



**MINISTRY OF EDUCATION, ARTS AND CULTURE**  
**DIRECTORATE: PLANNING AND DEVELOPMENT**  
**DIVISION: EDUCATION MANAGEMENT INFORMATION SYSTEM**  
**(EMIS)**

# **USER MANUAL**

**FOR COMPLETING:**

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**FIFTEENTH SCHOOL-DAY STATISTICS AND**  
**ANNUAL EDUCATION CENSUS**

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**2022**

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## SECTION A

### FIFTEENTH SCHOOL DAY STATISTICS

#### INTRODUCTION

The Fifteenth School-Day statistics questionnaire is to be completed for all schools in Namibia, including private schools, on the 15th school day in February of the current year. It must be completed in quadruplicate (four copies). One copy is to be kept by the school. The other three copies must be sent to the school's Circuit Inspector. One of these will be kept by the Inspector, one kept by the Regional office and the fourth will be sent to Head Office. The four (4) digit school code, as used in the Annual Education Census and the school Pay Point must be stated in the space provided on the top left corner of the first page. All information stated in this questionnaire has to be certified correct by the school principal at the bottom of the first page.

#### TABLE 1 (ITEMS 1-12): GENERAL SCHOOL INFORMATION

##### Guidelines on completing Table 1 (Items 1-12)

##### **Table 1 of the 15 SDS requires general school information.**

- Begin by indicate the **School Code** and school **Pay Point** on the top left corner of the page.
- Items 1 to 7- are clear and straight forward.
- Item 8- Tick Yes or No to indicate whether or not your school uses a platoon system. This is a system whereby different teachers use the same classroom to teach, some in the morning and others in the afternoon.
- Item 9- Tick Yes or No to indicate whether or not your school uses a double session system. A double session is a case whereby one teacher teaches two sessions, one after the other.
- Item 10, 10.1- Tick Yes or No to indicate whether or not your school has satellite school/s  
10.2- Tick Yes or No to indicate whether or not your school is a satellite school of another school. If Yes, please state the code and name of that school on the spaces provided.

**NB- A satellite school is a school which is located on a separate premise, has staff of its own, but which is supervised by the principal of another school. A satellite school has no post of a principal on its establishment. Satellite schools cannot be situated in a different region than their governing schools. A school in Otjozondjupa can, for example, not have a satellite school in Oshikoto.**

- Item 11- is also clear and straight forward.
- Item 12- is to be completed by **private schools ONLY**. Please tick Yes or No to indicate the kind of support the school receives from the state.

**See example of a completed table 1 (Items 1-12) on the next page:**

Republic of Namibia  
Ministry of Education

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School Code

--	--	--	--

Year

### Fifteenth School-Day Statistics

School Pay point

1.			2.
----	--	--	----

	3.		
--	----	--	--

--	--	--	--

<b>1. Name of School</b>	1.
<b>2. Region</b> (e.g. Kunene)	2.
<b>3. Inspection Circuit</b>	3.
<b>4. Cluster Centre</b> If your school belongs to a cluster, state the code and name of the cluster centre. If your school is the cluster centre, repeat its code and name.	4. Cluster centre school code: _____  Cluster centre name: _____
<b>5. Postal Address</b>	5. _____
<b>6. Principal / Acting Principal's Name</b>	6.
<b>7. Telephone, Cellphone and E-mail Address</b> (if any)	7. Telephone: _____ <b>Cellphone:</b> _____ <b>E-mail:</b> _____
<b>8. Is the platoon system used at the school?</b> (Different teachers using the same classroom to teach in the morning and the afternoon)	8. Mark one <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>9. Is the double session System used at the school?</b> (One teacher teaching two sessions, one after the other)	9. Mark one <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>10. Satellite schools:</b> (See definition on page 2) <b>10.1 Does the school have satellite school?</b> If it does, please list the code numbers and name of all satellite schools.  <b>10.2 Is this school a satellite school of another one?</b> If 'yes', please state the school (code and name) under which this school resorts.	10.1 Mark one <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Please list the codes and names of all satellite schools: Code _____ Name _____ 10.2 Code _____ Name _____ 10.3 Mark one <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Please list the code and name of the parent school under which this school resorts: Code _____ Name _____
<b>11. Is the school a state or private school?</b>	11. Mark one <input checked="" type="checkbox"/> State school <input type="checkbox"/> Private school <input type="checkbox"/>
<b>12. Private school only:</b> Indicate what support the school receives from the state. <b>Mark ✓ either Yes or No in each line.</b> The box in the last line, d, must be marked if the answer to a, b and c were all 'No'.	12. a. Teachers appointed by the state Yes <input type="checkbox"/> No <input type="checkbox"/> b. Equipment and/or textbooks supplied by the state Yes <input type="checkbox"/> No <input type="checkbox"/> c. The state provides a financial subsidy of some kind Yes <input type="checkbox"/> No <input type="checkbox"/> d. Mark this box <input type="checkbox"/> if your school receives <b>no</b> state support of any kind.

The information stated in this questionnaire is certified as correct:

\_\_\_\_\_  
**Signature of Principal**

\_\_\_\_\_  
**Date**

**TABLE 13: AGES OF GRADE 1'S ON THE 15TH SCHOOL-DAY OF THE CURRENT YEAR**

**Guidelines on completing table 13**

- Report the numbers of learners of different ages separately for those who have entered Grade 1 for the first time and for those who are repeating Grade 1.
- Include as repeaters those who are re-entering Grade 1 after having left school some time previously.
- Indicate the correct totals in the appropriate rows and columns.

**See example of a completed table 13 on page 6:**

**TABLE 14: LEARNERS ENROLLMENT SUMMARY ON THE 15TH SCHOOL-DAY OF THE CURRENT YEAR**

**Guidelines on completing table 14**

- Report the total number of male and female learners enrolled in your entire school in the current year.
- Also indicate the total enrolment (male plus female learners).
- **NB:** The totals (male learners, female learners and total enrollment) in this table verify the same totals in table 16, hence these should tally.

**See example of a completed table 14 on page 6:**

**TABLE 15: NUMBER OF LEARNERS THAT PASSED OR FAILED AT THE END OF THE PREVIOUS YEAR**

**Guidelines on completing table 15**

- Record the number of passes and failures per grade at the end of the previous year. These figures should be obtained from the schedules completed during December of the previous year.
- The numbers in this table are among others required to calculate the total school enrolment at the end of the year. Therefore, the numbers of all learners enrolled at the school at the end of the school year must be recorded, also for grades where the distinction between “*pass*” and “*fail*” cannot strictly be determined. The following guidelines must be applied for such grades:
  - **For Grade 9 learners, record the numbers qualifying for Grade 10 as “Pass”, and the number not qualifying for Grade 10 as “Fail”. If your school does not yet know the numbers of Grade 9s qualifying for Grade 10, clearly indicate this so that Head Office can fill in the information.**
  - **For Pre-primary, Grade 12, Special Classes and classes for Intellectually impaired learners (Beginners phase, junior phase and senior phase), the enrolment at the end of the previous year (males, females, total) must be reported under “Pass”.**

**See example of a completed table 15 on the next page:**

13. Ages of Grade 1's on the 15th school-day of the current year. Record the numbers of learners in each age category

Age (years)	New entrants to Grade 1			Learners repeating Grade 1		
	Males	Females	Total	Males	Females	Total
5 or younger						
6						
7						
8						
9						
10						
11						
12						
13 or older						
<b>TOTAL</b>						

14. Learners enrollment summary on the 15th school-day of the current year

MALE	FEMALE	TOTAL

15. Number of learners that passed or failed at the end of the previous year

Grade	Pass (include those Condoned)			Fail/ Repeating		
	Males	Females	Total	Males	Females	Total
Pre-primary (see opposite page)						
Grade 1						
Grade 2						
Grade 3						
Grade 4						
Grade 5						
Grade 6						
Grade 7						
Grade 8						
Grade 9						
Grade 10 (see opposite page)						
Grade 11						
Grade 12 (see opposite page)						
Grade 13						
Learning Support Gr.1						
Learning Support Gr.2						
Learning Support Gr.3						
Learning Support Gr.4						
Learning Support Gr.5						
Learning Support Gr.6						
Learning Support Gr.7						
Basic Pre-Voc. Skill Yr.1						
Basic Pre-Voc. Skill Yr.2						
Advanced Vocational (NTA level)						
Orientation phase						
Beginners phase						
Junior phase						
Senior phase						
Access (Basic Skills Phase)						
Autism						
<b>TOTAL</b>						

**TABLE 16: NUMBER OF LEARNERS AND CLASSGROUPS PER GRADE**

**Guidelines on completing table 16**

- State the number of learners (**male, female and total**) and the number of classgroups per grade.
- In the case of multi-grade teaching, for example, Grade 1 and Grade 2 taught in one group, a one (1) is entered for each grade under “*Classgroups*” and the combination of grades in a group is indicated in the last column.

**See example of a completed table 16 on the next page:**

**TABLE 17: NUMBER OF DAYS AND PERIODS IN EACH TIMETABLE CYCLE**

**Guidelines on completing table 17**

- State the number of days in the timetable cycle under “*Number of DAYS in each timetable cycle*”. If the school has a five-day school week, write “5” in each applicable row.
- The number of periods in a school week or timetable cycle may vary from grade to grade and it also depends on the length of the periods. State the total number of periods each grade or school phase has in a school week or timetable cycle under “*Number of PERIODS in each timetable cycle*”.
- The length of each period in minutes must be stated in the last column, for example, 40 minutes. If not all the periods of the day or of the week are the same length, enter the length applicable to most periods. **Please** note the number of periods of different lengths in the space below in such a case.

**See example of a completed table 17 on the next page:**



16 Number of learners and class groups per grade

Grade	Morning or first session				Afternoon or second session				Total numbers (morning plus afternoon)				Indicate Combined groups
	Male	Female	Total	Class- groups	Male	Female	Total	Class- groups	Male	Female	Total	Class- groups	
Pre-primary													
Grade 1													
Grade 2													
Grade 3													
Grade 4													
Grade 5													
Grade 6													
Grade 7													
Grade 8													
Grade 9													
Grade 10													
Grade 11													
Grade 12													
Grade 13													
Learning Support Gr.1													
Learning Support Gr.2													
Learning Support Gr.3													
Learning Support Gr.4													
Learning Support Gr.5													
Learning Support Gr.6													
Learning Support Gr.7													
Basic Pre-Voc. Skill Yr.1													
Basic Pre-Voc. Skill Yr.2													
Advanced Vocational (NTA level)													
Orientation phase													
Beginners phase													
Junior phase													
Senior phase													
Access (Basic Skills Phase)													
Autism													
TOTAL													

17 Number of days and periods in each timetable cycle

Grades	Number of DAYS in each timetable cycle	Number of PERIODS in each timetable cycle	Length of each period in minutes
Pre-primary			
Grade 1			
Grade 2			
Grade 3			
Grade 4-7			
Grades 8-9			
Grades 10-11			
Grades 12 (AS)			
Other grades			

## TABLE 18: EXISTING VACANCIES TO BE FILLED

### Guidelines on completing Table 18

- This table must be completed if the school has vacant posts to be filled. **NB:** Subject codes are printed on the back of the questionnaire.
- If a teacher is required for class teaching, for example Grade 2 class teaching, “**Grade 2 Class teaching**” must be indicated under the heading “*Subject name or Grade*” instead of listing subjects.
- In the case of a teacher required for subject teaching, indicate the subject/s to be taught under the heading “*Subject name or Grade*”.
- **NB:** In both two cases above, please indicate the subject code/s, the grade/s and the periods per week for which the teacher is required.

See example of a completed table 18 on the next page:

## TABLE 19: NUMBERS OF STAFF (EXCLUDING HOSTEL STAFF)

### Guidelines on completing table 19

- Report the numbers of all teaching staff and non-teaching staff appointed on the 15th School-day. This should include staff on leave and, if applicable, and relief teachers.
- **NB:** Full particulars of all non-teaching staff are reported in **Table 19** on page 9 of the 15<sup>th</sup> School-day questionnaire, and full particulars of all teaching staff are reported in **Table 21** from page 11 to 19.
- Schools with hostels must not include any staff only working in the hostel in the tables in this questionnaire.
- “Normal” staff are all staff other than relief staff. For non-teaching staff, the total numbers of normal plus relief staff in **Table 19** must correspond to the total number of non-teaching staff listed in **Table 20**. Likewise, for teaching staff, the total number of normal plus relief staff must correspond to the number of teachers listed in **Table 21**.

See example of a completed table 19 on the next page:

**18 Table 18: Existing vacancies to be filled**

This table must be completed if the school has vacant posts to be filled. Subject codes are printed on the back of the questionnaire.

If a teacher is required for class teaching, for example Grade 2 class teaching, "Class teaching" must be indicated under the heading "Subject".

Do not list the subjects in this case. For example:

GRADE 2 CLASS TEACHING	1	1	0	2	Gd		2	Gd		2	50
------------------------	---	---	---	---	----	--	---	----	--	---	----

In the case of a teacher required for subject teaching, the subjects must be indicated. For example, if a teacher is required to teach English in Grades 8 - 10 for

30 periods per week and History in Grades 10 and 11 for 12 periods per week, the following would be entered in Table 17:

English Second LANGUAGE	3	7	7	6	Gd		8	Gd	1	0	30
History	4	3	7	5	Gd	1	0	Gd	1	1	12

**Table 19: Numbers of staff (excluding hostel staff)**

The numbers of all teaching staff and non-teaching staff appointed on the 15th school-day are reported in Table 18. This includes staff on leave and, if applicable, relief teachers. Full particulars of all non-teaching staff are reported in Table 19 on page 9, and full particulars of all teaching staff are reported in Table 20 on pages 11 to 19.

**Schools with hostels must not include any staff only working in the hostel in the tables in this questionnaire.**

"Normal" staff are all staff other than relief staff. For non-teaching staff, the total numbers of normal plus relief staff in Table 18 must correspond to the total number of non-teaching staff listed in Table 19. Likewise, for teaching staff, the total number of normal plus relief staff must correspond to the number of teachers listed in Table 20.

**Notes**

Use this space for any notes or explanations you wish to make

If the school has teaching vacancies, indicate the subjects, grades and number of periods for which teachers are needed.

Subject (or Grade for class teaching)				Grade(s) for which the teacher is needed				Periods per week for which the teacher is required	
Subject name or Grade		Code		From Grade		To Grade			
NATURAL SCIENCE AND HEALTH EDUCATION		5	5	8	5	Gd	0	7	21
AFRIKAANS						Gd	0	4	25
						Gd			
						Gd			
						Gd			
						Gd			
						Gd			
						Gd			
						Gd			
						Gd			
						Gd			

**13. Existing vacancies to be filled**

If the school has teaching vacancies, indicate the subjects, grades and number of periods for which teachers are needed.

Position	Subject (or Grade for class teaching)				Grade(s) for which the teacher is needed				Periods per week for which the teacher is required	
	Subject name or Grade		Code		From Grade		To Grade			
					Gd			Gd		
					Gd			Gd		
					Gd			Gd		
					Gd			Gd		
					Gd			Gd		
					Gd			Gd		
					Gd			Gd		
					Gd			Gd		
					Gd			Gd		

14. **Number of teaching and non-teaching staff (EXCLUDING HOSTEL STAFF)**

	Post	Code	Male	Female	Total
Teaching staff	Principal	(107/108)			
	Deputy Principal	(111)			
	Head of Department	(112)			
	Teacher	(113)			
	<b>TOTAL TEACHING STAFF</b>				
Non-teaching staff	<b>Admin Officer/ School secretary (full time)</b>	(201)			
	Admin Officer/ School secretary (25 hours/week)	(202)			
	<b>Admin Officer/ School secretary (10 hours/week)</b>	(203)			
	Leader Cleaner	(211)			
	Caretaker	(212)			
	Cleaner	(213)			
	Other (specify)	(299)			
	<b>TOTAL NON-TEACHING STAFF</b>				

**TABLE 20: NAMES AND DETAILS OF NON-TEACHING STAFF (DO NOT INCLUDE HOSTEL STAFF)**

**Guidelines on completing table 20**

- Report the particulars of all non-teaching staff are reported in Table 19. These include the names, post presently held, appointments, identity numbers, sex and appointing authority (the state or non-government organization).
- Where codes are required, see the list of codes on page 8 of the 15<sup>th</sup> School-day questionnaire.
- **NB:** Include staff on leave and, if applicable, relief staff, but do not include hostel staff.

**See example of a completed table 20 on the next page:**



## Non-teaching Staff (EXCLUDING HOSTEL STAFF)

Particulars of all non-teaching staff are reported in Table 19. Include staff on leave and, if applicable, relief staff. Do not include hostel staff.

### CODES

#### Post presently held

201	Admin Officer/ School secretary (full-time)
202	Admin Officer/ School secretary (25 hours per week)
203	Admin Officer/ School secretary (10 hours per week)
211	Leader cleaner
212	Caretaker
213	Cleaner
299	Other non-teaching post

#### Appointment

1	Permanent
2	On probation
3	Part-time ( <b>Private Schools only</b> )
4	Relief staff
5	Contract appointment
6	Volunteer



### **Guidelines on completing table 21**

- Report particulars of all staff in teaching posts, that is, teachers, Heads of department, principals, etc. Any teachers on leave, relieving staff and volunteer teachers must be included.
- The number of teachers listed in this table must agree with the total number of teaching staff reported in **Table 19** on page 10.
- **The following information is to be provided in the columns of table 20:**
  - **Number:** Number the teachers consecutively - 01, 02, ... 09, 10,11 ... etc.
  - **E. Code:** Indicate the teacher's Employee Code
  - **ID:** Indicate the teachers Identity Document number
  - **Teacher's name:** Write down the teacher's surname and initial/s. It is encouraged that you list down the teachers 'names in alphabetical order.
  - **Post presently held and appointment:** The codes indicated the post the teacher is presently holding and the type of appointment. Get the codes from the tables below. Staff members who have been officially assigned to act in a vacant position should enter the code for the post they are acting in. Whenever a code is not stated in the table below, write out the post.
  - **Sex:** Mark the teacher's sex as Male (M) or Female (F).
  - **Paid by the state or non-government organisation:** Mark those teachers appearing on the state's payroll as "State" and those not paid directly by the state, including volunteer teachers, as "Non-Gov".
  - **Professionally qualified:** Indicate "Yes" if the teacher is professionally qualified, that is, has passed any teacher training. Otherwise mark "No".
  - **Academic/vocational qualifications:** Mark the code which best describes the teacher's highest qualification. Refer to the table of codes below.
  - Qualified teachers having no other qualification but grade 12 plus a teaching Diploma/Degree should be indicated as "2", meaning their highest academic/vocational is Grade 12(Std.10), N3.

**NEXT....**

### **Guidelines on completing table 21 cont.....**

- **Subjects taught:** List all the subjects taught by the teacher under “Subject” in the case of subject teaching.
- In the case of class teaching in the junior primary phase, only write “Grade ... class teaching” without listing the subjects separately. Obtain the subject codes from the back page of the questionnaire.
- **NB:** All subjects taught by the teacher must be listed, even if the teacher teaches more than four subjects - the fifth, sixth, etc. subjects should be listed in the next rows below the four rows allocated for each teacher. Report the highest and lowest grades the teacher is teaching in each subject.
- Count the periods the teacher is teaching for each subject in different grades and classes per week or per timetable cycle.
- Write the number of periods per subject in the second last column. This information must relate to the timetable cycle used in **Table 17** on page 8.
- If a teacher is on study leave for more than 3 months, indicate this in the column, “Subjects taught” by filling in the subject code “9999”.
- **Total periods per week/cycle:** Report the total number of periods the teacher is teaching per week (or timetable cycle). This total must be equal to the sum of the periods the teacher teaches his/her subjects, that is, the sum of the periods listed in the second last column. The information stated in this column must be related to the information stated in table 16 on page 5, that is, to the number of days in a timetable cycle, the number of periods, etc.

**See example of a completed table 21 on the next page:**

**13. Teacher's Particulars**

*(Junior Primary teachers should indicate class teaching under subject name)*

Number	Teachers' Employee Code, ID number, Surname and initials (include all staff in teaching positions-see list of posts)	Post presently held (code) and appointment (code)	Sex (mark Male or Female)	Paid by the state or non-government organisation (mark either State or Non-Gov.)	Professionally qualified? (Teacher training) Mark Yes/No	Academic/vocational qualifications (Mark one-see codes)	Subjects taught					Total periods per week/cycle	
							Subject		From Grade	To Grade	Period per week/cycle		
							Subject name (or class teaching)	Code					
Empl. Code:		Post:	M	State	Yes:	1							
						2							
ID:		Appoint:	F	Non-Gov.	No:	3							
						4							
Empl. Code:		Post:	M	State	Yes:	1							
						2							
ID:		Appoint:	F	Non-Gov.	No:	3							
						4							
Empl. Code:		Post:	M	State	Yes:	1							
						2							
ID:		Appoint:	F	Non-Gov.	No:	3							
						4							
Empl. Code:		Post:	M	State	Yes:	1							
						2							
ID:		Appoint:	F	Non-Gov.	No:	3							
						4							
Empl. Code:		Post:	M	State	Yes:	1							
						2							
ID:		Appoint:	F	Non-Gov.	No:	3							
						4							
Empl. Code:		Post:	M	State	Yes:	1							
						2							
ID:		Appoint:	F	Non-Gov.	No:	3							
						4							
Empl. Code:		Post:	M	State	Yes:	1							
						2							
ID:		Appoint:	F	Non-Gov.	No:	3							
						4							

## SECTION B: ANNUAL EDUCATION CENSUS (AEC)

### INTRODUCTION

The Annual Education Census questionnaire is to be completed by all schools in Namibia, including private schools, around September of every year. It must be completed in triplicate (three copies). One copy is to be kept by the school after verification by the Inspector of Education. The other two copies must be channelled through the school's Circuit Inspector to the Regional Office and Head Office respectively. Please use the guidelines below to complete all AEC forms and make effort to avoid errors in completing the forms. All information stated in the AEC forms has to be certified correct by the school principal on the declaration form. Below is a summary of the all AEC Forms:

1. **Declaration Form:** This is an undertaking by the School Principal on behalf of the entire school to attest to the accuracy, validity and consistency of information provided. The Principal should be mindful of the consequences of any falsification of data.
2. **FORM A - General School Information:** This form is about the information about the school. Not only does it contain the school identification, but highlights most of the characteristics of the schools like location, ownership, category of school, postal address and telecommunication lines, etc.
3. **FORM B - Summary Numbers of Teachers, Learners and Support Staff:** The form summarises totals of learners, teachers and other staff members at school. The information in this form actually derives from other forms (C, D and G). It also gives information on grades offered and number of learners in each grade as well as number of grades at school, timetable information, teacher mortality and attrition, as well as information pertaining workplace policy.
4. **FORM C - Class-group information:** This form ranges from C1 through C4 and gives enrolment information about learners in the class group. It gives the composition of learners by sex, their ages and languages spoken, subjects taken, sitting and writing spaces, orphan and vulnerability status, comprehensive life skills-based HIV and sexuality education and well as learners living with learning difficulties.
5. **FORM D – Teachers Particulars:** This is to be filled by all teachers at school, and highlights the teacher's characteristics. Where the teacher is not available to fill the form him/herself, the school principal must ensure that the form is filled on the teacher's behalf, using the records available at school. Unavailable teachers are those on sick, maternity or study leaves, but who are still supposed to be on duty at that school and are still on the payroll.
6. **FORM E - PHYSICAL FACILITIES:** **Form E** is intended to provide information on PHYSICAL FACILITIES at school. Classrooms, laboratories, etc. are all captured in this form. It also highlights the availability of water, electricity, telephone facilities, sanitation as well as teacher housing.
7. **FORM F - ETSIP INDICATORS:** This form looks into issues of schools' governance and how schools and communities work together. It looks at the functionalities of Schools Boards and Funds that are charged from parents (in case of Private Schools). It also looks at the Information and Communication Technologies and their availability to schools. Information from this form is very important for the development of schools to meet the current trends in providing learning.
8. **FORM G - Non-Teaching Staff Particulars:** Form G collect information of support staff at schools. Like form D, this is specifically looking at the non-teaching staff as summarised in form B.
9. **FORM H - Hostel Information:** To be filled only by schools with hostel facilities. It seeks to understand the nature, capacities and functionalities of our hostels and how best the Ministry can address the hostel needs. All government owned or subsidised hostels must fill in this form.

## DECLARATION FORM

### Guidelines on completing the declaration form

**This form must be the last to be filled, as the principal must be extra sure that:**

1. All forms C and D are collected from all teachers.
2. All forms are correctly filled in and information therein is accurate
3. All forms are packed as they ought to. (Please refer to the annexure on packing of forms).
4. Cite the **SCHOOL CODE** and **YEAR** (*The School Code appears on envelop and covers*).
5. Fill in the School Name using blocks.
6. Clearly fill in your Name and School Name in the **undertaking** area.
7. Repeat Name and Initials
8. Sign and put on the school's stamp.

**NB: By signing this form, you have actually taken an oath and are liable for any consequences.**

**See example of a completed declaration form on the next page:**

EMIS NUMBER / School Code	7	0	0	0
---------------------------	---	---	---	---

2	0	2	2
---	---	---	---

## DECLARATION FORM

### MINISTRY OF EDUCATION, ARTS AND CULTURE



# ANNUAL EDUCATION CENSUS

## TO BE COMPLETED BY ALL FORMAL SCHOOLS

SCHOOL NAME

E	P	A	K	O		S	E	C	O	N	D	A	R	Y				

*[Please enter Year and School Code at the top of each page of the census form]*

The Annual Education Census is the most important source of information regarding the situation at your school. The information collected will contribute to a sound Education Management Information System (EMIS) for the region and the country and will be of value to the management, administration, regional and national planning, supply of school resources and governance of schools.

**Please read all headings and instructions carefully when completing the questionnaire.**

**Undertaking:**

I, ....., \*Principal/Acting Principal of ..... fully understand that my responsibility is to provide accurate information on the state of school as at the census date. I hereby certify that the information provided in this questionnaire is correct and complete to the best of my knowledge.

Principal **TJIZAKE, I. K**  
Please print surname and initials

**I.K. TJIZAKE**  
Signature

**24.11.2020**  
Date and Stamp

**Checked by INSPECTOR:**

I certify that the information provided and reported on this questionnaire has been checked by me and is complete.

Inspector **TJOMBONDE, V.L**  
Please print surname and initials

**V.L TJOMBONDE**  
Signature

**23.11.2020**  
Date and Stamp

**\*Delete whichever is not applicable!**

## FORM A: GENERAL SCHOOL INFORMATION

### Guidelines on completing form A

**NB: The Principal or duly delegated person fills this form. Under normal circumstances, the form is pre-printed for the Principal to verify. However, when there are new items added, Head Office posts the form BLANK.**

- Ensure that the **School Pay Point** and **School Code** are filled.
- Follow the numbering and fill in the information:
  1. Write the official name of school. Do not worry about (Primary, Sec, Comb, etc.)
    - 1.1 Indicate the lowest and highest grades offered at school.
  2. Indicate our region name.
  3. Indicate your constituency Code and Name.
  4. Indicate the exact location of the school (name of village, town or suburb not the broad area.
  5. Inspection Circuit Code and Name must be indicated. A list of codes and Names is annexed hereto.
  6. **Cluster Centre** – this is the **Code** and **Name** of the School that runs cluster affairs. Please see Annexure
  7. (1) **Postal Address**- write the school postal address. If the school does not have, use the Circuit Inspector's or Regional Office Address.
  8. (2) **Telephone, Fax and E-mail Address**: Write the **school phone, Fax and e-mail address**. Where the school no official **school phone, Fax or e-mail** write the Principal's email address or any other that is easily accessible to be communicated with. **Circuits can be used as well.**
  9. **Principal** – Write full **Name and Surname** as well as **home tel. no., Cell phone number and e-mail address**. **If the same information was used in No. 8, please repeat it.**
  10. **School type (Who owns the school)** – Tick the correct option only.
  11. Tick only the appropriate on. Please be guided by **lowest and highest grade at school and not by name**.
  12. **This is for PRIVATE Schools only!** Indicate a YES or NO for each appropriate statement. If all statements are NO, just indicate in the last option.
  13. **Platoon or double** – **Tick whichever is applicable**. A double system is no longer practiced widely. This is when a teacher teaches in the morning and again in the afternoon. Platoon system (*different teachers using the same classroom to teach two sessions*) is still applicable in some schools.
  14. **Satellite schools: Two schools under the leadership of one Principal are said to be satellite schools. If this is case the main school is said to have a satellite school. Please see an example in filling this portion below.**
  15. **Urban or Rural**: Tick only one. The school can only belong to either Urban or Rural.
  16. **Hostel Accommodation** – List all hostels that your school administer. List all **Government and Government Aided Hostels**.

**A. General School Information** Please read the guidelines on the back of this page!

School Code  
(EMIS Code)

--	--	--	--

School Paypoint(s)

1. 

--	--	--

 2. 

--	--	--

 3. 

--	--	--

<b>1.</b>	<b>Name of School</b>	<b>1.1 Grades: From (lowest)</b> <table border="1" style="width: 30px; height: 20px;"></table> <b>To (highest)</b> <table border="1" style="width: 30px; height: 20px;"></table>
<b>2.</b>	<b>Region</b>	<b>3. Constituency</b> <table border="1" style="width: 40px; height: 20px;"></table> <b>Code</b> <table border="1" style="width: 40px; height: 20px;"></table>
<b>4.</b>	<b>School Location: Name of Town / Village/ Settlement where school is located</b>	
<b>5.</b>	<b>Inspection Circuit</b> <table border="1" style="width: 40px; height: 20px;"></table> <b>Code</b> <table border="1" style="width: 40px; height: 20px;"></table>	<b>Circuit Name</b> <table border="1" style="width: 40px; height: 20px;"></table>
<b>6.</b>	<b>Cluster Center</b> <i>As your school belongs to a cluster, state the code and name of the cluster center school. If your school is a cluster center, state its code and name again</i>	<b>Cluster Code</b> <table border="1" style="width: 40px; height: 20px;"></table> <b>Cluster Center Name</b> <table border="1" style="width: 40px; height: 20px;"></table>
<b>7.</b>	<b>School Postal Address</b>	
<b>8.</b>	<b>Tel: / Fax Number</b>	<b>Fax:</b> <table border="1" style="width: 40px; height: 20px;"></table>
<b>9.</b>	<b>School Principal</b> (If acting, mark below)  <b>Acting</b> <input type="checkbox"/>	<b>Name:</b> <table border="1" style="width: 40px; height: 20px;"></table> <b>Principal's E-Mail:</b> <table border="1" style="width: 40px; height: 20px;"></table>
	<b>Home tel. no.</b> <table border="1" style="width: 40px; height: 20px;"></table>	<b>Cell phone:</b> <table border="1" style="width: 40px; height: 20px;"></table>
<b>10.</b>	<b>Your school is a</b> (State or Private school)	<b>Tick as appropriate</b>  <input checked="" type="checkbox"/> <b>State school</b> <table border="1" style="width: 20px; height: 20px;"></table> <input type="checkbox"/> <b>Private school</b> <table border="1" style="width: 20px; height: 20px;"></table>
<b>11.</b>	<b>Your school is a</b> (type of school)	<b>Mark</b> <input checked="" type="checkbox"/> <b>the category below, which best describes your school. .</b>
	1.Pre-Primary <table border="1" style="width: 20px; height: 20px;"></table> 2.Primary School (PP – 7) <table border="1" style="width: 20px; height: 20px;"></table> 3.*Combined School (PP – 12) <table border="1" style="width: 20px; height: 20px;"></table> 4. Secondary School (Gr.8 – 12) <table border="1" style="width: 20px; height: 20px;"></table> Other type of school (Specify) _____	5.Technical / Pre-vocational school <table border="1" style="width: 20px; height: 20px;"></table> 6. Agricultural School <table border="1" style="width: 20px; height: 20px;"></table> 7. Special /Resource School <table border="1" style="width: 20px; height: 20px;"></table>
<b>12.</b>	<b>For private schools only</b>	Check what kind of support your school gets from the state (GRN). If the printed information is incorrect, give the correct information (YES or NO) in the unshaded box here
	Teachers are appointed by the state (government)	<table border="1" style="width: 40px; height: 20px;"></table>
	The school receives equipment and / or textbooks from the state (government)	<table border="1" style="width: 40px; height: 20px;"></table>
	The state (government) provides some form of financial subsidy to the school	<table border="1" style="width: 40px; height: 20px;"></table>
	The school receives NO support from the state (government) in any form	<table border="1" style="width: 40px; height: 20px;"></table>
<b>13.</b>	<b>Platoon or double-session system</b>	Check whether the platoon or double session system is used at your school. If the printed information is incorrect, give the correct answer (YES or NO) in the unshaded box.
	13.1 Platoon system ( <i>different teachers using the same classroom to teach two sessions</i> ) <table border="1" style="width: 40px; height: 20px;"></table>	13.2 Double session system ( <i>the same teacher teaches two sessions, one after the other</i> ) <table border="1" style="width: 40px; height: 20px;"></table>
<b>14.</b>	<b>Satellite schools</b> (See definition on back of this form)	<b>14.1 Does the school have satellite schools?</b> If it does, please list the code numbers and names of all satellite schools Yes <input type="checkbox"/> No <input type="checkbox"/>  Please list Names and Codes for Satellite school below Code: _____ Name: _____  Code: _____ Name: _____
		<b>14.2 Is this school a satellite of another school?</b> Yes <input type="checkbox"/> No <input type="checkbox"/> Please <input type="checkbox"/> Names and <input type="checkbox"/> des for Satellite school below  Code: _____ Name: _____
<b>15.</b>	<b>Urban or Rural</b> (See definition)	<b>15.1 Is this school an urban or rural school?</b>  15.1 Mark one <input checked="" type="checkbox"/> <b>Urban</b> <table border="1" style="width: 20px; height: 20px;"></table> <b>Rural</b> <table border="1" style="width: 20px; height: 20px;"></table>
<b>16.</b>	<b>Hostel Accommodation</b>	<b>Code</b> <table border="1" style="width: 40px; height: 20px;"></table> <b>Name</b> <table border="1" style="width: 40px; height: 20px;"></table>
	<table border="1" style="width: 40px; height: 20px;"></table>	<table border="1" style="width: 40px; height: 20px;"></table>
	<table border="1" style="width: 40px; height: 20px;"></table>	<table border="1" style="width: 40px; height: 20px;"></table>
	<table border="1" style="width: 40px; height: 20px;"></table>	<table border="1" style="width: 40px; height: 20px;"></table>

[Please note: \* for the sake of this census, schools with primary and secondary grades are to be classified Combined.]



## FORM B1: SUMMARY NUMBER OF TEACHERS AND LEARNERS

### Guidelines on completing form B1

#### **The principal fills in this form after all forms are submitted**

1. Learners numbers are summarised from all C Forms, Teacher numbers from all D Forms and Other staff from G Forms.
2. Learner numbers are to correspond with item 2 on this form which indicates the composition of learners in their grades and class groups.
  - Learners and class groups per grade – fill in all learners per grade and class groups summarised per grade.
  - Learners are to be recorded per sex
  - Indicate the number of class groups that exist per each grade.
  - If there are multi-grade teaching, indicate which grades are taught in one class group.
  - **NOTE that in a case where multi grade teaching exist, each grade must have FORM C of its own**
  - Totals in item number 2 must tally with learners indicated in item 1 above.
3. Item 3 corresponds to the school **TIMETABLE. It is a replica of what was reported in the 15 School Day Statistics.**
  - Record the number of days in a cycle the school uses as well as number of periods and length of each period **for each grade.**

**See example of a completed cover completed form B1 on the next page:**

## B.1 Summary Numbers of Teachers and Learners

School Code

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### 1. Total numbers of learners and teachers

Staff numbers include everyone other than hostel staff. The totals thus will include those appointed by government or non-government bodies, those who are relief and those who are on leave as long as they are officially employed at the school.

LEARNERS			TEACHERS (including the Principal and other teaching staff)			SUPPORT STAFF (Secretary/ admin. officers, clerks, cleaners, etc.) Do NOT include hostel staff		
Male	Female	Total	Male	Female	Total	Male	Female	Total
251	315	566	15	16	31	3	5	8

### 2. Learners and class groups per grade

Record the number of learners in each grade. In secondary grades, register classes are counted as class groups. In the case of multi-grade teaching (where learners from more than one grades are taught in a group), each grade must be counted as one (1) in the column headed "Number of class-groups" and the combination of class-group should be indicated in the second last column.

Grade or Course	Number of learners			Number of class-groups	Multi-grade Show which grades are combined	FOR OFFICE USE ONLY
	Male	Female	TOTAL			
Pre-Primary (100)						
Grade 1 (201)						
Grade 2 (202)						
Grade 3 (203)						
Grade 4 (204)						
Grade 5 (205)						
Grade 6 (206)						
Grade 7 (207)						
Grade 8 (208)						
Grade 9 (209)						
Grade 10 (210)						
Grade 11 (211)						
Grade 12 (212)						
Grade 13/ A level (213)						
Learning Support Gr.1 (401)						
Learning support Gr.2 (402)						
Learning support Gr.3 (403)						
Learning support Gr. 4 (404)						
Learning support Gr.5 (405)						
Learning support 6 (406)						
Learning support 7 (407)						
Basic Pre-Voc. Skill Yr.1 (321)						
Basic Pre-Voc. Skill Yr.2 (322)						
Advanced Vocational (NTA Level) (323)						
Orientation phase (501)						
Beginners phase (502)						
Junior phase (503)						
Senior phase (504)						
Access (Basic Skills Phase)(505)						
Autism (506)						
Total						

### 3. Number of days and periods in each time table cycle

Grade	Number of days in each timetable cycle	Number of Periods in each timetable cycle	Length of each period in minutes
Pre-Primary			
Grade 1 - 2			
Grade 3			
Grade 4			
Grade 5 - 7			
Grade 8 - 9	7	56	40
Grade 10 -11	7	56	40
Grade 12 (AS)	7	56	40
Others			

## FORM B2: SUMMARY NUMBER OF TEACHERS AND LEARNERS

### Guidelines on completing form B2

- **In form B.2, Item 1** is requesting for a record of all teacher who passed on while on duty during the year. It is actually looking for teachers who passed on after the previous census.
- Cases are recorded in age brackets and per sex and cause of death.
- **Item 2** asks for teachers who left the school after the last census. **Do not record teachers who passed on here** as they were already recorded in Item 1.
- **Item 3 - Tick (√) the most appropriate. According to the WORKPLACE POLICY**, schools are supposed to carry on this exercise. *Please see glossary for definitions.*
- **Item 4** – Please indicate number of teacher teaching Life Skills with content on Life Skills-based HIV and Sexuality education. *Please see glossary for definitions.*
- **Item 5(a)** – Is looking to see if the School implement the WORKPLACE Policy. If so, please tick Yes or No.
- **If you answer in 5 (a) is NO, tick a NO.**
- **If you answer in 5(a) is YES, tick one of the three available options.**

**See example of a completed cover completed form B2 on the next page:**

**B.2 Summary Numbers of Teachers and Learners**

School Code

8	6	8	0
---	---	---	---

1. Mortality statistics for teachers (after the last census date up to the current census date).

Cause of death:	1. Illness		2. Accident		3. Suicide		4. Violence & Homicide	
	Male	Female	Male	Female	Male	Female	Male	Female
Age in years								
24 and younger								
25 – 29								
30 – 34								
35 – 39								
40 – 44								
45 – 49								
50 – 54								
55 and older	1	0	0	0	0	0	0	0
TOTAL	1	0	0	0	0	0	0	0

2. Teachers who left the school (after the last census date up to the current census date).

Reason (s)	Male	Female	Total
Retired	1	1	2
Transferred to another School			
Transferred to a non-teaching position			
Health related ( boarded due illnesses, disability, etc.)			
Dismissed			
Resignation	0	1	1
Others (exclude death)			
TOTAL	1	2	3

3. Did your school organize orientation session(s) regarding life skills-based HIV and Sexuality Education Programs for parents/guardians of learners at your school this year?

(Please tick only one box)

Yes  No

4. How many teachers in your schools received training and also and are teaching Life skills-based HIV and sexuality education.

Write in two(2) digits e.g. for 1 teacher in your school indicate like

0	1
---	---

0	4
---	---

5. (a) Is your School implementing an HIV and AIDS policy for Education Sector workplace programs that includes information and training for staff on HIV and AIDS and access to prevention, care and support services?

(Please tick only one box)

Yes  No

(b) Are any grievance and disciplinary procedures related to HIV and AIDS Policy for Education Sector in place?

(Please tick only one box)

No  
 Yes but these procedures are not enforced.  
 Yes and these procedures are enforced.

## FORM C1: CLASS-GROUP INFORMATION

### Guidelines on completing form C1

- **FORM C (C1 – C4)** – is entirely on learners and the classrooms in which they are taught.
- **Items 1 – 4** are self-explanatory.
- **Item 5** – Multi grade teaching needs to be treated with care.
  - If say Grade 1 and 2 are taught together, both grades must have individual forms.
  - In this case tick Yes for 5(a)
  - In 5(b), indicate the classes are that are together. In the column of Grade 1 (Grade and Class) indicate the grade and class taught together. Example for Grade 1 (A) is taught together with Grade 2(A), then on Grade 1(A) indicated Grade 2 A, and on the similar field for Grade 2(A) indicate Grade 1(A).
- **Item 6 - indicate** learners number by sex.
- **Item 7 -** seek to identify learners who are non-Namibia by sex. Item 7 is a subset of item 6, which asks as to how many of learners counted in item 6 are non-Namibian?
- **Item 8** – Grade composition is an expansion of Item 6. Note that were mark it in A, B and C.
  - **Males in 6 = Males in A+Males in B+Males in C. The same goes on for Female. See example in the correctly filled form below.**
  - **Learners condoned indicates learners in A who were promoted from previous grade because they are either old, already repeated grade, on special arrangements, etc.**
- **Item 9 is ONLY applicable to GRADE 1** – Please cite a number of learners by sex who had kindergarten experience.
- **Item 10-** Finally each class teacher or teacher delegated to fill the form must clearly indicate their names, signature, ID and Cell number. This is for EMIS staff to be able to follow up should there be any queries.

**See example of a completed cover completed form C1 on the next page:**

**C1. Class-group information**

School Code

8	6	8	0
---	---	---	---

- Name of school: \_EPAKO SECONDARY
- Grade and class-group, e.g. Grade 1 A: \_8A\_

3. Session (Mark one)

<input checked="" type="checkbox"/>
-------------------------------------

Morning (first session only)	<input checked="" type="checkbox"/>
Afternoon	<input type="checkbox"/>

4. **Medium of Instruction** (language in which subjects such as Mathematics and (a) Main Medium: ENGLISH History are taught). State the language and get the **Code** from the list of codes on the back of **Form D**

(b) Second medium, if any (Not language subjects): \_\_\_\_\_

Code
3376
Code

5. **Multi-grade teaching**

(a) Are learners in other grades taught together with this group (for example, Grade 1 and Grade 2 combined in one group)?

Yes (1)	<input type="checkbox"/>
No (2)	<input checked="" type="checkbox"/>

(b) If the class group is multi-grade (combined group), from which grades and classes are the other learners in the group?

Grade & Class	Office use

6. Number of **ALL** learners in the Class-group

Male	Female	Total
18	22	40

7. Number of Non-Namibian learners

Male	Female	Total
3	4	7

8. **Grade Composition**

Record the numbers of learners in the class-group, showing how many are **first time, repeaters and how many returned** to school after leaving school before the end of last year.

Learners in the grade for the first time (entering for the first time or having passed previous grade at the end of last year) (A)			Learners repeating the grade because they failed at the end of last year (B)			Learners who returned to school this year after having left during or before the previous year (C)		
Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
17	20	37	1	1	2	0	1	1
<b>Learners Condoned: Of the learners in the grade for the first time (A), how many were transferred because of age, repetition, etc.?</b>								
Male	Female	TOTAL						
2	2	4						
<b>FOR GRADE 1 ONLY</b>								
9. How many of your Grade 1 learners have had kindergarten /pre-primary school experience?								

10. **Class teacher particulars:**

Name: DAVID VICTOR K. Signature: DVictor Date: 24-NOV-2020

Cellphone Number: 0812428752

ID No 78062410116

(PLEASE REMEMBER TO COMPLETE THE BACK OF PAGE)

PLEASE TURN OVER

## FORM C2: CLASS-GROUP INFORMATION

### Guidelines on completing form C2

- Repeat Grade and Class group and School Code on all pages.
- **Item 11** – Record the ages of learners per **SEX** and the number that are in the grade for the first time versus those that are repeating. Indicate the totals at the bottom of each column.  
**Note:** the word **male** at the bottom of the ‘TOTAL’ column is a typo, ignore it and just put the grand total in the cell below it.
- Note that the number of learners in Item 6, must correspond to learners in the AGE Table.
- **Item 12** – Record the number of learners per SEC and LANGUAGE used by learners at home.
  - Note that this is not necessarily the ethnic grouping as not all learners from same ethnic group use the same language.
- **Item 13** – Please record all learners who are benefiting from the School Feeding Program by sex.
- **Item 14** – Record SUBJECTS taken by learners by sex.
  - **For Junior Primary Grades or grades using class teaching in Senior Primary phase, please record them as Class teaching.**
  - **For Senior Primary – even if class teaching applies, record also all Promotional and Compulsory subjects.**
  - **In all other cases, record the subject making sure that all Promotional and Compulsory subjects are recorded first.**
  - **In case where subjects do not fit on one sheet, please use another sheet and staple it together.**

**See example of a completed cover completed form C2 on the next page:**

## C2. Class-group information

School Code

8	6	8	0
---	---	---	---

Grade and class-group, e.g. Grade 1 A: \_\_\_\_8A\_\_\_\_

### 1. Ages of learners

Record the numbers of learners in each age group as on the **Census Date**.

Age	Males		Females		TOTAL
	New	repeater	New	repeater	
5 or younger					
6					
7					
8					
9					
10					
11					
12					
13					
14	17	0	20	1	38
15	0	1	0	0	1
16	0	0	0	1	1
17					
18					
19					
20					
21					
22					
23					
24					
25 or over					
TOTAL	17	1	20	2	40
	18		22		

### 12. Home languages of learners

Record the numbers of learners having one of the following as their home or main language

Language Group		Males	Females	TOTAL	
Caprivi	Silozi (11)				
	Other Zambezi (19)				
Afrikaans (21)					
European based	English (22)				
	German (23)				
	Other European (29)				
Kavango Languages	Rugciriku (31)				
	Rukwangali (32)				
	Rushambyu (33)				
	Thimbukushu (34)				
Rumanyo (35)					
Khoekhoegowab (Damara>Nama) (41)					
Oshiwambo	Oshindonga (51)				
	Oshikwanyama (52)				
	Other Oshiwambo (59)	0	1	1	
Otjiherero (61)		16	20	36	
Ju/'hoasi (San Languages) (71)		2	0	2	
Setswana (81)		0	1	1	
Namibian Sign Language (91)					
Other languages (99)					
TOTAL		18	22	40	
<b>13. Learners participating in School Feeding Program (indicate number)</b>					
Male	12	Female	10	Total	22

### 14. Promotional and Compulsory subjects (See definition) and textbooks

Write down all promotional and compulsory subjects taken by learners in the first column, and get the codes from the back of form D. Junior or Primary teachers **must** also list all the subjects. **For Grade 12 only:** Separate subjects into NSSC (O), or NSSC (H) levels.

**Are these Books also used by other classes? YES/NO**

Subject(s):	Number of learners taking subject			Total number of textbooks for the subject issued to class group	YES	NO		
	Subject Name	Code	GD12 level H/O				Males	Females
AGRICULTURE	2133		18	22	40	22		√
COMPUTER LITERACY	3146		18	22	40	30		√
ENGLISH 2 <sup>ND</sup> L.	3770		18	22	40	34		√
ENTREPRENEURSHIP	2776		18	22	40	35		√
GEOGRAPHY	4234		18	22	40	23		√
HISTORY	4375		18	22	40	43		√
LIFE SCIENCE	4913		18	22	40	22		√
LIFE SKILLS	4914		18	22	40	33		√
MATHEMATICS	5134		18	22	40	40		√
OTJIHERERO 1 <sup>ST</sup> L.	4357		18	22	40	12		√
PHYSICAL EDUCATION	6094		18	22	40	1		√
PHYSICAL SCIENCE	6130		18	22	40	20		√
TOTAL:								

Note: Minimum Promotional subjects acceptable: Gr. 4(5), Gr. 5 – 7 (6), Gr. 8 -9 (9), Gr. 10 - 11 (6) and Gr. 12 (3-5). Please be aware that some learners split subjects and must be counted as well. Please also indicate compulsory subjects if they are taught.



## FORM C3: CLASS-GROUP INFORMATION

### Guidelines on completing form C3

- Repeat Grade and Class group and School Code on all pages.
- **Item 15 – Write the number of furniture available for learners and teachers. WRITE IN NUMBERS and DO NO TICK.**
- **Note the additional furniture added for learners with disabilities.**
- **Item 16 – record the number of Orphans as well as those of Vulnerable Children.**
  - **There are recorded separately and a learner who is both Orphaned and Vulnerable must be recorded on each side.**
- **Item 17 – Number of learners who dropped out of school. Please record number by SEX and Reason for dropping.**
  - **It is our observation that at times some teachers do not dig to find out the real reason why the learner dropped and hence record them under unknown reasons.**
  - **One of the reasons for recording this is to see if the Ministry can get assistance for the dropping out children based on the reasons that forced them out of schools.**
  - **Exact reasons will therefor assist in getting the required assistance and teachers and Principals are humbly requested to assist in this matter.**

**See example of a completed cover completed form C3 on the next page:**

**C3. Class-group information**

School Code

8	6	8	0
---	---	---	---

Grade and class-group, e.g. Grade 1 A: \_\_\_\_\_ 8A \_\_\_\_\_

**15. Furniture (in the classroom): Please provide numbers' do not tick.**

Furniture	Good	Usable	Need replacement	Total in Class
Writing board(s) ( <i>chalk, white and smart boards</i> )	1	0	0	1
Single desks for learners	30	5	5	40
Double desks for learners				
Teacher's table(s)	1	0	0	1
Chairs for learners	22	18	0	40
Chairs for teacher(s)	1	0	0	1
Adjustable chair for learners with disability				
Adjustable Table for learners with disability				
<b>*Please see definitions at the back of FORM E and Manual</b>				

**16. Orphans and Vulnerable Children (OVC)**

**Number of learners who dropped this year**

Age of learner	Orphans			Vulnerable		
	Males	Females	TOTAL	Males	Females	TOTAL
5 or younger						
6						
7						
8						
9						
10						
11						
12						
13						
14	1	0	1	0	0	1
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25 or over						
<b>TOTAL</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>

Reason for dropping out	Male	Female	TOTAL
Illness or caring for sick family / relatives			
Distance between school and home			
Left to get a job	1	0	1
Parents demand that learner stays home	0	1	1
Failure to pay school development fund / hostel fees			
Pregnancy related			
Learners feel too old for grade			
Learners failed the grade			
Learners had no money for examination fees			
Learners had disciplinary problems			
Parent/s died and learner had no caretakers			
<b>Hunger</b>			
Learner was being discriminated, bullied by others			
Disability	Infrastructure accessibility		
	Learning material accessibility		
	Language/communication barrier		
Early marriage			
Attitude of teacher/s			
Unknown/ Others			
<b>Total</b>	<b>1</b>	<b>1</b>	<b>2</b>

## FORM C4: CLASS-GROUP INFORMATION

### **Guidelines on completing form C4**

- Repeat Grade and Class group and School Code on all pages.
- **Item 18 – Report on the number of learners in the class who are participating in voluntary Life skills based HIV and AIDS groups. THIS IS NOT PART OF LIFE SKILLS GIVEN IN CLASSES.**
- **Item 19 – Focus is on Sexuality Education.**
  - We recommend that Life Skills teachers are involved when recording this item because different grades do not get the similar content.
  - If NO is ticked as an option, the rest of the question must be left BLANK
  - If YES, then record the number of learners. We expect the number to be the same as the class total as LIFE SKILLS is a compulsory subject. Deviation is however not ruled out.
- **Item 20 – Looks into the Learners with difficulties in learning because of several conditions and disabilities.**
  - This table has completely change, so please see the definitions and guideline in at the back of FORM D and Annexure ?? in this Manual.
- **Item 21 – At times we lose learners through death and this item is recording that.**
  - Indicate the age of learner, Sex and cause of death.
  - Finally sign off by providing your name clearly, Signature and date.

**See example of a completed form C4 on the next page:**

**C4. Class-group information**

School Code

8	6	8	0
---	---	---	---

Grade and class-group, e.g. Grade 1 A: \_\_\_\_\_8A\_\_\_\_\_

**18. Life Skills and HIV&AIDS Participation**

Do learners participate in HIV & Aids prevention programs, e.g. (My <b>Future is My Choice, Window of Hope</b> )? (Tick appropriate box)	YES	<input checked="" type="checkbox"/>	NO	
If Yes, indicate the number of learners participating in these activities.	Male		Female	Total
	7		10	17

**19. Do learners in this class group receive comprehensive life skills-based HIV and sexuality education? (See definition of HIV and sexuality education)**

Tick one Yes  No  If Yes; give the number of learners receiving.

Male	Female	Total
18	22	40

If yes, indicate which of these topics were covered by ticking “Yes” or “No”

Teaching on generic life skills ( <i>generic refers to general life –skills, it start from Pre-primary</i> )	YES	<input checked="" type="checkbox"/>	NO
Teaching on sexual reproductive health	YES	<input checked="" type="checkbox"/>	NO
Teaching on HIV Transmission and prevention	YES	<input checked="" type="checkbox"/>	NO

**20. Learners experiencing learning and social difficulties (Note: If a learner has multiple disabilities they must be counted in all applicable/ relevant disability category/ies). Please see back of FORM D for guidance**

Disability Category & degree	Vision			Hearing			Communication			Learning			Remembering & focusing attention			Controlling Behaviors			Accepting changes to routine			Physical Disability			Albinism	Epilepsy	Autism Spectrum Disorder (ASD))	Down Syndrome
	Some difficulty	A lot of difficulty	Cannot do at all	Some difficulty	A lot of difficulty	Cannot do at all	Some difficulty	A lot of difficulty	Cannot do at all	Some difficulty	A lot of difficulty	Cannot do at all	Some difficulty	A lot of difficulty	Cannot do at all	Some difficulty	A lot of difficulty	Cannot do at all	Some difficulty	A lot of difficulty	Cannot do at all							
Male																												
Female																												
Total																												

**21. Mortality statistics for the current academic year (up to date of census)**

(a) Mortality statistics for learners during the current academic year								
Age	Cause of death							
	Illness		Accident (car, acts of nature, etc.)		Suicide		Violence and Homicide	
	Male	Female	Male	Female	Male	Female	Male	Female
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Name: \_\_\_\_\_ DAVID VICTOR K. \_\_\_\_\_

Signature: \_\_VDavid\_\_

\_ Date: \_\_24-NOV-2020\_\_

## FORM D: TEACHER PARTICULARS

### Guidelines on completing form D:

#### Please note:

- **This form must be completed by each teacher, including relief or temporary teachers**
  - **No teacher information is pre-printed so teachers must provide all their particulars.**
  - **Please write on the unshaded areas.**
  - **Start by indicating your Pay Point on top of the form.**
1. Write down the school **name** and **code**. **NB: All codes are obtainable at the back of form D.**
  2. Indicate your name in this order: Title, Initials, last name and reference **code**.  
  
**NB:** Reference code is allocated by the EMIS system, hence teachers who were part of the previous year's census can obtain their ref codes from the school copy of the previous year's census book. New teachers must leave the Ref code space blank.
  3. Mark one block (**tick**) to indicate your present service as a teacher.
  4. Write down your Identity number and the **code** for type of ID document.  
  
    - **Items 5-13** are self-explanatory.
    - **Items 14 and 15, Years of experience should not be more than your age!**
    - **Items 16-20** are also self-explanatory, be sure to indicate the codes (**obtainable at the back of the form**).
  21. **Tick one** cell or box to indicate the phase that you are qualified to teach.
  22. **Tick Yes** or **No** to indicate whether or not you have received Life Skills-based HIV and Sexuality Education training.
  23. **Tick Yes** or **No** to indicate whether or not you have received HIV and AIDS training.
  24. **Tick Yes** or **No** to indicate whether or not you have received in-service training on Inclusive Education.
  25. **Tick Yes** or **No** to indicate whether or not you have received training on Inclusive Counselling.
  26. **Tick one** box to indicate your level of computer skills (**0- None, 3- Advanced**).
  27. **Tick Yes** or **No** to indicate whether or not you have any form of Disability.
  28. Enter all subjects taught this year in the first column and their codes
    - **Junior primary class teaching MUST be indicated as such.**
    - **Also indicate the total number of lessons taught per subject per grade. If for example a teacher teaches Otjherero in grade 8A and 8B, then the total number of lessons to indicate in grade 8 will be 12 (6 lessons×2 classes).**
    - **Under “Qualification in Subject”, tick the most appropriate (only one) block to indicate your qualifications in each specific subject.**

**NB: Please provide your contact number for the sake of clarity and data cleaning.**

**See example of a completed form D on the next page:**

## D. Teacher Particulars

Teacher's Pay Point 

3	6	1	0
---	---	---	---

Please check the information on this form. If you find the information to be wrong, missing or has changed, write the correct information into the un-shaded blocks. Guidelines and codes are printed on the back of the form.

<b>1. Name of School</b>		EPAKO SECONDARY SCHOOL				Code 8680	
		Code					
<b>2. Name of Teacher</b>		Title (Mr./MS) MR.	Initials V.K	Surname DAVID			
<b>Ref code:</b>							
<b>3. Present service of the Teacher</b> (Mark one block only)		Is now working at the school <input checked="" type="checkbox"/>	Is on long sick or maternity leave <input type="checkbox"/>	Is on study leave for more than 3 months <input type="checkbox"/>			
<b>4. Identity number and document</b>		(a) Number 78062410116		(b) Type of Document (see back of page)			
		Code 1					
<b>5. Sex</b> (Male / female)	MALE	<b>6. Nationality</b>			NAMIBIAN		
		Code					
<b>7. Date of Birth</b> (DD-MM-YYYY)	24-06-1978	<b>8. Marital Status</b> (See list of codes)		Code 2		<b>9. Employment</b> (full or part-time)	
				Code		FULL-TIME	
<b>10. Salary Band and Grade</b>	Code 21	<b>11. Employee Code</b> (govt. staff only)			<b>12. Employed by</b> (see list of codes)		
(See list of codes)	Code	D2406197800264			Code 1		
					<b>13. Employed as</b> (see list of codes)		
					Code 4		
<b>14. Number of years of teaching experience ...10..... years</b>		<b>22. Main (Home) language</b> (see list of codes at the top of the back of this form)		Code 61			
<b>15. Number of years of non-teaching experience...0... years</b>		Code					
<b>17. Rank and post occupied</b> Actual rank and acting capacity: see codes		(a) Actual rank		(b) Acting Capacity (if any)			
		TEACHER		Code 113			
		Code					
		Code					
<b>18. Highest academic or vocational qualification</b> (see list codes)		GRADE 12				Code 3	
		Code					
<b>19. Highest professional or teaching qualification</b> (see list codes)		QUALIFICATIONS REQUIRING GRADE 12 TO ENTER – 3 OR 4YRS AFTER GR. 12				Code 4	
		Code					
<b>20. Indicate the subjects that you are qualified to teach</b>		Major: OTJIHERERO AND ENGLISH			Minor: SOCIAL SCINCE		
<b>21. Phase qualified to teach</b> (Please tick 1 cell only)		N/A <input type="checkbox"/>	PP <input type="checkbox"/>	JP <input type="checkbox"/>	SP <input type="checkbox"/>	JS <input type="checkbox"/>	
		SS <input checked="" type="checkbox"/>					
<b>22. Life Skills-based HIV and Sexuality Education training received</b>		<b>23. HIV &amp; AIDS training received</b>		<b>25. Counseling Training</b>		<b>26. Computer Skills</b> (0 – none, 3 – advanced)	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>		YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>		YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>		0   1   2 <input checked="" type="checkbox"/>   3	
		YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>					
<b>27. Do you have any form of DISABILITY</b>		YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>					

**28. Subjects taught:** Enter all subjects taught this year in the first column and get the codes from the list of codes on the back of this form. Junior primary class MUST be indicated as such. Also indicate the total number of lessons taught per subject per grade. Under 'Qualification in Subject' tick the most appropriate (only 1 block) block to indicate your qualifications in each specific subject.

Subject Taught		Grades Taught and Number of lessons per subject per grade						Qualifications in Subject			
Subject Name	Code	G R 8	G R 9	G R 10	G R 11	G R 12	G R	below Gd12	Gd 12	1 or 2 years after Gd 12	3 years plus after Gd 12
OTJIHERERO 1 <sup>ST</sup> L.	4356	6	6					(1)	(2)	(3)	√ (4)
ENGLISH 2 <sup>ND</sup> L.	3776				9	9		(1)	(2)	(3)	√ (4)
								(1)	(2)	(3)	(4)
								(1)	(2)	(3)	(4)
								(1)	(2)	(3)	(4)
								(1)	(2)	(3)	(4)
<b>Verified by Principal</b>											

**NB:** For the sake of clarity and data cleaning, please provide your contact number: 0812828282

• Original: to be returned to Head Office

2nd Copy: To Circuit/Region

3rd Copy remains at School

## FORM E: PHYSICAL FACILITIES

### **Guidelines on completing form E**

1. Start by filling in the **School code** and **School name** on the appropriate spaces.
2. Indicate the number of different facilities available at school.
  - State the number of rooms for each facilities according to the type of building. **Note:** Buildings are distinguished by the main material of walls.
  - Building not belonging to the school are reported separately in the second-last column.
3. Indicate the number of outdoor spaces regularly used for teaching due to lack of classrooms.  
**NB: Do not count sport facilities.**
4. Record the number of individual lavatory units (seats, urinary spaces etc.).
5. Tick Yes or No to indicate whether or not the sanitary facilities are accessible by persons on wheelchair.
6. Check Yes or No box to indicate whether or not the listed basic services are available at the school.
7. Indicate the number of housing units of flats for teachers available at the school.

**NB: Do not count general government housing, unless officially allocated to your school.**

**See example of a completed form E on the next page:**

## E. PHYSICAL FACILITIES

### 1. NAME OF SCHOOL

School Code

8	6	8	0
---	---	---	---

EPAKO SECONDARY SCHOOL

Check the information for your school printed in the shaded blocks. Correction, due to errors or changes in the facilities at your school must be recorded in the adjoining unshaded blocks.

**PLEASE BE EXTRA CAREFUL WHEN FILLING THIS FORM. BE ACCURATE.**

### 2. NUMBERS OF DIFFERENT FACILITIES

- Check or state the number of rooms for each of the facilities according to the type of building. **Note:** the main material of walls distinguishes Buildings. Buildings not belonging to the school are reported separately in the second-last column. **Please read through the list before classifying the facilities at the school.**
- DO NOT COUNT ANY ROOM OR FACILITY MORE THAN ONCE.**

Code	Type of room or facility	Number of rooms of each kind of building structure				TOTAL	Tick if facility is accessible by wheelchair
		Permanent (Bricks, stone concret, etc.)	Prefabricated panels/classes	Traditional (Mud, poles, sticks, grass, corrugated iron, metal sheets, etc.)	Buildings not belonging to the school but used daily		
01	Class rooms	24	3	0	0	27	√
02	Laboratory (Science)	2	0	0	0	2	√
03	Computer Laboratory	2	0	0	0	2	
04	(Cookery/Kitchen)	0	0	0	0	0	
05	Workshop (prevocational)	0	0	0	0	0	
06	Rooms suitable for very small groups only	0	0	0	0	0	
07	Gymnasium / School Hall	1	0	0	0	1	
08	Library/Media/Center/Language	1	0	0	0	1	
09	Store room(s)	10	0	0	0	10	
10	Book Store	0	0	0	0	0	
11	Administration Block (Staffroom and Principal's)	1	0	0	0	1	√
12	Other administrative / general use facilities	0	0	0	0	0	
13	Strong room	1	0	0	0	1	
14	Garden or Agricultural Project	1	0	0	0	1	
<b>TOTAL</b>		<b>43</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>46</b>	

### OUTDOOR TEACHING SPACES

How many outdoor spaces are regularly used for teaching due to the lack (shortage) of class rooms?  
(DO NOT COUNT SPORTS FACILITIES)

	<b>0</b>
--	----------

4. SANITARY FACILITIES Check and record the number of INDIVIDUAL lavatory units (seats, urinal spaces, etc.).	Number of individual toilet units						Nearby community or town (indicate Yes or No)	
	Flush toilets		Urinals spaces		Other latrines e.g. pit latrines			
	Used	Not Used	Used	Not Used	Used	Not Used		
Male learners	6	2	2	0	0	0		
Female learners	8	0			0	0		
Staff	4	0	1	0	0	0		
<b>TOTAL</b>	<b>18</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>		
5. Are the sanitary facilities in use accessible by people (learners and staff) on wheelchair? Tick 'Yes' or 'No'.	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
6. BASIC SERVICES Check and correct (if necessary) the kinds of basic services available at the school or surrounding community, suburb or town	TYPE OF SERVICES							
	At School (tick the relevant box)							
	Water (piped, borehole, well)	Pipe <input checked="" type="checkbox"/>	Borehole <input type="checkbox"/>	Well <input type="checkbox"/>	None <input type="checkbox"/>			NO
	Electricity (mains, generator or solar)	Main <input checked="" type="checkbox"/>	generator <input type="checkbox"/>	Solar <input type="checkbox"/>	None <input type="checkbox"/>			NO
	Telephone (including cellphone, satellite or radio telephone)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>					NO
Internet connectivity (Wi-Fi, 3G, Cable)	Wi-Fi <input type="checkbox"/>	Cable <input type="checkbox"/>	None <input checked="" type="checkbox"/>			YES		
7. HOUSING FOR TEACHERS Check and correct (if necessary) the number of housing units or flats for teachers. DO NOT count general government housing unless it is allocated specifically to your school by government.	TYPE OF HOUSING	Separate house or part of a building used only for teachers		Accommodation in hostels		TOTAL		
	Family Units		6		0	6		
	Single quarters		0		4	4		

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2nd Copy: To Circuit/Region

3rd Copy: remains at School

**FORM F1: ETSIP INDICATORS**



**Guidelines on completing form F1**

**NB: Start by filling in the School code on the top right corner.**

1. Tick Yes or No to indicate whether or not your school have a functional School Board. If you tick Yes, proceed to answer subsequent questions also by ticking Yes or No.
2. Tick Yes or No to indicate whether or not your school have School Development Fund and what its uses are. Indicate the contribution per child in N\$ if applicable.

**NB: Do not record UPE or USE.**

**See example of a completed form F1 on the next page:**

# F1. School and Community

School Code 

8	6	8	0
---	---	---	---

Area	Your Responses				
<b>1. School Board</b>	Does the school have an operational School Board (SB)?	<b>Y</b>	√	<b>N</b>	
	If <i>Yes</i> , how often does your SB meet each year?				
	For which of the following does your SB have an oversight function? (Tick all those that apply)	Tick √			
	Approve School Development Plan	Yes	√	No	
	Set school Policy, Rules and Regulations	Yes	√	No	
	Decide on staff/teacher issues (appointment, promotion, termination, etc.)	Yes	√	No	
	Set and manage the School Development Fund	Yes	√	No	
	Improve/develop school infrastructure	Yes	√	No	
	Disciplinary issues (teachers and other staff)	Yes	√	No	
	Disciplinary issues (learners)	Yes	√	No	
	Improve school welfare (health, HIV&AIDS and feeding)	Yes	√	No	
	Communicate with parents and community	Yes	√	No	
	Other – please specify up to 3 main functions:				
	(1)				
(2)					
(3)					
<b>2. School Development Fund (Do not record the UPE Funds)</b>  <b>ONLY APPLICABLE TO PRIVATE SCHOOLS</b>	Does the school have School Development Fund (SDF)?	<b>Y</b>		<b>N</b>	√
	If <i>Yes</i> , what is the contribution per child per year?	<b>N\$</b>			
	What is the fund used for? (Tick all those that apply)	Tick √			
	To provide teaching/library materials	Yes	No		
	To provide textbooks	Yes	No		
	To pay for minor building projects	Yes	No		
	To maintain/refurbish school buildings	Yes	No		
	To pay for services (water, electricity, etc.)	Yes	No		
	To pay for extra teachers (their salaries)	Yes	No		
	To give bonuses (top-ups) to selected teachers	Yes	No		
	To employ support staff (their wages)	Yes	No		
	To run and maintain a school vehicle	Yes	No		
	To assists with teachers' rent payments	Yes	No		
	Other – please specify up to 3 main uses:				
	(1)				
(2)					
(3)					

### **Guidelines on completing form F3**

**Start by filling in the School code on the top right corner.**

- 1.** Record the number of Computer hardware and software in the appropriate boxes.
- 2.** For non-operational computers, indicate the reason why they are not working by ticking the appropriate box/es or specify other reason/s on the space provided.
- 3.** Indicate the what kind of support the school received from computer donors if applicable by ticking the appropriate box or by specifying other kinds of support if any.
- 4.** Indicate the **numbers** of other ICTs equipment available at school used for teaching and learning as well as for administration.

**NB: Indicate the number operational and Not operational (equipment) in each case where applicable.**

**See example of a completed form F3on the next page:**

### F3. Information and Communication Technology (ICT)

#### 1. Computer Hardware and Operating Systems

Working computers in school		Computers NOT working in school	Indicate no. of computers not working for these periods		How were these computers obtained ( <i>Working and not working</i> )?	Number
Operating system	Number	Number	1 – 3 months		Donated by NGO (e.g. School net, Peace Corps)	
a) Windows	23	20	4 – 6 months			Donated by private company
b) Linux			7 – 9 months		Bought by school (own funds)	23
c) Other Specify: ----LAPTOPS----	6		10 – more months	20	Provided by Government (Ministry)	20
<b>TOTAL</b>	<b>29</b>	<b>20</b>	<b>TOTAL</b>	<b>20</b>	<b>TOTAL</b>	<b>49</b>

#### 2. Please Tick reasons why these computers have not been operational for these periods.

Broken	√	No Electricity		No know-how		Others (specify below)	
--------	---	----------------	--	-------------	--	------------------------	--

#### 3. What kind of support has the school received from those who donated the computers?

Training	√	Technical support		Other (please specify below)	
----------	---	-------------------	--	------------------------------	--

#### 4. Other ICTs Equipment (indicate numbers)

Equipment	Teaching and Learning		Administration	
	Operational	Not operational	Operational	Not operational
Printers	1	1	2	0
Photocopiers	1	0	1	0
Typewriters				
Television Sets	1	0	0	0
Radio / Tape recorders	11	0	0	0
Classic Manual Braille machine				
Modern Braille machine	3	0	0	0
Embosser				
Book reader pen				
Camera ( Deaf Education)				
Audio Recorder	2	0	0	0
Talking calculators	3	0	0	0
Text-To-Speech equipment				
Enlarged print Screen reader				
Duplicating machines	1	0	0	0
Sewing machines				
Cookers/Stoves				
Science Kits				
Musical Instruments				
DVD				
Smart boards				
LCD /OH Projectors	3	0	0	0
White boards				
Projectors/beamers				
Fax machine	0	0	1	0
Others ( <i>specify below</i> )				

## **FORM G: NON-TEACHING STAFF PARTICULARS**

### **Guidelines on completing form F3**

**NB: Start by filling in the School code on the top right corner.**

1. Write down the particulars of all non-teaching staff members at the school according to the column headings indicated on the form.
2. The post codes are indicated at the bottom of the form.

**NB: Do not include hostel staff members here.**

**See example of a completed form G on the next page:**

**G. Non-teaching Staff Particulars (Do not include hostel staff)**

School Code

8	6	8	0
---	---	---	---

Code	Surname	Initials	Sex		Post code	Nationality	Paid by		ID Number/ DOB										Employee code														
			M	F			State	Non-state																									
	ANGULA	T	√		2 1 3	NAMIBIAN	√		7	7	0	4	0	2	1	0	8	7	9	A	0	2	0	4	1	9	7	7	0	0	3	6	1
	HERMAN	F.S	√		2 1 3	NAMIBIAN	√		7	3	0	7	2	6	0	0	7	8	9	H	0	7	2	6	1	9	7	3	0	0	0	6	6
	STEPHEN	S		√	2 1 3	NAMIBIAN	√		8	8	1	2	2	2	0	0	3	0	3	S	2	2	1	2	1	9	8	8	0	0	3	7	4
	OSCAR	F	√		2 0 1	NAMIBIAN	√		6	8	1	0	2	4	0	0	6	7	7	O	2	4	1	0	1	9	6	8	0	0	2	5	4
	NORMAN	V		√	2 0 1	NAMIBIAN	√		8	9	0	7	0	4	0	0	1	1	9	N	0	4	0	7	1	9	8	9	0	0	1	2	2

<b>Post Code:</b>							
201	School Secretary (Full time)	203	School Secretary (10 hours per week)	212	Caretaker	299	Other non-teaching post
202	School Secretary (25 hours per week)	211	Leader Cleaner	213	Cleaner		

## FORM H1: HOSTEL INFORMATION

### **Guidelines on completing form H1**

**NB: Start by filling in the Hostel code on the top right corner.**

1. Write the Hostel name.
2. Write down the Hostel Superintendent's name.
3. Write down the telephone number and fax number of the Hostel if different from that of the school.
4. Indicate whether the hostel is a **state** or **private** hostel by ticking in the appropriate box.
- 5.
6. Tick to indicate the Classification of hostel (A, B, C, D or E)- **NB: Not applicable to private hostels.**
7. Mark Yes or No to indicate whether or not the hostel has a kitchen to provide meals to borders.
8. Mark Yes or No to indicate whether or not the hostel has laundry.
9. Answer sub-questions 1-4 as they apply to hostels with laundry.
10. Indicate the hostel capacity (No. of boys, No. of girls and the total).
11. Indicate the actual current hostel occupation (No. of boys, No. of girls and the total).
12. Indicate the number of blocks and rooms occupied (boys and girls separate).
13. Indicate the number of rooms and blocks empty & reason(s) (Attach separate page for reasons).
14. Complete details for hostel fees collection as required (**only for GRN hostels**).

**NB: The Principal must verify and sign on the space provided on the form to certify all information correct.**

**See example of a completed form on the next page:**

Hostel code

8	6	8	0
---	---	---	---

**H1. Hostel Information (Example)**

1. Name of Hostel	EPAKO SECONDARY SCHOOL		
2. Superintendent's name	MR. ADREAS SHIGWEDHA		
3. Telephone and fax numbers (if different from School)	Tel: 063 263457	Fax: 063 263458	
4. Is the hostel a state or private hostel? (private hostels are controlled by a non-government organization such as a church, farm, mine or other organization.)	Mark one: <input checked="" type="checkbox"/> State hostel <input type="checkbox"/> Private hostel		
6. Classification of hostel (A, B, C, D or E)- (Not applicable to private hostels)	Mark one A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/>		
7. Does the hostel have a kitchen providing meals to boarders?	Mark one <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
8. Does the hostel have a laundry?	Mark one <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
9. Those hostels with a laundry:	1. Is clothing washed? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
	2. Is linen washed? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
	3. Is washing done <input type="checkbox"/> by machine <input checked="" type="checkbox"/> by hand		
	4. If washing is done by hand, is it done by <input checked="" type="checkbox"/> Boarders? <input type="checkbox"/> Institute workers?		
10. What is the capacity of the hostel?	Boys	Girls	Total
	250	250	500
11. Indicate the current occupation	Boys	Girls	Total
	230	250	480
12. Number of rooms and blocks occupied	Boys		Blocks
	Rooms	22	3
	Girls	25	3
13. Number of rooms and blocks empty & reason(s) (Attach separate page for reason)	Boys		Blocks
	Rooms	3	0
	Girls	0	0
<i>The information stated in this questionnaire is certified as correct.</i>			
Superintendent : -----	A. Shigwedha-----	-----24 November 2020-----	<b>Date Stamp</b>
	<i>Signature</i>	<i>date</i>	
Principal : -----	V. Ashipala-----	-----24 November 2020-----	
	<i>Signature</i>	<i>date</i>	

**14. Collection of hostel fees. (only for GRN hostels)**

1. Number of boarders granted 20% or less discount
2. Number of boarders granted more than 20% discount.
3. Number of boarders granted total exemption

0
0
25

**FORM H2: HOSTEL INFORMATION**



Number of boarders living in the hostel:

**Guidelines on completing form H2**

**15.** As shown in the example on the next page:

- List the number of hostel **boarders** living in the hostel according to the school and grade they are in.
- The school(s)'s name(s) are stated in the first column of the table on this page, for each school, list the grades boarders are in under “**grade**”.
- State the number of male and female boarders and the total in the last three columns as indicated. Add the numbers of boarders in the last line to indicate the total. Leave the second column (“**School code**”) open.

**See example of a completed form H2 on the next page:**

**H2. Hostel Information**

**15. Number of boarders living in the hostel**

The number of **boarders** living in the hostel must be listed according to the school and grade they are in.

The school(s)'s name(s) are stated in the first column of the table on this page for each school, list the grades boarders are in under "grade". State the number of male and female boarders and the total in the last three columns as indicated. Add the numbers of boarders in the last line. Leave the second column ("School code") open.

**Example:**

Number of boarders living in the hostel:

Name of school attended by boarders	School code	grade	Number of boarders		
			Male	Females	Total
<i>ST. John's Primary School</i>	7999	<i>Gd 4</i>	1	2	3
		<i>Gd 5</i>	7	8	15
		<i>Gd 6</i>	15	12	27
		<i>Gd 8</i>	20	19	39
<i>James's Secondary School</i>	8999	<i>Gd 8</i>	15	30	45
		<i>Gd 9</i>	17	28	45
<b>TOTAL</b>			<b>75</b>	<b>99</b>	<b>184</b>

**Number of boarders living in the hostel:**

Name(s) of school(s) attended by boarders	School code	Grade	Number of boarders		
			Males	Females	Total
EPAKO SECONDARY SCHOOL	8086	Gd 8	25	30	55
		Gd 9	25	25	50
		Gd 10	50	55	105
		Gd 11	65	70	135
		Gd 12	65	70	135
<b>TOTAL</b>			230	250	480

**FORM H3: HOSTEL INFORMATION**

**Guidelines on completing form H3**

16. As shown in the example on the next page:

### **H3. Hostel Information**

#### **16. Number of hostel staff and numbers of dependents and non-essential boarders living in hostel**

The number of all hostel staff whether living in the hostel or not must be reported in the three columns under “Number of staff WORKING in hostel”. This includes staff on leave and if applicable, relief staff. Full particulars of each staff member are to be reported.

The numbers of hostel staff of each post level and their dependents (spouses and children), **living** in the hostel must be reported in the four columns under “Number of staff and dependents LIVING in hostel”.

**Other: Non-essential boarders** are people, such as teachers, living in the hostel, but **not** working there and **not** being dependents of hostel staff members already reported elsewhere in the table.

Post		Number of staff WORKING in hostel			Number of staff and dependents LIVING in hostel			
		Males	Females	TOTAL	Hostel staff living in hostel (or other staff 399)	Dependents living in hostel		TOTAL living in hostel
						Spouses	Children	
301	Superintendent	1	0	1	1	1	2	4
303	Supervisor	3	3	6	3	0	2	5
304	Chief Hostel Matron	1	1	2	2	1	2	5
305	Catering Matron	4	6	10	0	0	0	0
306	House Hold Matron							
307	Child Care Matron							
308	Senior Institution Worker	1	0	1	0	0	0	0
309	General Institution Worker	2	2	4	0	0	0	0
310	Laundry Institution Worker							
399	Other Hostel staff (specify)							
<b>TOTAL</b>		<b>12</b>	<b>12</b>	<b>24</b>	<b>6</b>	<b>2</b>	<b>6</b>	<b>14</b>

### 17. Staff particulars

Particulars of all staff members, including staff on leave and relief staff, are reported in table 17. The number of staff listed must agree with the numbers reported as “working in hostel” in Table 16 above.

The “post presently held” and “appointment” must be indicated by codes from the tables below. Mark the staff member’s sex (male or female) and indicate whether or not the staff member is on the state’s payroll under “paid by”.

#### CODES

##### Post presently held

- 301 Superintendent
- 303 Supervisor
- 304 Chief Hostel Matron
- 305 Catering Matron
- 306 Household Matron
- 307 Child Care Matron
- 308 Senior Institution Worker
- 309 General Institution Worker
- 310 Laundry Institution Worker
- 399 Other Hostel staff

##### Appointment

- 1 Permanent
- 2 On probation
- 5 Relief Staff

**If no appropriate code appears in these tables, indicate the post and / or appointment in the margin and leave the space for the code open.**

## FORM H4: HOSTEL INFORMATION

### 18. Names and details of hostel staff

#### Guidelines on completing form H4

### 18. Staff particulars





21	Afrikaans	31	Rugciriku	35	Rumanyo	59	Other Oshiwambo	91	Sign Language
22	English	32	Rukwangali	41	Khoekhoegowab	61	Otjiherero	99	Other Languages

**CODES FOR CLASS TEACHING**

1000	Pre-Primary class teaching	1103	Grade 3 class teaching	1107	Grade 7 class teaching
1101	Grade 1 class teaching	1104	Grade 4 class teaching	1401	Special class teaching
1102	Grade 2 class teaching	1105	Grade 5 class teaching	7163	Class teaching for Handicapped learners
		1106	Grade 6 class teaching		

**CODES FOR SUBJECT TEACHING**

2009	Accounting Grade 8 – 12	4009	Fitting and Turning, Gd. 8-12	4795	Oshikwanyama 1 <sup>st</sup> Language, Gd.1-12
2114	Afrikaans 1st or home Language, 1-12	4159	French Foreign Language, Gd. 8-12	5598	Oshindonga, 1 <sup>st</sup> Language Gd.1-12
2120	Afrikaans 2nd Language, 1-12	4231	General Science, Gd. 4-7	4357	Otjiherero, 1 <sup>st</sup> Language Gd. 1-12
2133	Agriculture Science, Grade 8 - 12	4234	Geography, Gd.8-12	5889	Panel Beating and Spray Painting, Gd.8-12
6891	Arts, Grade 1-11	4258	German 1 <sup>st</sup> Language, Gd. 1-12	5955	Performing Art, Gd.8-10
2409	Arts and Design, Gd. 10-12	4261	German Foreign Language 8-12	6094	Physical Education, Gd.1-11
2410	Arts in Culture, Gd. 8-10	4285	Hairdressing, Gd. 8-12	6095	Physical Ed. and Health Awareness, PP-7
2427	Art of Entertainment, Gd. 8-12	4297	Handwriting, Gd. 1-4	4211	Portuguese Foreign Language
2532	Basic Techniques	4298	Health and Social Care	6130	Physical Science/Physics and Chemistry, Gd.8-12
2567	Biology, Gd. 10-12	4375	History, Gd. 8-12	6253	Plumbing and Pipe Fitting Gd.8-12
2639	Bricklaying and Plastering, Gd.8-12	4436	Home Ecology, Gd.5-7	2914	Reading
2615	Building Studies 10-11	4438	Home Economics, Gd.8-11	6800	Religious Education, Gd.1-7
2729	Business Economics, Gd. 10-12	4439	Hospitality Gr. 8-11	2544	Religious and Moral Education, Gd.4-9
2764	Business Studies, Gd.10-12	2524	Information and Communication Gd. 4-12	6803	Remedial Teaching, Gd.1-12
2822	Catering, Gd. 8-12	4697	Integrated Performing Arts, Gd.8-11	4213	Rumanyo, 1 <sup>st</sup> Language, Gd. 1-12
3024	Combined Science / Co-ordinated Science, Gd. 10-12	4785	Ju/'hoasi, Gd.1-3	4792	Rukwangali, 1 <sup>st</sup> Language, Gd.1-12
3050	Communication & Deportment, Gd. 8-12	4784	Keyboard and Word processing, Gd.8-10	6874	Salon Science, Gd. 8-12
3146	Computer Literacy, Gd. 4-12	5575	Khoekhoegowab 1 <sup>st</sup> Language, Gd.1-12	7609	Setswana, 1 <sup>st</sup> Language, Gd. 1-12
3153	Computer Science, Gd. 12	4913	Life Science, Gd. 8-9	6994	Namibian Sign Language
3173	Computer Studies, Gd. 8-11	4914	Life Skills, Gd. 4-12	4960	Silozi 1 <sup>st</sup> Language, Gd.1-12
3292	Craft and Technology, Gd. 3-7	3373	Literature (English), Gd. 10-12	1401	Special Education
3375	Design and Technology, Gd. 5-12	4259	Literature (German), Gd. 10-12	7163	Specialized Education / Handicapped
3378	Development Studies, Gd. 10-11	5134	Mathematics, Gd. 1-12	7096	Social Studies, Gd. 4-7
3503	Economics, Gd. 10-12	5345	Metalwork and Welding, Gd. 10-11	7390	Technical Drawing Gd.8-9
3524	Educare, Gd. 10-12	5449	Motor Body Repairing, Gd.8-12	7396	Technical Theory and Practice, Gd.8-12
3582	Electricity, Gd. 8-12	5503	Motor Mechanics, Gd. 10-11	7426	Television and Radiotricianwork, Gd. 10-12
3626	Electronics, Gd. 8-12	6892	Music/School Music (Non-Prom), Gd1-12	5170	Thimbukushu, 1 <sup>st</sup> Language, Gd.1-12
3666	Elementary Agriculture, Gd. 5-7	5554	Music (Promotion Subject), Gd. 8-12	7610	Typing/Typing and Office Admin. Gd.8-12
3743	Engineering Science, Gd. 10-12	5584	Natural Economy	7751	Visual Art, Gd. 8-9
3770	English 1st language, Gd.1-12	5585	Natural Science and Health Educ., Gd. 4-7	7901	Woodwork, Gd.8-11
3776	English 2nd Language Gd. 1-12	5605	Needlework and Clothing, Gd.8-12	9999	Teacher on study leave for more than 3 months
2746	Entrepreneurship, Gd. 8-12	5602	Needlework (Basic Techniques), Gd. 7	1111	Teacher has no teaching load
3806	Environmental Studies, Gd. 1-3	5713	Office Practice, Gd.8-11		
3859	Fashion and Fabrics, Gd. 8-11	5701	Office Administration and Keyboard application Gd. 8-12		<b>In all other cases, state the subject and leave the code blank.</b>

**CODES FOR TEACHERS PARTICULARS – FORM D**

4. IDENTIFICATION – TYPE OF DOCUMENT		17. RANK & POST OCCUPIED		18. PROFESSIONAL QUALIFICATION	
Code	Document Type	Code	Post	Code	Category/Description
1.	Namibian Identification Number	26	TE (Grade 9)	107	Principal: PS or JSS
		27	TF (Grade 8)	108	Principal: Secondary
2.	Namibian passport number	28	HOD (Grade 6)		Master Teacher I
3.	Foreign passport number	29	Principal (Grade 5)	111	Deputy Principal
4.	Other identification/document number	31	Not Known	112	Head of Department
				113	Teacher
				121	Pre-Primary Teacher
8. MARITAL STATUS		12. EMPLOYED BY		18. ACADEMIC QUALIFICATION	
Code	Status	Code	Organisation	Code	Category/Description
1.	Single	1	Government	1	Grade 9 or lower
2.	Married	2	Non-Government	2	Grade 10 or 11
10. SALARY BAND AND GRADE		13. EMPLOYED AS		3	Grade 12
Code	Band and Grade	Code	Post	4	Studies requiring Gr.12 to enter 1 or 2 years after Gr.12
20	TA (Grade 13)	1	Relief Teacher	5	Post-graduate teacher diploma
21	TB (Grade 12)	2	Community Teacher	6	Post-graduate degree
23	TC (Grade 11)	3	Volunteer Teacher		
24	TD (Grade 10)	4.	Permanent Teacher		

**DISABILITY CATEGORIES DESCRIPTIONS**

Vision	Hearing	Communication	Learning	Remembering & focusing attention	Controlling Behaviours	Accepting changes to routine	Self-care	Physical Disability	Albinism	Epilepsy	Autism Spectrum Disorder (ASD)	Down Syndrome
Learners with difficulty seeing, even if wearing glasses or contact lenses	Learners with difficulty hearing sounds like people's voices or music, even if using a hearing aid	Using his/her usual language, does a learner have difficulty communicating, for example understanding or being understood by others)?	Compared with children of the same age, does learner have difficulty learning content, reading & writing?	Compared with children of the same age, does learner have difficulty remembering things or content?  Does (name) have difficulty focusing on an activity that he/she enjoys doing	Learners with difficulty in: controlling behaviour, handling frustrations/pressure	Learners with difficulty in: accepting changes in her/his routine/interact socially with other peers	Learner have difficulty in self-care such as feeding, going to the toilet, washing all over or dressing him/herself	Learner have difficulty in Gross Motor and fine Skills: Walking, running, jumping, hopping, swimming, balancing, throwing, pushing, pulling, kicking, skipping scribbling, drawing, writing, cutting	learners with Albinism	Epileptic learners	Learners with Autism Spectrum Disorder	Learners with Down Syndrome

REGION	CODE	NAME	REGION	CODE	NAME
KHARAS (11)	1101	Gariep	<b>OMAHEKE (19)</b>	1901	Circuit 1
	1102	Kalahari		1902	Ongombe
	1103	Namib	<b>OMUSATI (20)</b>	2001	Anamulenge
<b>ERONGO (12)</b>	1201	Omaruru		2002	Elim
	1202	Omatjete		2003	Etayi
	1203	Swakopmund		2004	Ogongo
	1204	Walvis Bay		2005	Okahao
<b>HARDAP (13)</b>	1301	Auob		2006	Okalongo
	1302	Naukluft		2007	Onesi
	1303	Oanob		2008	Otamanzi
<b>KAVANGO EAST (14)</b>	1401	Mukwe		2009	Outapi
	1402	Ndiyona		2010	Tsandi
	1403	Rundu		2011	Oshikuku
	1404	Shambyu		2012	Ruacana
	1405	Shinyungwe	<b>OSHANA (21)</b>	2101	Eheke
	1406	Kambimba		2102	Oluno
<b>KAVANGO WEST (15)</b>	1501	Bunya		2103	Ompundja
	1502	Kandjimi		2104	Onamutai
	1503	Mpungu		2105	Oshakati
	1504	Ncamagoro	<b>OSHIKOTO (22)</b>	2201	Omuthiya
	1505	Ncuncuni		2202	Onankali
	1506	Nzinze		2203	Onathinge
	1507	Katjinakatji		2204	Onkumbula
<b>KHOMAS (16)</b>	1601	Circuit 1		2205	Onyaanya
	1602	Circuit 2		2206	Onyuulaye
	1603	Circuit 3		2207	Oshigambo
	1604	Circuit 4		2208	Oshivelo
<b>KUNENE (17)</b>	1703	Opuwo	<b>OTJOZONDJUPA (23)</b>	2301	Grootfontein
	1704	Outjo		2302	Okahandja
	1705	Epupa		2303	Otjiwarongo
<b>OHANGWENA (18)</b>	1801	Eenhana	<b>ZAMBEZI (24)</b>	2401	Bukalo
	1802	Endola		2402	Chinchimane
	1803	Enyana		2403	Katima
	1804	Epembe		2404	Ngoma
	1805	Ohakafiya		2405	Sibbinda
	1806	Ohangwena			
	1807	Okongo			
	1808	Ondobe			
	1809	Ongha			
	1810	Oshikunde			
	1811	Otunganga			

**REGIONS, CIRCUIT CODES AND NAMES**



## COMPILING, PACKING AEC FORMS AND BOOKLETS

**NB: WE ADVISE THAT THERE SHOULD ALWAYS BE A SECOND CHECK TO ENSURE THAT INFORMATION PROVIDED IS ACCURATE.**

**Step 1: Principal Collects all Forms from Class teachers (C) and Individual teachers (D) Forms**

**Step 2: Principal compiles the B form with information obtained from individual C forms.**

**Step 3: Please check that the information given is correct to the best of your knowledge then pack all C forms in order as follow:**

- a) **Lowest Grade and Class group, e.g. Pre-Primary A, then B, then C, etc.**
- b) **Pack C1+C2 for Pre-Primary A with its C3+C4, and then repeat it for all other grades in that order. DO NOT PACK All C1+C2, then C3+C4**
- c) **Ensure that all C forms are available, then group them from lowest to highest**

**Step 4: Count all FORM D (Pink) and ensure that all teachers have submitted.**

- a) **Check this against your payroll sheet and Teachers Registers.**
- b) **Validate Form B and check if the number of Male and Female Teachers tally and the number of forms are actually same as number of Form B.**
- c) **ALL TEACHERS: present at school for that day, absent but still employed at school, on sick, study or maternity leave, volunteers and relief teachers must fill these forms.**

**Step 5: Double check that Information of FORM E is absolutely correct.**

- a) **Separate the perforated form and pack the forms according to instruction. The original goes to Head Office, second copy to Regional Office and 3<sup>rd</sup> copy remains at school.**

**Step 6: Double check the correctness of the information on Form F with particular attention on item 4 (Other ICT equipment).**

**Step 7: Double check the correctness of the information on Form G and ensure that the number tallies with the number on Form B.**

**STEP 8: For schools with Hostels, ensure that the Hostel Forms are fully completed**

- a) **Check that all schools catered for by this hostel(s) are included**
- b) **Verify that all staff members working at the hostels are recorded**

**Step 9: Tie all forms together in ALPHA-NUMERICAL ORDER, bind them all in the BLUE COVERS and check that all 3 copies contain all the forms and are identical.**

**Step 10: Sign the DECLARATION FORM and Despatch the booklets to INSPECTOR OF EDUCATION responsible for your Circuit.**

**It is very important that the Circuit Offices do proper check to ensure that the booklets are complete and with no ERRORS.**

**Here are what we expect to be done by each CIRCUIT.**

1. Once the school submit the booklets, Circuit Staff must check that ALL three (3) copies are identical, i.e. information there in is similar.
2. Count if all pages or forms that are to be in the booklets are in.
  - a. FORM A – is completed and the Principals has signed it
  - b. Form B correspond with all other forms, e.g. if principal indicate that there are 10 Male and 5 Female teachers, see to it that there are 15 PINK FORMS (FORM D) and that the Sex of teachers correspond. **IF INFORMATION IS NOT CORRESPONDING, RECALL THE PRINCIPAL TO RECTIFY.**
  - c. If FORM B1. 2 indicate total number of classgroups at the school, please count that each of the classgroups is in and has Form C1 and C3 with it. **IF ANY OF THESE IS MISSING, PLEASE RECALL THE PRINCIPAL TO SUBMIT ALL FORMS.**
3. Check that all forms from A – G and in case of hostel schools to H are all submitted and packed in ALPHA-NUMERICAL.
4. ONCE THE INSPECTORATE HAS DONE THIS, THE INSPECTOR MUST THEN SIGN THE BOOKLETS TO INDICATE THAT IT IS CHECKED.
5. **VERY IMPORTANT, FOR FORM A, D AND E, THE TOP MOST FORM MUST BE SENT TO HEAD OFFICE AND THE THIRD ONE REMAINS AT SCHOOL.**

