on school related matters and seek to obtain their support.

Information to parents and the community can include:

- Reports on progress made and on new plans at the beginning of the year (updating parents or community on the SDP);
- Community perceptions of the performance of the SB and the school as such;
- Feedback on community needs;
- Information to mobilise support for development activities at the school;
• Information to encourage and convince community members to take an active role in school activities;
• Information highlighting school performance;
• Information on school health and wellbeing of learners with a particular emphasis on sexual and reproductive health;
• Any information that can secure the support of traditional leaders and the community on school issues;
• Financial reports; and
• Information on the NSFP.

2.6 Establishing committees

The SB should make use of the expertise, time and energy of partners in the education system, through the engagement and consultation of the Cluster Centre Principal (CCP), IE and the Regional Education Office. SBs should be able to draw from the expertise of other community members or parents. For example, they can call in a medical doctor to talk to the teachers and learners about school health, they can invite a social worker to talk about the abuse and neglect of children or they can call in an accountant to provide training on managing financial resources.

SBs can rely on committees to take over some of their functions. Such a committee will consist of SB members but may co-opt a community member on the basis of required expertise. A committee set up by the SB should deal with a specific issue and will have to report to the SB within a given timeframe.

The SBs are encouraged to establish the following committees:

School development and maintenance committee
School health, feeding and safety committee
School disciplinary committee
School finance and human resource committee
School sports, arts and culture committee
Community outreach committee

The committees must report to the SBs on a regular basis and observe the relevant MoEAC policies in carrying out their mandate.

2.7 Managing finance

Managing finance is one of the key responsibilities of the SB. Handling money is not an easy matter as it requires a dedicated effort to oversee whether the money is being managed in accordance with regulations.

It is the function of the SB to monitor the use of the school finances and ensure accountability and transparency in financial operations of the school. A Finance Committee of the SB can play a key role in managing the school’s finances by preparing the budget, which the SB can approve or reject.

(Section 5 deals with the school finance in detail).
### 3. Meetings of the School Board

Board meetings are important and should be attended by all the members in order to ensure that the affairs of the school are managed efficiently. SB members need to meet at least once a term. Meetings are an opportunity for members to discuss current affairs and take decisions openly and freely. Each SB member has the right to speak at the meeting and to be listened to with respect. Members should feel free to express their opinions openly and without fear of intimidation or criticism.

Where members cannot express themselves in the official language, opportunities should be provided to support such members to express themselves in the language they are comfortable with and to allow for interpretation in order to ensure inclusivity. Learners’ participation in the SB meeting should be encouraged and monitored by the chairperson of the SB and Inspector of Education.

#### 3.1 How to convene a meeting

The chairperson, in consultation with the principal, determines the date of the first SB meeting. The dates, times and venues of the other regular meetings during the course of the year are decided on by the SB. Special Board meetings may be determined in writing by the chairperson on his/her own initiative.

Eight days before the meeting is to take place, the secretary sends out notification letters. Four days before the meeting, the secretary confirms that all the invited participants will be able to attend. A quorum for a meeting to take place is more than 50% of the members present at the meeting. If the members present do not form a quorum, the meeting should be postponed to a date not less than eight days, but not more than fourteen days later. The secretary must notify all members in writing of the postponement.

The SB may invite any person to attend meetings, but such visitor will have no voting power. The Permanent Secretary of the MoEAC may nominate a staff member to attend the meeting as an observer or in an advisory capacity. The SB must set up rules for conducting its meetings, for example:

- Have a positive attitude;
- Turn off mobile phones;
- Be on time;
- Listen;
- Take turns in talking;
- Stay on the topic;
- Respect each other;
- Come prepared;
- Don’t discuss personal issues;
- No fighting or arguing; and
- Promote collaboration and a constructive dialogue.

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### 2.8 Proposed activities for section 2: Rights and responsibilities of the School Board

**Activities**

1. The trainer distributes paper cards with assumed rights and responsibilities of SBs to the participants. Then, ask the participants to classify these cards of “Rights and Responsibilities of SBs” into two categories: those that are applicable (Yes) and those that are not applicable (No). If the duty is the responsibility of the SB, the participant should place it under the “Yes” category, else under the “No” category. The trainer should facilitate discussions towards group consensus.

2. Divide the participants into groups and ask each group to write down 10 characteristics of an effective SB.

3. Let participants consider and reflect on the questions below:
   - How does the SB communicate with parents/community?
   - Why must the SB communicate with parents/community?
   - What are the responsibilities of the school to the community?
   - What are the responsibilities of the community to the school?

4. Ask trainees to gather information on:
   - How their school or a neighbouring school manages and supports OVCs or children affected by HIV and AIDS.
   - The trainees will collect the information in a group of two or three and give a presentation to the plenary with a flipchart or PowerPoint.

5. Present a case study of an active community whose involvement has helped improve the performance of a school (e.g. reference can be made to the school’s recent performance in exams, improvements in provision of school resources, etc.).
3.2 The meeting agenda

An agenda is a list of the topics the meeting will address. For a meeting to be effective, it needs to have an agenda. It is necessary for the participants to receive the agenda well in advance. All members should be given the opportunity to submit agenda points (see Annex 4: Example of a SB Meeting Agenda).

Please note:

Changes to the agenda can be suggested at the beginning of the meeting. A section for matters arising may be added to the agenda.

3.3 Taking minutes of meetings

Minutes of a meeting are important records of decisions taken. They contain a statement of the issues considered by the participants, and related responses or decisions for the issues. They are an important reference for any decision taken at the next meeting. It is the job of the secretary of the SB to take minutes of every meeting and to ensure that those minutes are shared with all the members of the SB. Examples of Minutes of a meeting are given as examples in the Annexes of the guide. See Annex 5: Example of the minutes of a SB meeting.

Please note:

The minutes of a meeting are important because they clarify the issues discussed and decisions taken. They help the SB to follow up on tasks to be carried out. Here, the secretary plays a key role. He/she needs to listen carefully, summarise the main discussion and decisions and write down these points accurately. Minutes should be short and to the point and reflect exactly what has taken place. Major decisions taken should be shared with the Regional Director for advice as some decisions might need his/her endorsement. It may also be that the Regional Director might need to request the Permanent Secretary or the Minister of Education, Arts and Culture to take a decision on an issue.

3.4 The chairperson as the leader of the meeting

The chairperson is the one who manages, controls and leads a meeting. The chairperson of the SB is elected to play this vital role. The SB chairperson must always be a parent. If the chairperson is not present, another parent member can be selected by the members to chair the meeting. The principal or teacher may not serve in the capacity of the chairperson of the school board.

Please note:

If the person elected to be the chairperson is not experienced in chairing meetings, it is advisable for such person to seek guidance and training from experienced people in the community or the IE. SB members who have experience in chairing meetings should also support the chairperson.

3.5 The chairperson has the following responsibilities

- Opening the meeting and stating its purpose, welcoming participants and creating a friendly atmosphere;
- Directing the meeting, giving information and keeping the discussions to the point;
- Ensuring focus on one issue at a time and order discussions to specific areas;
- Encouraging the involvement of all members in the discussions. Giving everybody a fair chance to speak out and guiding a meeting so that one person or one interest group does not dominate the discussions;
- Summarising the discussion and then reaching a consensus and managing the voting on specific issues;
- Establishing committees that will report back to the whole SB on specific projects or tasks; and
- Helping members to decide who is to be given a particular task and the time frame in which the task is to be carried out.

3.6 What are the roles of the secretary?

The secretary is the chairperson’s right-hand person. In other words, the outcomes of the meeting depend largely on the records the secretary takes. Anyone can be elected to serve as a secretary of the SB but it is advisable if the person is well organised, has an eye for detail and attends to correspondence promptly.
The roles of the secretary are to:

- Record the proceedings of the meeting;
- Send out invitations to the members of the SB or invited guests;
- Confirm the participation of the members of the SB or invited guests; and
- Arrange the venue of the meeting.

3.7 What is the role of the treasurer?

The function of the treasurer is to take care of the finances of the SB. A treasurer must be a member of the elected School Board. It is strongly recommended that a treasurer be elected on the merit of his/her financial management and record keeping skills.

3.8 Proposed activities for section 3: Meetings of the School Board

### Activity

A story about 2014 results of Okaepe Dream School:

During the year under review, our school that offers grade 8 - 12 has performed well in Mathematics, Physical Science and Mother Tongue. However, the school did not achieve good results in English and Accounting. It is noted that the Grade 10 teachers have worked hard and achieved a 100% pass rate last year. It is also noted that five learners were expelled from the school due to bad behaviour/lack of discipline. The SB used an amount of N$10 000.00 from the school fund to purchase Grade 12 learners’ textbooks to supplement the provision of school books; N$ 3500.00 was spent on the tyres of the school principal’s car that were worn out.

In groups of 5 - 6:

- Prepare the agenda for the school board meeting to look at issues that emanated from the report;
- Assign the roles of chairperson, secretary and treasurer and initiate discussions which pertain to the story above;
- Suppose you serve as a SB member of Okaepe Dream School: suggest a resolution for each issue on the agenda;
- Agree on an action plan, assigning responsibilities to each present member of the SB, specifying timeframe for completion of the tasks.

4. The main stakeholders in education

The term stakeholder means all those who have a stake in the school and are concerned with the best interests of learners and schools. Stakeholders have an important role to ensure quality outcomes in education. The SB should be aware of the roles various stakeholders play in education and liaise with them as the need arises.

Stakeholders can help the school to bring about improvement in school’s performance which is why it is important for SBs to maintain close connections to stakeholders. In order to promote social accountability at all levels, the roles of key stakeholders such as learners, teachers and parents will be articulated in this section so that SBs can monitor and support the active role that these stakeholders will play at school level.

Some of the most important education stakeholders are presented in the diagram below.
Stakeholders in education are expected to work together for schools to be effective in reaching their objectives. The learners are shown in the centre of the diagram because they are the most important stakeholder around whom all efforts to create an enabling school environment should be organised. Hence, what all the stakeholders have in common is promoting the best interest of the learners and ensuring they are supported to reach their full potential.

Activity

Think of the following questions:
- Why is the circle representing the learners put in the centre of the diagram?
- Can you think of any other stakeholders for each of the circles?

4.1 The role of the learner

Learners have rights and responsibilities. Their rights are to:

- Attend school, participate in school activities and learn in a safe and conducive environment;
- Be informed about all issues related to the maintenance of discipline in school as contained in code of conducts, school regulations and school class rules;
- Voice their complaints or appeal against decisions they regard as unjust, in as much as their academic and curricular matters are concerned;
- Be treated as individuals and have specific circumstances that affect their learning activities taken into consideration;
- Have protection from corporal punishment and verbal abuse or unjust punishment by school authorities. Any form of disciplinary action outside of the National Safe Schools Framework will be considered unjust punishment.

Learners’ responsibilities are to:

- Know, understand, engage with and follow the code of conduct for learners and the school rules;
- Take responsibility for their own learning and have consideration for that of fellow learners;
- Appreciate and support the efforts of teachers, school officials and parents to protect and promote the order and effectiveness of their school;
- Respect the authority and instructions of the principal, teachers and other staff members involved in their education;
- Attend school regularly unless permission for absence has been obtained;
- Protect school property and resources;
- Comply with legitimate disciplinary measures applied by the school authorities;
- Respect the personal rights and property of their fellow learners, teachers and officials;
- Understand and accept corrections to remedy their mistakes;
- Report absent teachers to the school/parents; and
- Keep themselves clean and help keep school premises clean.

Some of the good practices to promote learner co-operation

- Peer teaching and learning: Peer teaching/learning is a strategy whereby learners work in groups. During group work learners are given opportunities to learn from each other. High-performing learners can play a key role in helping the weaker ones to help understand a difficult question or a challenging concept. Working with peers enhances cooperation and learners become more motivated.

- Buddy System: Through this strategy learners are paired together. Under-performing or possible dropouts can be paired with a friend from class. Under-performing learners may be encouraged to enjoy school work through this activity.

Edu Circles: An Edu Circle is a group of learners who meet at least once per week to discuss issues that may be affecting their ability to learn and come up with their own solutions aimed to improve quality of education in their school. The group is usually made up of learners (the number of boys and girls must be fair and equal), it can be bigger or smaller, but as Edu always says: “the more learners, the better the participation, and the greater the fun!” In some schools, the notion of a learning circle has been adapted to what is known as an Edu Circle as part of the SASG initiative. Learners forming their Edu Circle are encouraged to design and implement activities which promote education and that may involve and benefit their communities as well.

Please note:

Edu Circles have significant benefits for schools as they may contribute to ensuring the quality of the learning outcomes. The SBs should work hard to encourage their learners to set up Edu Circles and should expect the Edu Circle chairperson to update the Board on their activities.

4.2 The role of the teacher

The teacher is expected to be a professional trained to teach. The teacher manages and facilitates the activities of teaching and learning in his/her class. As a professional, a teacher knows the content of the subject he/she teaches as well as the syllabus requirements. The teacher must plan lessons daily and teach effectively. A vital role of the teacher is to provide feedback to learners on their performance in class during the academic year so that they may learn from their mistakes and effectively prepare for examinations.
The teacher’s most important practical tasks are to:

- Create a positive, friendly learning environment in the classroom;
- Encourage good discipline and promote positive behaviour inside and outside the classroom;
- Show respect and trust towards learners as well as the principal, teachers and parents;
- Teach or facilitate in a manner that enables learners to enjoy and fully participate in the lesson;
- Ensure that learning takes place effectively;
- Be supportive. Praise good efforts as well as good work and assist and motivate those struggling;
- Never show preferential treatment; treat everybody equally;
- Reprimand an offender privately - never in front of the class;
- Find out about the learners’ home situations and communicate regularly with parents;
- Be a positive role model for learners. Learners like to imitate their teacher and will hold their teacher in high esteem if the teacher deserves that;
- Assist the school principal in managing the school, and not always depend on the principal;
- Show interest in extra-mural activities by helping with sport, debates and cultural activities, and
- Use innovative ways to obtain information such as from the internet, newspapers and magazines.

4.3 The role of the school principal

Every principal must show leadership and be able to manage a school. School leadership requires that the principal gives direction to the school and school management in order to fulfill the functions and purpose of the school. The principal deals with various stakeholders on a daily basis. From learners to teachers, school administrations and MoEAC officials and must be able respond to their different interests.

As a manager of people, the principal is supported by other people and makes use of, inter alia, the following committees:

- A Management Committee,
- a Disciplinary Committee,
- a Budget Committee,
- a School Health,
- a NSFP Committee, and
- a Hostel Committee (in schools with hostels).

As a key component for effective governance and support of the school, the SB should be of immense support to the school principal. The principal is obliged to cooperate with the SB in the best interest of education at school level. Effective principals ensure that their schools enjoy a climate hospitable to education and allows both adults (teachers, school administrators) and children (learners) to put learning at the centre of their daily activities. Such a conducive school environment is characterised by basic set of standards such as safety and orderliness, as well as less tangible qualities such as a supportive and responsive attitude toward the children and a sense by teachers that they are part of a community of professionals focused on good instruction.

The principal is an important person in the school community. He/she is accountable to parents, learners, the committees and school community at large. He is a representative of the Ministry of Education, Arts and Culture. The principal must lead by example and set high standards for the school. The research literature over the last 25 years has consistently supported the notion that having high expectations for all, including clear and public standards, is one key to closing the achievement gap between advantaged and less advantaged learners and for raising the overall achievement of all learners (Vanderbilt Assessment of Leadership in Education, 2008). Finally, the principal must behave in an ethical and professional manner and not abuse his or her position of authority.

The work of the principal involves:

- Overseeing the day to day administration and supervision of all the aspects of the school;
- Implementing the school curriculum and ministry policies;
- Delegating responsibility to ensure effective administration and management;
- Encouraging the professional and personal development of teaching and non-teaching staff;
- Finding solutions to problems experienced at the school;
- Ensuring the overall welfare of all at school;
- Creating an atmosphere conducive to the learners’ personal development, a sense of responsibility and self-discipline;
- Reporting to parents through the SB and parent meetings and inviting parents to meetings;
- Dealing with disciplinary matters involving learners and teachers;
- Attending meetings; and
- Seeking support for her/his school from various people and authorities.

4.4 The role of parents

Parents send their children to school to learn, develop and succeed in life. They should support the schools to create an environment that can enable their children to develop to their maximum potential and thrive. Quality teaching and learning form the basis of an effective school. Parents are also expected to continue supporting their children by ensuring that the child’s home is conducive for learning and development.

Homework strengthens in-class teaching and is important for cementing and clarifying knowledge and skills learned during school time. Parent should thus supervise and support learner’s homework. Even if parents do not themselves understand mathematics or other difficult subjects, merely asking their children how they are doing in school and ensuring they have completed their assignments in time will go a long way toward motivating the learners to perform well in school. Therefore, parents should take the responsibility to strictly supervise their children’s study at home.

Communicating with teachers and supporting them is important because parents need to monitor the progress of their children and guide them in their studies, addressing any challenges the children
As community members the parents should:

Parents should support the education of their children in the following ways:

- By providing a quiet place for homework or study and ensuring that the child has time to do his/her school work;
- Ensuring that children are punctual and attend school every day;
- Ensuring that children are well fed with nutritious meals;
- Ensuring that children are vaccinated and receive necessary health care;
- Address the welfare of the child, keeping them safe from abuse, exposure to violence, exposure to drugs and alcohol and by address issues of mental health;
- Getting to know the friends and peers of children and keeping abreast of their social relationship.
- Communicating openly with their children about their daily lives, as well as about complicated issues the children may be dealing with such as peer pressure and sexuality;
- Showing interest in the children’s lives while practicing positive discipline;
- Participation in the running of the school. Attending parents meetings, becoming a member of the SB and maintaining contacts with teachers;
- Rendering material and financial support to the school, where necessary. Volunteering to help the school when requested to do so;
- Keeping themselves up to date with current affairs by sharing information, reading books and newspapers and sharing them with children;
- Attending meetings at school, liaising with teachers and checking on how the child is assessed by the teacher;
- Ensuring that their children get enough sleep; and
- Attending sports and cultural events, cheering and applauding the participants.

As community members the parents should:

- Demand best service from the SBs;
- Control or monitor the operation of shebeens near schools during school hours and demand action from SBs and IE in case shebeens continue to disrupt the school activities;
- Establish SBs and attend school meetings to air their views and suggestions;
- Support the establishment of platforms such as radio programmes, discussion forums, social media, etc. to address important issues like discipline and the value of education;
- Campaign to get parents involved in education; and
- Support the school interventions aiming at improving learner’s attendance and focus on schoolwork.

Parents -Teachers meetings

As the name indicates, parents meetings are a platform where parents who have children in a particular school discuss matters related to their children’s welfare and progress. At such meetings, parents are given information by teachers on their children’s performance in the different subjects as well as other issues related to their children’s education and the school they are attending. Written work of the children is shared with parents, providing the teachers a platform on which to explain how a child is progressing in school.

4.5 The role of the Regional Education Office

The Regional Education Office is the hub of the Ministry of Education, Arts and Culture in each region. The office is headed by the Regional Director of Education and plays the vital role of being a link between the schools and the MoEAC head office. The office is responsible for the overall supervision and planning of all matter related to education in the region. This includes, monitoring administration and standards of schools and hostels, execution of curriculum planning, implementation and assessment, professional development of teachers and principals, long term planning and data collection, regional budgeting and pay roll, as well as building maintenance and renovation. The regional office is also the home of regional school counselling services, the RACE coordinators, regional examination services and stock procurement and management for schools materials. The regional offices are responsible for distributing the funds assigned for schools in their regions and collecting hostel fees, as well as for the human resources of the regional schools. In short, the Regional Education Office supervises and administers regional education and cultural services.

4.6 The role of the Regional Education Forum

The Regional Education Forum (REF) can consist of the following representatives:

- The Regional Director of Education (ex officio non-voting member);
- The Regional Governor or a Councilor representing the region concerned;
- Representatives of the SB from each constituency or circuit;
- Representatives of the community, faith based organisations, private sector, teaching staff and student union leaders; and
- Representatives of non-governmental organisations and any other co-opted members.

Each REF shall elect a chairperson, vice-chairperson and a secretary. The REF meets three times a year. It reports to the Regional Council and to the MoEAC.
The REF has the following main functions:

- Provide assistance to the regional authorities in tackling educational issues;
- Monitor school operations by studying the respective region’s performance statistics and compare them with other regions;
- Make proposals to the MoEAC on issues pertaining to the educational development in the region such as expansion of school curriculum, medium of instruction at a particular school, establishment of new schools in the region, etc.; and
- Make recommendations to the school Inspectors, Regional Councils or Regional Directors on the types of improvements needed.

4.7 The role of the Minister of Education, Arts and Culture

The Minister is appointed by the President to head the Ministry. The Minister’s performance is monitored and evaluated by Cabinet.

The Minister has the following duties:

- Reporting to the President, the Prime Minister and the Cabinet on the progress made in education and any difficulties encountered;
- Providing Continuous Professional Development (CPD) to the workforce;
- Formulating educational policies;
- Drawing up nation-wide programmes such as teacher training, support to out-of-school youth, curriculum revision, etc.;
- Ensuring that relevant legislation has been passed to execute the programmes effectively;
- Ensuring that national resources are utilised properly and in a transparent manner; and
- Preparing and presenting an annual national budget on education to Cabinet and subsequently to Parliament.

4.8 Proposed activity for section 4: main stakeholders in education

Activity

1. Discuss the following case study with participants of the training: An Agricultural Union in one of the regions offers to support holiday schools to help a poorly performing school to prepare its grade 10 and 12 learners for exams, during school vacations. However, such support is not welcomed by teachers and their principal because it robs them of their ‘free time’.
   - Discuss this issue with participants. Ask participants to come up with reasons to convince the school to accept such support.
2. Divide participants into two groups and ask them to identify stakeholders from their community who can assist schools in various ways.
   - Let them suggest ways in which the stakeholders they have identified can be encouraged and motivated to positively support education.
3. Let trainees discuss the challenge posed by ‘shebeens’ and liquor outlets to learning.
   - How can the community address this issue?
   - Identify stakeholders who can play a significant role to address this challenge.
4. Let trainees discuss the understanding of SB members about what a stakeholder is.
   - Let them come up with definitions from their own understanding.
   - Examine the roles of different categories of stakeholders in relation to improving the quality of education.
   - Divide trainees into groups and let each discuss the roles of particular stakeholders.
5. Discuss the impact of active stakeholder participation on school performance.
6. Ask the trainees how they would measure community participation in school activities.
7. Use a role play to demonstrate the visit of a SB member to a school/class and what he/she discovered which needs to be improved on, or a good practice that should be shared with other SB members
8. Make use of a sample of school/class results and analyse them with trainees.
9. Discuss ways how the SB can mobilise community support to schools in order to improve results.
10. Lead trainees in discussing the following questions:
    - What are the most prevalent issues hindering performance at present in school and how should they be addressed?
    - What external support is required to help schools achieve their aim?
Role Play

Read the following simulation taken from a presentation by a participant at a Rössing Foundation workshop in 2015:

Ms. Maria, a parent of a grade four learner came to school to inform Mr. Paul, the principal, that her child will not come to school for a week because she will undergo surgery in two days. Upon arrival, she was told to wait outside because she did not make an appointment. After an hour, the principal of the neighbouring school came to show his newly acquired Ford Ranger 4x4 to Mr. Paul. Mr. Paul saw him through the window and rushed out of the office to meet his friend. They chatted about their private matters in front of the waiting parent. When they had finished talking, Mr. Paul returned to his office and told his secretary to inform Ms. Maria to go back and return the following day as he was too busy to talk to her. The disappointed parent left and immediately reported the matter to the SB chairperson.

Ask the participants to discuss this simulation.

- Can this be a real situation or is it unrealistic? Why?
- If Ms. Maria had reported this unfortunate incident to you as a SB member, how would you have dealt with it?
- Discuss the procedures you would have followed and your actions to resolve the matter.
- How do you view the actions of Mr. Paul as a key stakeholder in education?
- Narrate and discuss similar incidents from your experience in education.

Participants should be assigned to role play this situation with a more positive outcome. Role play different versions of events, based on suggestions from the group. One participant can play the principal and 1 can play the parent.

- How should the principal have behaved in this situation?
- How could the parent interject and turn this into a more positive interaction?
- What options does the parent have in this situation if the principal continues to be dismissive?

The participants should be encouraged to role play an ideal interaction between principal and parent, however, role play should also provide ways for parents to stand their ground should a principal be behaving in an authoritarian or dismissive manner.

5. School Finance

A school requires finance to run its affairs effectively and to meet its obligations in the community. Before the introduction of free education parents were obliged to contribute towards school finance. The mandatory contributions to the SDF have been abolished in order to remove barriers to education for children whose parents cannot afford to make the mandatory contribution. Prior to abolishment, parents had to pay into this fund in state-supported schools in order to finance some of the needs of the school. Government has embraced the concept of FE, and stepped in to support schools financially and cover the loss of parental contributions. Despite government funding through Universal Primary Education (UPE) and Universal Secondary Education (USE), schools still require additional funding to deliver quality outcomes in education, hence the need for SDF through voluntary contributions by parents and other community members.

The diagram below illustrates the structure of school finance:

![School Finance Diagram]

SCHOOL FINANCE

- EDUCATION GRANT (EG)
  - Primary EG
  - Secondary EG

- SCHOOL DEVELOPMENT FUND
  - Voluntary Community Contributions
  - Fundraising

State budget to schools through the MoEAC on annual basis
5.1 How is free education achieved through UPE and USE?

UPE and USE involve entering school at an appropriate age, progressing through the system and completing a full cycle of education. To ensure access to education for all, the Government of Namibia decided to make provision of education at primary and secondary levels without charging fees for admission and tuition. The state makes provision for a Primary Education Grant (PEG) and a Secondary Education Grant (SEG) for primary and secondary schools respectively, through UPE and USE. Free education opens the doors of schooling to all the children, especially those from poor backgrounds for which tuition or examination fees can be a restriction.

Article 20 of the Constitution of the Republic of Namibia promotes the concept of free education when it proclaims:

(1) All persons shall have the right to education.
(2) Primary education shall be compulsory and the State shall provide reasonable facilities to render effective this right for every resident within Namibia, by establishing and maintaining State schools at which primary education will be provided free of charge.
(3) Children shall not be allowed to leave school until they have completed their primary education or have attained the age of sixteen (16) years, whichever is sooner, save in so far as this may be authorised by the Act of Parliament on grounds of health or other considerations pertaining to the public interest.

Circular No 07 of 2015 for Formal Education approved the abolishment of examination fees in all public secondary schools as from 2016 academic year, and furthermore, approved the abolishment of compulsory parental contributions to the SDF.

To achieve the objective of education for all, the Ministry joined the international fora to commit towards education 2030 under the Sustainable Development Goals (SDGs) (in particular, SDG4), under the theme “Ensuring inclusive education and equitable quality education and promote lifelong learning opportunities for all”.

5.2 Sources of income for the school

5.2.1 Education Grants

A school's main source of finance is the Education Grant (EG) Government provided to all Government schools. On receiving the EG, the Regional Directorates of Education should write an acknowledgement letter to the Permanent Secretary of the MoEAC.

Regions receive the ceiling amounts for the EG from the Directorate of Financial Management at MoEAC Head Office. They work out the amounts for schools based on the 15th School Day Statistics. At times, visits to schools are undertaken to do head counts as the numbers provided by the schools might be inflated in order to get more funds. Letters then go out to schools to request a bank account verification from the school and indicate that the payment of the EG will be transferred to the school’s bank account on a specified date. The SBs may also seek to mobilise voluntary donations from the community in order to supplement their school finance in accordance with their budgetary requirements. Community members are also allowed to donate money or render service free of charge to schools.

5.2.2 School Development Fund

A SDF is the money schools raise by means of voluntary contributions, school bazaars, school concerts, sales, raffles and through other legally approved fundraising activities. In some schools, for example in rural areas, communities may contribute crops or livestock towards the SDF.

5.3 Guidelines for the administration of school finance

The following guidelines have to be followed by the SB for administering school finance:

- All the beneficiary schools should open an account (preferably a cheque account) at the nearest banking institution;
- The SB should develop a school finance policy which is in line with national finance and procurement regulations as per the State Finance Act, Act No.31 of 1991. This finance policy should outline the processes from requesting allowance of expenditure, up to when the service being sought is delivered and paid for;
- Three (3) SB members should be assigned in writing during a SB meeting to have signatory powers; any two (2) of the three (3) should sign on the cheques/withdrawal forms. Minutes of such meetings should be filed in the finance file. The person that prepares the cheque (the treasurer) should not have signatory rights;
- The school should write a letter to the banking institution and indicate the names and personal details of these SB members who will give a specimen of their signatures to the banking institution on a prescribed form. This is for verification purposes and to avoid fraudulent transactions; and
- Copies of the above correspondence to the bank should be properly filed in the finance file for record purposes.

Please note:

Every time changes occur regarding signatory powers, the school has to go through this exercise by notifying the bank on the cancellation of certain signatures and replacement thereof. In addition, the school principal should guard against these specimen signatures not to fall in the hands of people who can forge signatures for fraudulent transactions.
5.4 Utilisation of Education Grant

The EG should be used by the SB in accordance with the budget. It is advisable that the EG is mainly used for teaching and learning purposes in the following areas:

- Curriculum attainment, e.g. teaching aids, stationery, textbooks and other learning support materials (LSMs);
- Teaching and learning related equipment/machinery, such as photocopy machines, papers, duplicators, computers, printers, scanners, tape recorders, Television sets, Public Adress systems, air conditions for information technology and communication centres, master roll, etc. (with approval from the director);
- Co- and extra-mural/curricular activities e.g. school health or HIV and AIDS related;
- Activities, sport, religious activities, debate, science fair, learner capacity building clubs such as School Health Clubs, school choir, educational excursions, culture etc. (no transport should be included but equipment, attires, refreshments, and entrance/registration and affiliation fees);
- Office administration, e.g. telephone, internet, fax, cartridges, office stationery, alarms, licenses, health and medical support first aid kit, post box renewal in case not paid for by the Regional Directorate;
- School related transport including co- and extra-mural/curricular activities and educational related activities;
- The staff member who is attending school/cluster/circuit related activities may receive a stipend for incidental expenses such as food, provided this is budgeted for and rates were predetermined by the SB during a meeting and indicated in the internal financial policy in line with Government provisions;
- Hiring of relief teachers for a period less than 30 days only; the EG should not be used as a source for employment creation, nor should it be used to appoint additional staff on top of the staffing norm to ease the work load of staff members. Payment rates should be aligned to Government rates and recorded in the internal financial policy; 
- Subsidise on cleaning materials;
- School-based (CPD);
- Non-food items of the NSFP (upon approval from the Regional Education Director);
- Refreshments and transport for SB related activities. School may determine the amount to spend on SB related activities in relation to their needs and strength of their budget;
- Minor maintenance expenses for existing infrastructure, equipment and school vehicles, e.g. repair of leaking taps, door locks and window panes; and
- Approval from the Regional Education Director should be sought for the construction of sheds, school fences and installation of solar panels.

5.5 Things the Education Grant shall not be used for

The EG shall not be used for the following expenditures:

- Provision of loans to any individual;
- Refreshments for staff birthdays, parties, social events, gifts;
- For other activities not mentioned under 2.3 Developing the school infrastructure, the school must first seek approval from the Regional Director of Education; and
- Remuneration for staff members for carrying out tasks over weekends/afternoon are not allowed.

5.6 Budget

What is a budget?

A budget is a financial plan, in which income and expenditures are documented for a set period of time.

A school budget provides schools and their leaders with an opportunity to justify the collection and expenditure of public funds. In its most simple definition, a school budget describes a plan for the upcoming year as related to anticipated revenues and expenditures.

The source of income for Namibian schools consists of the EG (funds received from Government), fund raising and voluntary community contribution. It is advisable that school finance is mainly used for teaching and learning purposes. See Annex 5: Budget Plan.

Please note:

The financial year for the EG is different from the academic year. The academic year runs from January to December whereas the financial year of the Government runs from April to the end of March. Hence, the EG availability is from April to the end of March of the next academic year.

Calls for a change of budget allocation to carry out activities financed by the EG, are requested during the year. Only 1/3 of the funds will be available from the end of April to July. From July to August only a small portion is left of the original fund. Beneficiary schools should ensure that they close off the academic year with at least 1/3 of the EG allocated to them for that year, in order to be able to function until money is deposited the following August.
5.7 Bookkeeping and control measures

The principal and the treasurer must maintain effective control measures. Each school should be in possession of the following registers:

- School (personalised) receipt books,
- Bank deposit book,
- Cheque book,
- Cashbook,
- Petty cash book,
- File for receipts received,
- File for bank statements,
- File for keeping invoices and proof of payment,
- Expenditure authorisation by SB (budget),
- File for all quotations,
- File for payment request forms register of assets, and
- Commitment registers (optional).

All the SB members must familiarise themselves with those prescribed documentation. It is advisable that at each SB meeting, the treasurer should draw the members’ attention to the school finance requirements.

5.8 Handling of receipt books

All the schools’ (personalised) receipt books, deposit and cheque books must be kept locked up in a safe room or a safe or a lockable steel cabinet. All the extra receipt books that are not in use should be numbered and also locked up in a safe place.

The used receipt books should be handed in to be locked away safely for inspection and auditing purposes etc. All schools are advised to use the personalised receipt books instead of the normal ones that anyone can buy from any shop outlet. Never allow more than one receipt book to be in use at the same time at a school.

5.9 Collection of funds

Receipts should be issued for:

- Contributions received;
- Fundraising events and monies raised;
- Cash donations received;
- Direct bank deposits (receipt can be issued only when proof of deposit slip is received), and
- Electronic Fund Transfers (receipt can be issued only when amount is reflected on the school’s bank statement).

Receipts are issued in duplicate with carbon paper in serial numbers. No alterations to the name or amount in words or figures are permissible. If an error is made, that receipt and duplicate should be cancelled and another receipt must be issued.

The original of a cancelled receipt with its duplicate must remain intact in the receipt book. The duplicate of a receipt issued must also remain in the book for inspection and auditing.

5.10 Control of funds received and deposit thereof

To control the flow of funds, the following measures should be taken by the SB:

- Reconcile monies received with receipts;
- This reconciliation should be done daily/weekly depending on how frequently the school receives the money and the amounts received;
- In the absence of the Treasurer, the SB should appoint in writing a staff member who will serve as a treasurer, preferably a staff member at that school, to control and reconcile the cash received and deposits;
- The Treasurer/assigned staff member responsible for the control/reconciliation of money received against the receipts should draw a line under the last entry of the cash book;
- Treasurer/assigned staff member responsible for the control/reconciliation of money received should total the money received and co-sign it off at the last entry together with the Administrative Officer (formerly known as the Secretary) or the person that collects the payments/cash;
- In addition, the Treasurer/assigned staff should issue a normal receipt (available at suppliers etc.) to the Administrative Officer or the person that has been collecting the funds and issuing the receipts to the payee;
- The Administrative Officer or the person that collects the payments/cash should have a book in which he/she paste these receipts as evidence that she/he has handed over such an amount to the Treasurer/assigned staff on such a date for depositing into the school account; and
- The receipt issued to the Administrative Officer can also serve as back-up evidence to validate the collected and deposited amounts during a certain period. The deposit slip must be prepared immediately and money should be deposited in the school account.

Upon return to the school, the official should hand over the deposit book to the Treasurer/assigned staff member.

Please note:

- Every time when money is received, a receipt must be issued. Administrative Officer receives the money and the Treasurer reconciles the money.
- Piling up in the safe should be avoided. It should be deposited as soon as possible, but at latest on the 14th day after receiving the money.
5.11 Authorisation of payments

There are certain guidelines which have to be followed that concern the authorisation of payments:

- No unbudgeted expenditures should be made without the approval from the SB. If the SB cannot convene a meeting in a reasonable time, the chairperson must approve and the approval of the chairperson must be put on the agenda of the next SB meeting for confirmation;
- No installment sale transaction may be entered into or on behalf of the grant without a written approval of the MoEAC through the Regional Education Director; and
- Three quotations need to be obtained for the procurement of goods or services that exceed N$ 5 000.00. This does not prohibit the schools from getting quotations for expenditures less than N$ 5 000.00. However, in case of a sole supplier, a written motivation should accompany the request.

5.12 Supporting documents for payments

The following documents should be filed when dealing with payments:

- The person to procure goods or services should complete a payment request form that should be signed by the designated officials for authorisation;
- The assigned staff member should verify request against the budget and issue a cheque equal to the requested amount. Schools without cheque accounts should use the cash withdrawal forms from the bank as cheques, meaning any two (2) of the signatories should sign the withdrawal form;
- The payment request form must be filed in the appropriate file in the sequence of numbers indicated on each form with the latest on top;
- Once the payment has gone through the bank and the cheque returned to the school, this same cheque should be attached on the payment request form in the file. The same applies to the school with a savings account; copy of withdrawal form should serve the same purpose as the cheques;
- It is advisable to attach the cheque and invoice on the request for payment form and file these document also;
- Invoices and quotations must be kept for auditing purposes;
- All expenditures should be accompanied by valid invoices; and
- In case of individuals that cannot issue an official invoice to the school for the services rendered, a designed acknowledgment form can serve as supporting document/evidence for a received payment.

5.13 Bookkeeping and bank reconciliation

Cash register

A cashbook must be kept to record the income and expenditure. At the beginning of each month, bank reconciliation must be done.

- Check the entry on the cash register against the bank statement;
- Tick off to determine whether all the deposits as well as the cheques that were written out have gone through the bank, and
- Take note of wrong transactions. Sometimes legitimate transactions that do appear on a bank statement might not have been cleared by the bank on time. You should reserve funds in your bank account for that and make an enquiry at the bank on transactions not yet cleared. See Annex 7 and 8 for examples of a bank reconciliation and cashbook.

Petty cashbook

The school should have a petty cash box where the money can be locked safely. The administrative officer (school secretary/any assigned staff member) should be responsible for the control of the petty cash. In case of absence of the administrative officer, the treasurer counts and signs off the cash to the next person and recounts again upon the return of the administrative officer. The principles of cash register also apply here. Income and expenditure should be recorded in the petty cash book.

Electronic recording

Schools that are making use of an electronic/computer system to record the transactions (commitment register) should print such registers on a monthly basis and the treasurer should file a signed copy. This is to avoid excuses such as a computer crash or a virus in times of audit.

5.14 Fundraising activities

Schools may conduct fundraising activities (bazaars, sales and collections) in order to finance other activities that cannot be catered for by the EG. They must still however:

- Keep records of all income and expenditures, and
- Compile and submit a detailed financial report on total received and amounts spent.

5.15 Donations

Declare all donations to the Regional Education Director. In the record of donation, state the following:

a) Reason for donation,
b) Details of donor,
c) Nature of donation (monetary or in kind),

d) Value of donation, and

e) Conditions attached to donation.

- Donations in the form of materials and equipment can also be accepted. A separate stock register should be kept for donated items for SB control.

5.16 Assets/store register/inventory and annual stock taking

The following guidelines apply to assets/store register/inventory and annual stock taking (see Annex: 8 for an example):

- The principal should keep assets/stores register/inventory;
- The principal should control the use of assets/stores and equipment by means of issue/receipt and voucher;
- Annual stock taking guidelines:
  a) Should be done not later than 30 November;
  b) A stock taking certificate should be issued;
  c) A copy of the stock taking report should be provided to the SB and Regional Education Director; and
  d) Official handing over should take place with a change in leadership.

5.17 Auditing of the Accounting Books

SBs should appoint an auditor/suitable person with the knowledge of bookkeeping that will audit the books annually and submit the report. This person should be acquainted with the Policy issues regarding EG as well as the Education Act, Act No. 16 of 2001, and should not have any financial interest in the affairs of the school. The financial books should be audited during the 3 months after the academic year (January-March for EG) and reports should be forwarded to the Regional Education Director through the IE.

5.18 School Board responsibility with respect to school finance

The SB is the custodian of the fund at school level. The SB is required to ensure that funds are administered correctly with proper bookkeeping. The SB should appoint in writing the person who will:

- Collect the funds on behalf of the SB, generally this is the administrative officer/assigned staff member at the school;
- Serve as the treasurer/assigned staff member; and
- Control and reconcile the cash received with the receipts issued as well as the deposits to be made.

The SB should determine the daily remuneration for short term leave of teachers that will be negotiated with the incumbent before his/her appointment and agreed upon in writing. This information should be detailed in the internal finance policy as well. These daily rates should be shown in the minutes and known by the staff to avoid inconsistencies and favoritism.

This refers to daily rates between N$ 50.00 and N$ 150.00 per day depending on whether the person is qualified or not. This is only applicable in case of less than 30 days absence of a teacher from work. The Government makes provision for relief appointments in case of leave of absence for more than 30 days and longer as per the Public Service Act 13 of 1995 (Public Service Staff Rule D. I/V/5).

On the recommendation of the SB, the Regional Education Director may approve an appropriate rate for the use of private transport to meet the school’s needs taking into consideration circumstances of the roads in the region.

School Board oversight of Education Grant

The SB of each state school has the responsibility to exercise broad control over the proper administration of the EG within the parameters of the Education Act and regulations to the benefit of the learners and the school. However, the principals are responsible for the day-to-day administration of the EG.

5.19 Reporting

SBs must ensure that adequate reporting system is in place in administering the EG. They can do so by observing the following sequence of actions:

- Each school benefiting from the EG must submit financial reports that indicate the income as well as expenditure to its SB;
- The SB will then verify the income and expenditure against the approved budget;
- The financial reports should be signed by the school principal and the chairperson of the SB, and then be submitted to the IE;
- The IE should provide feedback to the schools on his/her impression of the financial reports and then submit it to the office of Regional Education Director;
- The Regional Education Director may assign an official who should inspect whether the expenditures are in line with the requirements;
- Financial reports should be forwarded to the IE on a trimester basis; and
- The SB should ensure that the financial records are audited annually and audit reports are submitted to the Regional Director of Education.
5.20 Proposed activities for section 5: School Finance

Activity

The facilitator should conduct the following activities to provide the trainees with guidance on how to get a better understanding of school finance:

1. Divide the trainees into two groups and ask them to debate the following topic: Is it fair for schools to demand school fees from parents despite the fact that school fees have been abolished? (Yes/No).
2. Participants make use of flipcharts or power point to write down their points and make presentations.
3. Discuss with participants advantages and disadvantages of such action and use convincing arguments to reach an agreement on such a topic.
4. Ask trainees to identify ways in which the SB can supplement school finance.
5. Discuss with them and display on the flipchart the important points identified.
6. Use role play to demonstrate the misuse or inappropriate use of school finance noting especially the following:
   a) The use of the school grant for wrong items;
   b) Unauthorized expenditures;
   c) Not providing resources in good time;
   d) Lack of proper accountability of all expenditures;
   e) Not recording expenditures in the commitment register, and
   f) Unauthorized collection of fees from learners.

6. Promoting positive discipline in school

School discipline is important for teaching and learning to take place effectively. In school, learners need to feel safe, respected and cared for. The SB should, therefore, ensure that the school has a conducive environment for learning and teaching. To promote and maintain discipline effectively in school, the SB will have to involve the learners’ parents because their homes are where learners spend most of their time. A school policy that promotes positive discipline should be developed.

After independence in 1990, the use of corporal punishment in schools was abolished in Namibia. SBs are advised to encourage parents, school administrators and teachers to use positive forms of discipline.

Current research demonstrates that quality relationships with adults and peers make a difference for learners. Learners feel protected when they sense a connection or belonging to the community. Learners with strong home and community connectedness are less likely to engage in risky behaviours (smoking, drug and alcohol abuse, early sexual debut, unsafe sexual activity, violence, etc.). They are also more likely to be successful academically.

Young people who grow up in families that they perceive as both kind and firm are more likely to succeed in life. Positive discipline teaches parents and teachers how to be kind and firm at the same time and how to build connections and a sense of trust with their children and learners. The approach is neither permissive nor punitive.

Positive discipline is an effective way for parents, teachers and learners to learn life skills and build a sense of community and connectedness based on mutually respectful relationships. For this approach to be truly effective, SB should implement policies to ensure that positive discipline is used in both learners’ homes and in schools.

6.1 Consequences of corporal punishment

- It inflicts unnecessary physical and mental harm on the learner;
- It lowers the child’s self-esteem and promotes violence as a means of conflict resolution;
- It fails to address the underlying cause(s) of any problem. It does not provide for dialogue and reflection of poor behaviour;
- The learner’s views and feelings are not respected and heard. A learner may not articulate what he/she thinks because they are afraid of being punished by the teacher as a consequence;
- It may suppress the active involvement of learners in educational affairs. If they are the victims of corporal punishment, learners may lose interest in education at early age;
• Parents become used to aggressive behaviour. It hampers communication and damages the relationship between parents and their children; and
• It increases the use of violence in society and legitimises the use of violence.

6.2 The importance of a supportive environment

SBs should make provision for supportive environments for learners both at home and at school. Below are some criteria for supportive and non-supportive environments which may promote or hinder learning. SBs can make use of the National Safe Schools Framework as a guiding document.

6.2.1 The home environment

A good home environment is necessary for the proper development of each learner. The home environment influences the type of behaviour a child may display elsewhere. An unstable, negative home environment can result in poor learning outcomes and negative behaviour.

The following are home environments that are not conducive for learning:

Some disadvantaged families, as well as some advantaged ones, cannot provide conducive homes for children to grow up in. Such children may find it difficult to cope in the school environment. Examples of non-conducive home environments may include:

- Noises produced by ‘Shebeens’ and Small and Medium Enterprises (SME) conducted at home may interfere with learners’ ability to study effectively. Learners need to get enough sleep and rest for them to be able to concentrate in class and work hard.
- A home where adults are in conflict - e.g. they are fighting or shouting frequently - may affect children’s well-being physically or psychologically.
- A child who is overloaded with domestic work at home may not have enough time or energy to do his/her homework. Many household chores such as wood collecting, fetching water from distant locations, tending livestock and older children taking care of their younger siblings are very time consuming and should not be the main role of the child.
- In some homes abuse may take place; some children may be subject to emotional, physical and/or sexual abuse.
- Lack of school enhancing activities, such as storytelling, subject related activities, learning from educational books at home, educational excursions with parents etc. may make it harder for children to focus in school. However, it has to be emphasised that it is not always the case, as it has been documented that there are children from disadvantaged homes who perform better than those from well-off homes. Learners from caring homes where discipline is enforced adjust well at school and tend not to display unacceptable behaviour.
- Motivation is important for learners to be effective in their studies. Children subjected to constant criticism may be discouraged and lose interest in school. A child who is excessively withdrawn or extremely aggressive may be suffering from undetected learning disability, such as dyslexia. Parents or teachers should seek the help of school psychologist/counsellor.

6.2.2 The school and classroom environment

SBs, school managers, parents and teachers are urged to make classrooms, schools and school environments attractive to learners to inculcate good behaviour, instil pride and a sense of ownership, thereby enhancing learning.

A clean school, without broken facilities, and which is decorated, is attractive and appreciated by parents and learners. The classroom environment, which is inviting and challenging to learners with appropriate pictures, graphs or sketches, helps to create environment conducive to learning.

A positive classroom environment has the following characteristics:

- The teacher is a professional who co-operates with learners well as he/she appears friendly, firm in action and always well-prepared;
- A manageable class size with sufficient number of desks and enough books and teaching materials is the ideal teaching place; and
- There are clear class rules which are known to learners and are enforced.

6.3 Bullying in schools

What is bullying?

Bullying can be defined as an occurrence of violence, whether physical or psychological, conducted by an individual or group and directed against an individual who is not able to defend himself or herself in the actual situation (Sam, 2011).

In schools, bullying occurs in different forms with varying victim and perpetrators, for example teacher to pupil, teacher to teacher, pupil to teacher, and pupil to pupil.

Although bullying may come in different forms, either visible or non-visible, all forms hurt, and some forms might be difficult to identify. Forms of bullying may include the following:

- physical,
- emotional,
- sexual,
- psychological,
- emotional,
- cultural,
- racial or tribal,
- verbal,
- economical,
- neglect,
- cyber,
- religious.
Bullying can be direct or indirect and may lead to the isolation of the victim. Both boys and girls are culprits and victims of bullying. Bullying is a problem in many schools throughout Namibia as well as in many other countries across the world.

Bullying has negative consequences for the bully and for the victim. It can affect the child’s ability to learn and socialise with peers. Victims may also develop a dislike for school as they experience it as unsafe.

SBs intervention to prevent bullying at school

For children to learn effectively and progress well in school, the learning environment should be a place where they feel safe and are happy. Parents are not always aware of the prevalence of bullying in their school, because children cannot always inform their parents about bullying at school. To make their school safer and prevent bullying, the SB must consider doing the following:

• Find out about the problem of bullying in the school by means of assessments to obtain information on how and where it happens and gain an understanding which circumstances are likely to increase the occurrence of bullying;
• Inform parents and community members about bullying in school through an awareness campaign. Involve children in efforts to address bullying in school, and encourage parents to talk to their children about bullying and promote good cooperation in school;
• Establish a School Health, Feeding and Safety Committee and instruct it to come up with school’s bullying prevention plan;
• Ensure that the school policies, rules and code of conduct address bullying;
• Strengthen an understanding that bullying is an unacceptable behaviour; and
• Promote respect and tolerance as the core of the school culture and link this to the Government’s effort to establish safe schools for all.

6.4 Ways to promote discipline at school

• Increased parental involvement and communication between parents and teachers is helpful for maintaining discipline in school;
• It is important to have school and classroom policies which are developed in a participatory manner, fairly applied to all the learners and which are always followed through;
• Praise those who do well, encourage those trying their best and help the ones who struggle to cope with school and classroom practices;
• A co-operative atmosphere, teamwork and peer support amongst teachers should characterise the school;
• Issues of discipline should be resolved through the School Disciplinary Committee; and
• Learners should be encouraged to participate in sport and cultural activities and in classroom and school management to help develop self-discipline.

Please note:

When a learner or teacher violates the codes of conduct, the following steps may be taken:
• The principal issues first oral and later written warning.
• Involve the parents in the case of a learner.
• If the violation is repeated the case can be referred to the SB.
More detailed guidance how to tackle violation of discipline in schools can be found in the NSSF.

6.5 The School Disciplinary Committee

It is important that the school has a Disciplinary Committee. Its purpose is to maintain discipline in school and promote a healthy school environment.

The School Disciplinary Committee is composed of:

• The principal,
• Selected teachers, and
• Selected parents.

The functions of the School Disciplinary Committee with respect to learners and teachers are:

• To maintain discipline in school;
• To assist the principal and teachers with disciplinary issues and instill self-discipline in learners;
• To help learners address and change negative behaviour to constructive behaviour;
• To promote a culture of continuous learning and development in the learners;
• To promote effective learner-teacher cooperation in school;
• To create a harmonious environment in the school community;
• To promote sound cooperation between teachers, parents and school management;
• To advance the teachers’ professionalism in respect of classroom management, conflict resolution etc.; and
• To help teachers refrain from inappropriate behaviour such as alcohol abuse, indulgence in sexual relationships with learners, absenteeism, injudicious use of cell phones and computers, neglect of duties, etc.
6.6 Proposed activities for section 6: Maintaining discipline in school

Activity

Discuss the following case study with the participants of the training: The principal of a certain school wants his/her learners to strictly abide by all school rules. One of the forms of punishment for those who violate school rules is to shave their hair. Below is a photo of three learners whose hair was shaved as a form of punishment for vandalism of school furniture.

Source: New Era newspaper of 24 June 2014

1. In your opinion, is this punishment fair or not? Provide reasons to support your opinion.
2. What disciplinary best practices can you share from your school?
3. What current disciplinary measures would you change at your school and why?

7. School Patronage

Patronage is the support, motivation, encouragement, privilege or financial aid that an organisation or individual bestows to another. The good intention of school patronage is that such an organisation or individual mobilises resources for that particular school.

7.1 School Patron

A school Patron is a person nominated to mobilise resources for a particular school.

7.2 Guidelines on the selection of a school Patron

When an individual is nominated as a school Patron, 60% majority of parents of the learners at the school should endorse the nomination in a general meeting. This in turn is ratified by the school board members.

- The Patron should submit a letter of acceptance;
- Such a name, which includes a complete CV or a profile of the person designated as Patron should be submitted to the Regional Office/Regional Council;
- When the Regional Office is convinced of the profile (CV) of such an individual, a request is made to the Office of the Permanent Secretary and ultimately to the Office of the Minister for approval; and
- Patronage should only serve in a school for one full year and can be extended with the re-nomination by 60% majority of parents of the school.

7.3 Terms of references for Patron

School Boards should refer to Section 7 (Terms of references for Patron) in FORM ED, 07/2012.
8. Conclusion

School Boards (SBs) provide an exciting opportunity to improve education delivery. Well-informed SBs, who perform their work effectively, strengthen a supportive bond between the school, home and community. Cooperative working relationships between the SB and school management will make the schools effective centres of teaching and learning, thereby improving education performance in schools.

The Ministry of Education, Arts and Culture is entrusted with the implementation of legislation and policies in education. It is therefore the ministerial duty, together with other stakeholders such as development partners and non-governmental organisations, to build the capacity of all our role players in education. The Education Act, Act 16 of 2001, has made provisions for the establishment of School Boards which are responsible for ensuring that all schools provide quality and inclusive education. Quality education cannot and will not be attained in isolation; it requires an entire community participation and support.

The past experiences and processes of electing school boards ignored the very essence of engaging all education stakeholders that would have positive contribution to quality education delivery. Lack of parental and community participation and support in education has been identified as a missing link for ensuring the provision of quality and inclusive education. The lack of understanding of why school boards should be elected and why they should understand their roles and responsibilities were never explained to communities entitled to elect school board members. The process relied on calling meetings and as long as a quorum of parents was met, elections were held. This was followed by short training and the new school boards would be left in the hands of school administrators. That process led to exploitation of school boards by some school administrators.

The Social Accountability and School Governance initiative that has been implemented in Hardap and Ohangwena regions attempted to bring all education stakeholders together to benefit schools. The Social Accountability and School Governance initiative that has been implemented in Hardap and Ohangwena regions attempted to bring all education stakeholders together to benefit schools. This is what is being referred to as a Community of Practice (CoP) a practice that aims to bring together a group of stakeholders, in this case in the field of education to collaborate towards one goal through social accountability to help improve quality of service delivery in education through shared responsibility. Once this process is well understood and seriously implemented, the chances of attaining quality education delivery become realistic and possible.

Many positive lessons have been learned from the implementation of Social Accountability and School Governance in Hardap and Ohangwena regions. Some of these lessons that have been incorporated in this guide include the following:

- The training of school boards to understand their roles and responsibility is crucial to the effective functioning of these critical bodies in the education sector.
- Training more than one group of school boards together contributed better toward sharing experiences and good practices.
- Providing the training in vernaculars contributed to better understanding of concepts and training content.
- Realistic practical activities during the training compared and contrasted theoretical to practical activities better, as experienced at school and community levels.

The sensitisation of communities also focused on stakeholders beyond every school’s catchment areas and covered Regional Directors of Education, Inspectors of Education, School Principals, Teachers, School Board Members, Regional Governors, Chief Regional Officers, Local and Regional Officers (mayors, local and regional councillors), Employers, Churches, Organisations of People with Disabilities and Traditional Authorities. Only through the process of engaging diverse stakeholders can better understanding and support to schools be improved and better school performance can be attained.

Ultimately, the active role each of the stakeholders in education should play will enhance the attainment of educational goals of the MoEAC. It is being advised that every Regional Education Directorate should systematically follow a structure of sensitising communities first by extensive school board training over a period of a minimum of two and half days but preferable three days.

This “Guide for Establishing and Maintaining Effective School Boards” should be used to support the training of school board members, to capacitate them to be able to execute their tasks effectively and to equip them with skills and information to better manage their own affairs and to monitor the education performance of their schools.

This guide was developed by the Rüssing Foundation in consultation with the Ministry of Education, Arts and Culture Head Office, Regional Directors of Education, Inspectors of Education, the European Union, UNICEF and the Namibian Institute of Democracy (NID).
References


Office of the Prime Minister, (2012) Recruitment Policy Framework of the Public Service of Namibia, PSSR B. II.


Sam A.N (2011). *An Investigation into the nature of bullying in selected secondary schools in the Oshana Education region of Namibia*.


Annex 1: Determining the number of SB members in schools

Table for determination of number of School Board Members (Regulation 3 (4))

<table>
<thead>
<tr>
<th>Number of learners at school</th>
<th>Number of members of school board</th>
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<tbody>
<tr>
<td>less than 100</td>
<td>5</td>
</tr>
<tr>
<td>100 - 199</td>
<td>7</td>
</tr>
<tr>
<td>200 - 399</td>
<td>9</td>
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<tr>
<td>400 - 599</td>
<td>11</td>
</tr>
<tr>
<td>600 and more</td>
<td>13</td>
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Annex 2: Example of a School Development Plan

School Development Plan 2016

### Key Area 1: Provision of Resources for School and Hostel

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities/Tasks</th>
<th>By Whom</th>
<th>Time Frame</th>
<th>Expected Outcome</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Install and utilise Internal Communication system (INTERCOM)</td>
<td>Installation of INTERCOM lines to departments, offices and classrooms.</td>
<td>Principal</td>
<td>Jan – March 2016</td>
<td>Improved internal school communication</td>
<td>N$10 000</td>
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<tr>
<td>2. Acquire a Projector to enhance ICT integration</td>
<td>Procure projector and train teaching staff on how to operate it</td>
<td>ICT teacher</td>
<td>Jan – Feb 2016</td>
<td>Projector procured and teachers trained on its operation.</td>
<td>N$20 000</td>
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<tr>
<td>3. Source funds for purchase of school vehicle</td>
<td>Fund raising</td>
<td>Patron</td>
<td>Aug – Nov 2016</td>
<td>Funds raised deposited into vehicle account</td>
<td>N$320 000</td>
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</table>

### Key Area 2: Curriculum and Attainment

<table>
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<th>Objective</th>
<th>Activities/Tasks</th>
<th>By Whom</th>
<th>Time Frame</th>
<th>Expected Outcome</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To develop an assessment policy for all subjects in the school</td>
<td>• employ formal and informal assessment methods that are implemented at regular intervals  &lt;br&gt;• Develop assessment criteria that are assessing the curriculum aims and objectives.</td>
<td>All teachers</td>
<td>22/01/2016</td>
<td>• Lesson plans included clear assessment activities and tools  &lt;br&gt;• A variety of teaching and assessment strategies conducted during lesson presentations</td>
<td>N$200.00</td>
</tr>
<tr>
<td>2.</td>
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</tr>
<tr>
<td>3.</td>
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</tr>
</tbody>
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### Key Area 3:
The teaching and learning process

<table>
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<th>Objective</th>
<th>Activities/Tasks</th>
<th>By Whom</th>
<th>Time Frame</th>
<th>Expected Outcome</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Developing meta-cognitive skills in learner</td>
<td>Problem-based and/or inquiry-based learning approaches</td>
<td>All teachers</td>
<td>Continuous</td>
<td>Independent and self-motivated learners who think through their own thinking</td>
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<td>2.</td>
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### Key Area 4:
School as Social Unit

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities/Tasks</th>
<th>By Whom</th>
<th>Time Frame</th>
<th>Expected Outcome</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To introduce school rules to learners, teachers and the community</td>
<td>Organise three separate days for the introduction of school rules on disciplines, enforcing of the rules and operations of the school disciplinary system</td>
<td>School Board</td>
<td>First trimester</td>
<td>Learners, teachers and community acquired knowledge on school rules • School rules signed off by Learners, teachers and community</td>
<td>N$3000.00</td>
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<td>2.</td>
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### Key Area 5:
Management and Leadership

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities/Tasks</th>
<th>By Whom</th>
<th>Time Frame</th>
<th>Expected Outcome</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To monitor the implementation of the school development plan</td>
<td>Develop efficient monitoring tools for SDP implementation • Appraise the implementation of the SDP weekly</td>
<td>SB, Principal, HoDs, all staff members</td>
<td>Jan – Dec 2016</td>
<td>Goals of SDP satisfactorily achieved</td>
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### Key Area 6:
Links with Parents and the Community

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities/Tasks</th>
<th>By Whom</th>
<th>Time Frame</th>
<th>Expected Outcome</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Update parents on the academic progress of learners</td>
<td>Organise parents consultation day • Conduct school-based parents consultation</td>
<td>Principal</td>
<td>Once per trimester</td>
<td>At least 70% of parents attended consultation meetings • Parents acquired information on learners progress and played active role in implementing remedial/improvement strategies</td>
<td>N$10 000</td>
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</table>

### Key Area 7:
Links with other schools and the region

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activities/Tasks</th>
<th>By Whom</th>
<th>Time Frame</th>
<th>Expected Outcome</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To benefit from best practices of other schools at regional level</td>
<td>Identify best performing schools • Twinning with the identified schools for sharing of best practices (e.g. through exchange visits)</td>
<td>School Board</td>
<td>Feb – October 2016</td>
<td>Attained progressive growth in the academic, management &amp; leadership fields as well as advanced community engagement</td>
<td>N$20 000</td>
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<td>2.</td>
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</table>
Annex 3: Model Anti-Bullying School Policy

The Nahas Angula Primary School Board recognises that a school that is physically and emotionally safe and secure for all learners promotes good citizenship, increases learner attendance and engagement, and supports academic achievement. To protect the rights of all learners and groups for a safe and secure learning environment, the school policy prohibits acts of bullying, harassment, and any other forms of aggression and violence.

What is Bullying?

Bullying is conduct that meets all of the following criteria:

- Is reasonably perceived as being dehumanising, intimidating, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- Is directed at one or more learners;
- Is conveyed through physical, verbal, technological or emotional means;
- Substantially interferes with educational opportunities, benefits, or programmes of one or more learners;
- Adversely affects the ability of learners to participate in or benefit from the school's educational programmes or activities by placing the learner in reasonable fear of physical harm or emotional distress; and,
- Is based on a learner’s actual or perceived distinguishing characteristic, or is based on an association with another person who has or is perceived to have any of these characteristics.

The scope of this policy includes the prohibition of every form of bullying (including cyberbullying), whether in the classroom, on school premises, immediately adjacent to the school premises, when a learner is travelling to or from school (portal to portal), or at a school sponsored event, whether or not held on school premises.

Reporting bullying

All allegations of bullying shall be reported to the school principal or a designated staff member (e.g. class teacher, hostel matron/superintendent, teacher on supervision duty etc.). Whoever is designated to receive complaints will also be responsible for investigating the allegation in a timely manner and determining appropriate disciplinary and/or remedial action. All school staff members will take reasonable measures to prevent bullying and are obliged to report any such acts that come to their attention.

Investigation of bullying

Once reported, any allegation of bullying will be promptly investigated by the principal or a designated staff member. Proper disciplinary action, in accordance with the school policy’s specification of consequences of bullying, will be taken immediately following the conclusion of the investigation.

Disciplinary and remedial actions for bullying (consequences and checks)

Disciplinary actions for bullying may include, but are not limited to:

- Admonishment (Reprimand)
- Participation in a guided reflection process designed to teach alternative behaviour (e.g. community service)
- Temporary removal from the classroom
- Loss of privileges (e.g. suspension of extra-curricular activities)
- Classroom or administrative detention
- Referral to disciplinarian (e.g. disciplinary committee)
- In-school suspension during the school week or the weekend, for learners.
- Out-of-school suspension
- Restitution (e.g. restitution will be sought from anyone for damage or theft of personal or school property)
- Expulsion or termination
- Legal action

If necessary, counselling will be provided for the victim and/or the learner perpetrating the bullying.

Training and prevention

Learners and school staff will be given training on how to prevent bullying. This will also include training on the process for filing complaints and the process/ consequences that will result from the complaint. The specific consequences should be consistent, reasonable, fair, age appropriate and match the severity of the incident.

Any form of disciplinary actions outside the school policy framework will be considered unjust punishment.
Annex 4: Example of a SB meeting agenda

Nahas Angula Primary School
10 March 2015
Agenda

1. Attendance
2. Apologies
3. Corrections and adoption of previous minutes
4. Matters arising from previous minutes
   4.1 Presentation of awards to deserving learners and teachers.
   4.2 Effects of Hardap Dam floods on learners.
5. New matters
   5.1 School performance report
   5.2 Delivery of stationery and books
   5.3 Financial Committee report
   5.4 HIV and AIDS Committee report
6. Any other business
7. Date of next meeting
8. Closing

Annex 5: Example of the minutes of a SB meeting

Nahas Angula Primary School
10 March 2015
MINUTES OF THE 2ND SCHOOL BOARD MEETING HELD ON 10 MARCH 2015, IN THE SCHOOL HALL, 17:30

1. Attendance
2. Members
   Mrs. P. Tobias (Chairperson)
   Ms. R. January
   Ms L. Garoes (Secretary)
   Mr T. Kotjihema
   Ms M. Malebogo

By invitation
Chief P. Shindume (Traditional Councillor)

Absent with apologies
Mr. S. Tjirare
Mr. M. Katoma

3. Corrections and adoption of previous meeting minutes

   The minutes of the meeting held on 12 January 2015 were accepted as correct with the following changes:
   3.1 Page 3:4.6 second line correct spelling of always not always.
   3.2 Two Grade 3 learners who have shown consistent improvement in their performance were given awards. They are James Hawaii and Lucina Thomas.
   3.3 The HIV and AIDS Committee did not complete its investigation and will report at the next School Board meeting.

4. Principal’s report
   Another one for the current trimester performers. We received 75 prizes for the award ceremony from donors and sponsors of which 53 are from the school community.
4.2 Grades Zero and Four admissions for 2016 will start at the beginning of September 2015.
4.3 Our school received N$65,900 donations from “Business Without Borders”. This included companies and SMEs in our area. The Treasurer has deposited the money into the school account and will be used for purchasing computers to equip our newly constructed computer laboratory. Nahas Angula PS will be using a new report card system this year, starting end of this trimester.
4.4 We discussed the training of all School Board members that would commence on the 11 May 2015.

5. New matters
5.1 Map testing will begin in January. Teachers will be finishing their training.
5.2 2016 school funds will be covered by the Government through the School Finance Grant that the school receives every year.
5.3 Safety at School training will take place on the 17 March 2016 at 8:30 in the church hall. All staff members are required to attend. Ms Malebogo discussed having the school to do a lockdown drill with evacuation sometime before the end of the trimester.
5.4 The school has contracted two persons from the community on a two year fixed term contract to serve as security guards during the night to safeguard the properties.

6. Any other business
None.

7. Closure.

Signatures

.....................................                                                                 ..........................................
Chairperson                                                                                 Date

....................................                                                                  ..........................................
Secretary                                                                                      Date

Minutes of a meeting are important records of decisions taken. They serve as future reference source. It is the job of the secretary of the SB to take minutes of every meeting and to ensure that those minutes are shared with all the members of the SB.

The SB may determine how many days ahead of the meeting the notification should be sent out. This enables participants to prepare and participate fully in the meeting. The examples of an agenda and meeting minutes above are related to a specific region, but should enable the SB members to understand how SB meetings are run and managed.

Annex 6: Budget Plan

Okamboro Primary School Budget Breakdown

(Okamboro PS is a small school situated in a rural environment). The school has an enrolment of 250 learners and expects its number to increase by 20% in 2017.

<table>
<thead>
<tr>
<th>School Own Income Sources</th>
<th>Financial Year 2015 - 2016</th>
<th>Financial Year 2016 - 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voluntary contribution</td>
<td>N$750.00</td>
<td>N$950.00</td>
</tr>
<tr>
<td>Donation</td>
<td>-</td>
<td>N$1000.00</td>
</tr>
<tr>
<td>Concerts</td>
<td>N$650.00</td>
<td>N$500.00</td>
</tr>
<tr>
<td>Money deposited in bank</td>
<td>N$3000.00</td>
<td>N$3500.00</td>
</tr>
<tr>
<td>Interest earned</td>
<td>N$155.00</td>
<td>N$160.00</td>
</tr>
<tr>
<td><strong>Total School Own Income</strong></td>
<td><strong>N$4 555.00</strong></td>
<td><strong>N$ 6 110.00</strong></td>
</tr>
<tr>
<td>Government Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stationery</td>
<td>N$500 000.00</td>
<td>N$750 000.00</td>
</tr>
<tr>
<td>Books</td>
<td>N$1 700 000.00</td>
<td>N$2 250 000.00</td>
</tr>
<tr>
<td>Others</td>
<td>N$250 000.00</td>
<td>N$300 000.00</td>
</tr>
<tr>
<td><strong>Total Government Contribution</strong></td>
<td><strong>N$2 450 000.00</strong></td>
<td><strong>N$3 300 000.00</strong></td>
</tr>
</tbody>
</table>
Annex 7: Example of a Bank Reconciliation

Name of Company
Bank Reconciliation
December 31, 2012

Balance as per Bank, Dec. 31 24,594.72
Add: Deposit in Transit 400.00
24,994.72

Less: Outstanding Checks:
Check 846 320.00
Check 848 49.21
Check 879 275.00
Check 880 186.50

Adjusted Bank Balance 830.71

Balance as per books, Dec. 31 23,196.79
Add:
Interest income from bank 1,237.22
Note receivable collected by bank 500.00
Interest income from note receivable 50.00
Deposit Understated 90.00

1,877.22

Less:
NSF Check 850.00
Bank Service Fee 50.00
Bank Collection Fee 10.00

910.00

Adjusted Book Balance 24,164.01

Annex 8: Example of a Cashbook

<table>
<thead>
<tr>
<th>Details</th>
<th>Date</th>
<th>Description</th>
<th>Ref</th>
<th>Head 1</th>
<th>Head 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>1-Jan-17</td>
<td>Telephone</td>
<td>1</td>
<td>200.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2-Jan-17</td>
<td>Payment from Mr.</td>
<td>2</td>
<td>300.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-Jan-17</td>
<td>Petrol</td>
<td>3</td>
<td>10.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4-Jan-17</td>
<td>Bank fees</td>
<td>4</td>
<td>50.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>520.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>Income</th>
<th>Expenses</th>
<th>Total In</th>
<th>Total Out</th>
<th>Closing Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>200.00</td>
<td>300.00</td>
<td>500.00</td>
<td>520.00</td>
<td>300.00</td>
</tr>
<tr>
<td></td>
<td>300.00</td>
<td>10.00</td>
<td>410.00</td>
<td>300.00</td>
<td>110.00</td>
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<td>10.00</td>
<td>50.00</td>
<td>60.00</td>
<td>110.00</td>
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<td>0.00</td>
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</tbody>
</table>
Annex 9: Example of an assets/store register/inventory and annual stock taking

<table>
<thead>
<tr>
<th>ID.#</th>
<th>Description</th>
<th>Brand</th>
<th>Model #</th>
<th>Serial #</th>
<th>Purchase Value</th>
<th>Purchase Date</th>
<th>Current Value</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intel Core Duo Processor D4000, 2GB Memory, 320GB SATA, 3.0Gb/s Hard Drive</td>
<td>Dell</td>
<td>Vostro 220s</td>
<td>XYZ1234s</td>
<td>949</td>
<td>2008</td>
<td>650</td>
<td>Patrick’s Desk</td>
</tr>
<tr>
<td>2</td>
<td>Intel (R) Core Processor 860, 6GB NICC, Dual Channel DDR3, 1333MHz, SDRAM, 750GB SATA, 3.0Gb/s Hard Drive</td>
<td>Dell</td>
<td>Vostro 770</td>
<td>XYZ5678s</td>
<td>1200</td>
<td>2007</td>
<td>600</td>
<td>Peter’s Desk</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
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