



# Edu Circles Kit



for Adult  
Stakeholders  
in Education  
in Namibia



**Ministry of Education, Arts and Culture**  
**REPUBLIC OF NAMIBIA**  
2019

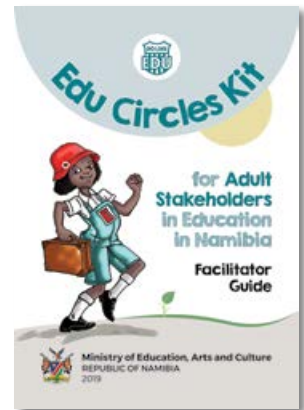
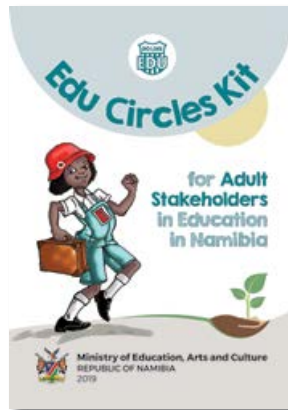
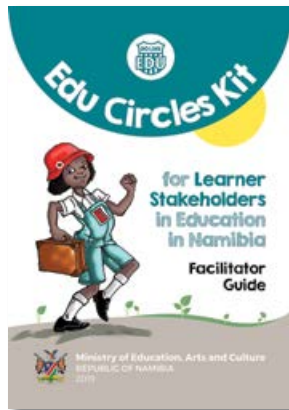
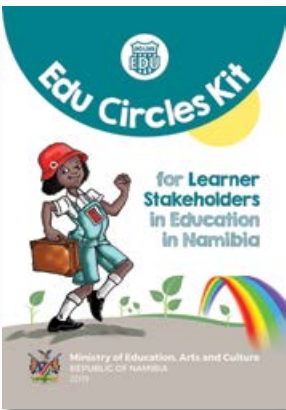


REPUBLIC OF NAMIBIA  
**Ministry of Education, Arts and Culture**  
 2019

# Edu Circles Kit

## for Adult Stakeholders in Education in Namibia

There are 4 SEPARATE TOOLKITS for Edu Circles: 2 for Facilitators, 1 for Learners, 1 for Stakeholders



Digital versions (PDFs) are available on the websites of the MoEAC and UNICEF Namibia: [www.moe.gov.na](http://www.moe.gov.na) and [www.unicef.org/namibia](http://www.unicef.org/namibia)

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# PREAMBLE:

## Understanding learner agency in our schools

If we want our learners to care and look out for each other and to find solutions to the issues they face in school, we need them to have *agency*. This means that learners have to have confidence in themselves and in their own ideas, and have to know that they can rely on the support of others – their friends, their teachers, their parents and leadership – in solving the problems they face.

To make the connections they need with their wider community, young people involved in Edu Circles must be encouraged to participate in social and political activities, and thereby find a voice to speak to strangers and in spaces outside their familiar circles. That's not easy for learners, as authority figures can be intimidating, and cultural norms may inhibit open discussion between generations, especially with people in authority.

To foster networks, we need to nurture young people's confidence and self-assurance. We need to build their trust that others will respond appropriately to their requests, but we also need to give them the emotional resilience they need when faced with people who will not listen or who block or obstruct them.

We will find that while learners may need our support initially, being of service to others is a virtuous circle: when young people help their peers, this has the direct benefit of improving their own self-esteem. In other words, once we set the ball rolling, service builds confidence and confidence builds service. Being involved in an Edu Circle can be its own motivation.

In Namibia and around the world, there is a lot of proof of the following:

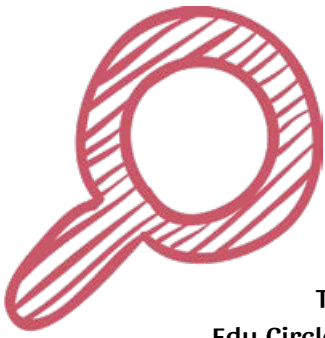
- Learner agency is a key feature of high-performing schools.
- When learners feel respected and included in key decisions, they work harder and are more committed, in turn making the jobs of the teachers and principal much easier.
- Learner engagement promotes learners' critical thinking and builds good decision-making skills which are useful throughout life.

Learners are an importance resource who can contribute significantly to school development if given the chance.



Quality Education: Our shared responsibility!

<b>Edu</b>	An animated learner character who speaks to learners and encourages them to do things that will make them happy, healthy and perform well in school.
<b>Barriers to learning</b>	Things that stand in the way of a child being able to learn effectively, such as bullying, corporal punishment, poverty, drugs, alcohol, lack of a library.
<b>Brainstorming</b>	A group discussion on ideas and issues, aimed at producing results.
<b>Bi-election</b>	An election to fill an Edu Circle position that becomes vacant due to the departure of a member during a term of office.
<b>Candidate</b>	A learner seeking election onto the Edu Circle.
<b>Charities</b>	Organisations set up to help people in need without making any profit.
<b>Charter</b>	A document drawn up by the school to guide the establishment and operation of its Edu Circle. It is collectively signed, owned and observed by all stakeholders at the school, and all of them have access to it. It must be displayed in public spaces in the school, and can be made available to individual stakeholders upon request and where convenient.
<b>Community dialogue</b>	Interactive engagement and communication between an Edu Circle and members of the community to jointly find solutions to challenges facing the school.
<b>Mentor</b>	A teacher at the school who guides the Edu Circle and coordinates its activities. This teacher is chosen by learners or by school management in consultation with learners.
<b>Mind map</b>	A diagram used to represent information. The central idea is placed in the middle and related ideas are joined to the central idea with arrows or lines. It is often the result of brainstorming.
<b>National standards and performance indicators</b>	Government standards that determine how schools should function.
<b>Problem Tree</b>	A graphic tree that stakeholders use to identify problems facing learners at the school. The main problems are written on the main branches and the consequences of those problems are written on connected twigs. Its direct opposite is the Solution Tree, on which proposed solutions to the problems are represented.
<b>Quorum/quorate</b>	The minimum number of office holders (normally 50%) who must be present for a meeting. If fewer than this number are present, the meeting cannot be held. For Edu Circles meetings, at least 50% of the members must attend. In other words, if more than half of the members do not turn up, the meeting cannot take place.
<b>Role model</b>	A person looked up to by others as a good example to be imitated.
<b>Stakeholder</b>	A person, organisation, community or other entity with an interest in the school's activities, examples being learners, teachers, parents, businesses, churches and NGOs.
<b>Social bond</b>	Strong ties and good relationships between and among stakeholders in the school.
<b>Social entrepreneurship</b>	The implementation of solutions to social problems facing learners in a school and community.



# Introduction

## The Kit

This kit is designed for the training of teachers who will be supporting an Edu Circle in their school, and for their use in working with their learners. It is also designed to be used to orientate adult members of the school community – the teachers, school managers, School Boards, parents and community members, as well as Regional Education Office officials – to the Edu Circle. Finally, it is designed as a resource pack for use by the educators in schools who train the learners who will be members of the school’s Edu Circle.

The **Edu Circles Kit for Learners who are Members of Edu Circles** – to be used also for training Learner Representative Council (LRC) members in schools which have an LRC – is similar to this “Kit for Stakeholders”, but is written in a way that is more accessible to learners. The “Kit for Learners” does not include some of the elements, referred to as “themes”, namely Themes 4, 6, 7 and 10, which focus on identifying a Mentor for the Edu Circle, training the Edu Circle members, administering the Edu Circle and monitoring the Edu Circle. The table below lists the themes and the stakeholders who should be trained on each theme.

THEME	WHO NEEDS TRAINING ON THIS THEME?					
	Everyone	Learner	Mentor	Teacher	Principal	MoEAC Official
1. What is an Edu Circle?	✓					
2. Setting up your school's Edu Circle	✓					
3. Conducting a stakeholder analysis: Who are the Edu Circle stakeholders in your school?		✓	✓	✓	✓	
4. Identifying an Edu Circle Teacher-Mentor in your school				✓	✓	✓
5. Conducting a school needs analysis		✓	✓	✓	✓	
6. Training Edu Circle members			✓	✓	✓	
7. (a) Guiding and administering your school's Edu Circle (b) taking Edu Circle issues through your school structures and processes		✓	✓	✓	✓	
8. Other facets of Social Accountability and School Governance, including interactive ICT platforms		✓	✓	✓	✓	✓
9. Monitoring Edu Circles			✓	✓	✓	✓

The Edu Circle Mentors should be trained on all 10 themes in this Kit. The Mentors are teachers who have volunteered to help set up an Edu Circle in their respective schools, and to train the Edu Circle members and then support the Edu Circle. Other users of this Kit may be trained on all or some of the themes, depending on the role that they will play and their interest in the programme. For instance, the regional officials need to know how the Edu Circle is set up and its functions, and they need to be fully trained in how to monitor their schools' Edu Circles.

The training methodology should be interactive, as detailed in this Kit for Stakeholders and the accompanying "Facilitator Guide".

## Background to Edu Circles

The Ministry of Education, Arts and Culture (MoEAC) is committed to learner involvement in the governance of schools. Learner agency in governance processes is part of the Social Accountability and School Governance (SASG) Programme. The SASG Programme is used by the MoEAC as a tool to operationalise the Ministry's National Standards and Performance Indicators in schools.

The broad aim of the SASG Programme is to increase meaningful parental, community and private sector engagement with schools, and thereby to improve accountability across the schools and communities for quality education. This engagement between schools and their broader community is designed to help the school communities and stakeholders in the broader community to acquire a better understanding of their roles, rights and responsibilities in relation to the education system and particularly the local schools, and so help to improve school management and accountability. The SASG Programme provides a broad contextual basis for understanding the specific challenges facing Namibia's education sector, and is the preferred modality for ensuring that the e-Learning/ m-Learning solution is built in, owned and managed with regard to the country's existing ecosystem, legal policies and technological realities. A key pillar of the SASG Programme is strengthening learners' capacity to meaningfully participate in the governance of the school that they attend. Through high-level engagement in school activities under the motto "Do Like Edu", learners are encouraged to develop agency, and are capacitated to effectively participate in the governance of their school.

Edu is an animated character designed to embody a happy, healthy and engaged learner who visits schools and encourages them to establish Edu Circles and promotes the "Do Like Edu" platform for learners to live happier lives and do better at school – see next page.

An Edu Circle is a group of learners who meet at least once every two weeks to discuss issues that may affect their ability to learn and participate in school. The learners are encouraged by Edu to do 10 things which Edu does, namely to dream, to think, to read, to listen, to speak, to care, to plant, to move, to clean and to play. In so doing, Edu helps learners to grow in confidence and to assume an active role in creating a healthier and happier school environment for themselves and others.

In the period 2014–2016, Edu Circles were piloted in two regions, namely Hardap and Ohangwena. Many lessons were learnt from that pilot, and this Kit is informed by that pilot.

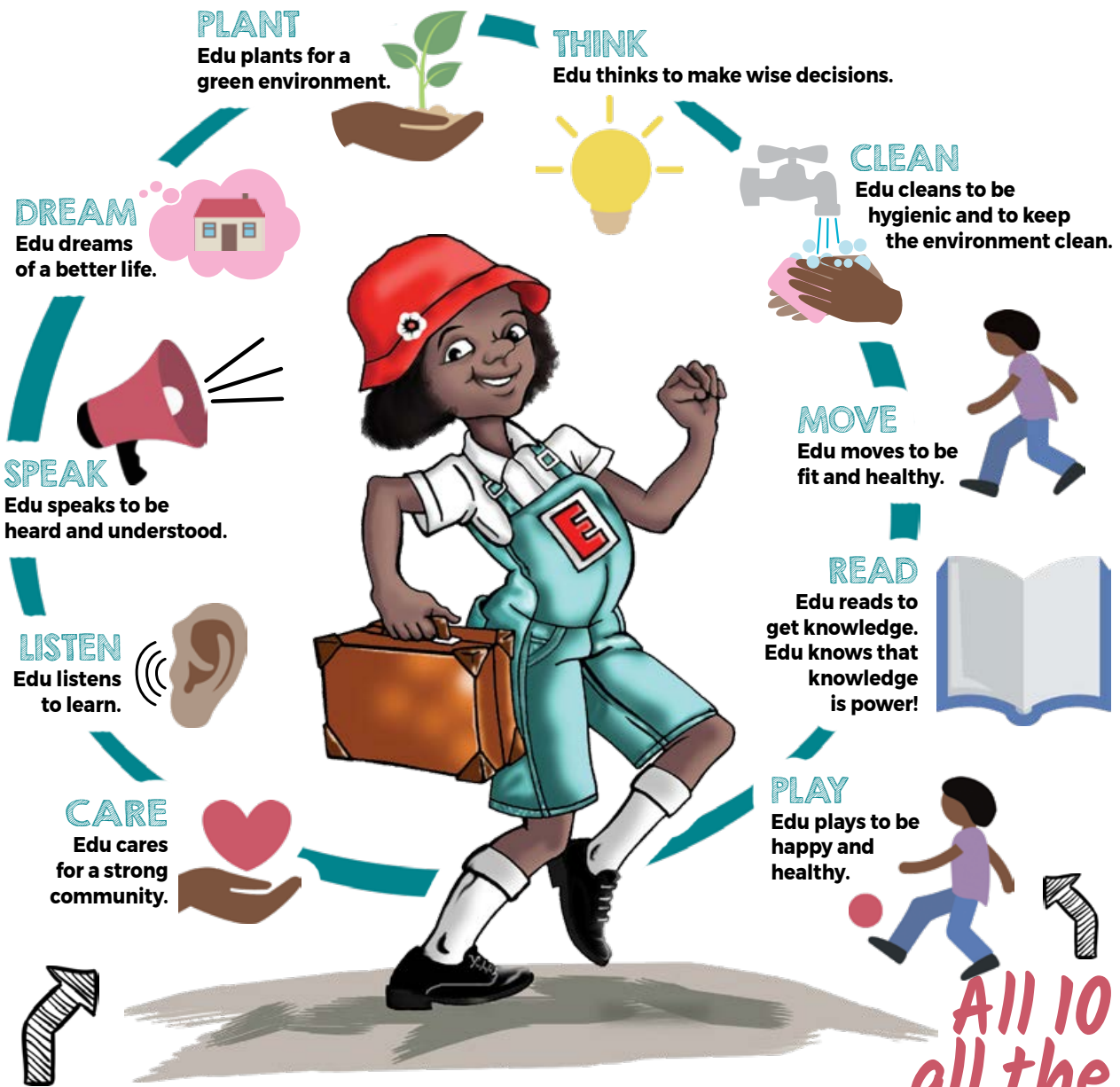


Join Edu in making Namibia's schools great!



Start  
Caring

Take  
10 steps



10 steps to success

All 10  
all the  
time

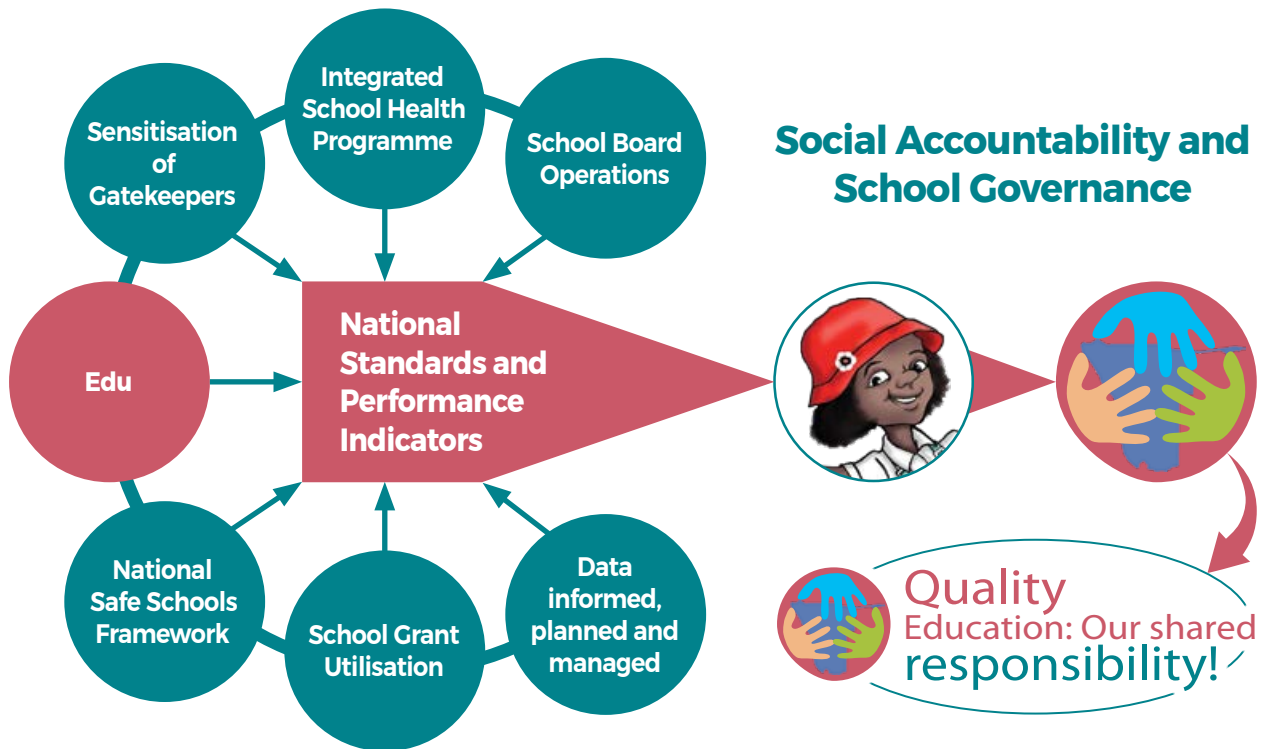




# What is an Edu Circle?

**H**ow does the Edu Circles Programme link in with the Government's Social Accountability and School Governance (SASG) Programme?

The diagram below helps to explain this link. As you can see, the Edu Circle is one of the many actions that form part of the SASG Programme and in turn support the National Standards and Performance Indicators, which are the standards that determine how schools should function.



## Now, what is an edu circle?

### An Edu Circle is ...

- a committee of learners which increases learner involvement in problem-solving, decision-making and, more broadly, in the governance and leadership of the school;
- elected by the learners as a true representation of the learner body in the school.

### The Circle aims to ...

- provide the learners with a platform for meaningful involvement in school decision-making processes; and
- empower learner-driven school improvement programmes.

### The Circle's objectives are to ...

- have empowered learners who are able to pro-actively improve their schools;
- strengthen social bonds and accountability to the benefit of the school and all learners; and
- eliminate social barriers that negatively impact on learners.

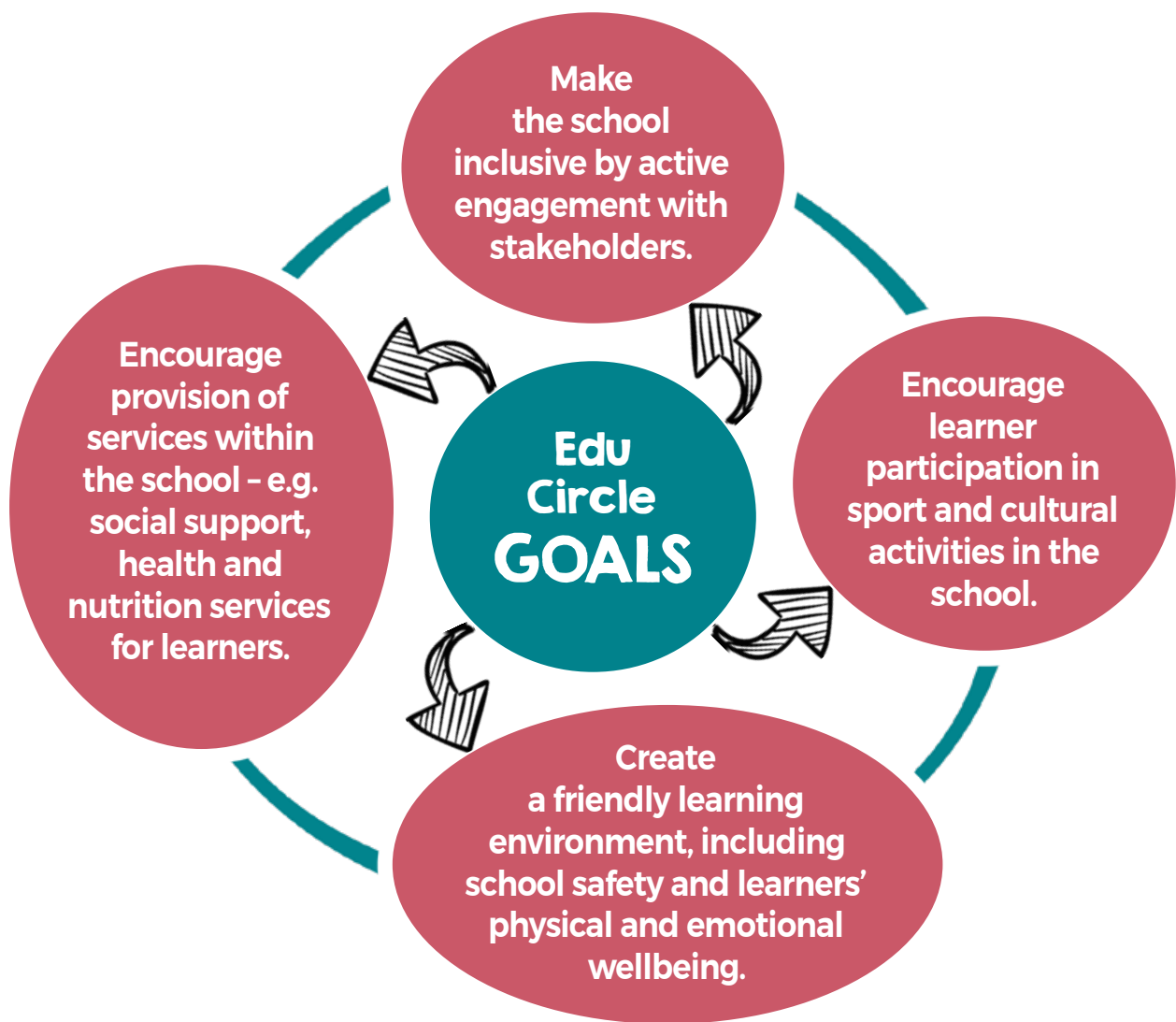
### What the Edu Circle is, and what it is not

#### The Edu Circle **IS**:

- a group of learners who are elected by and accountable to the learners in the school;
- a structure through which learners can find a voice in the school; and
- a way to solve a problem.

#### The Edu Circle **IS NOT**:

- in competition with the LRC, prefects or School Board - it supports and adds to the work of these structures; or
- a structure that can be used to upset the principal or teachers, or School Board or LRC.

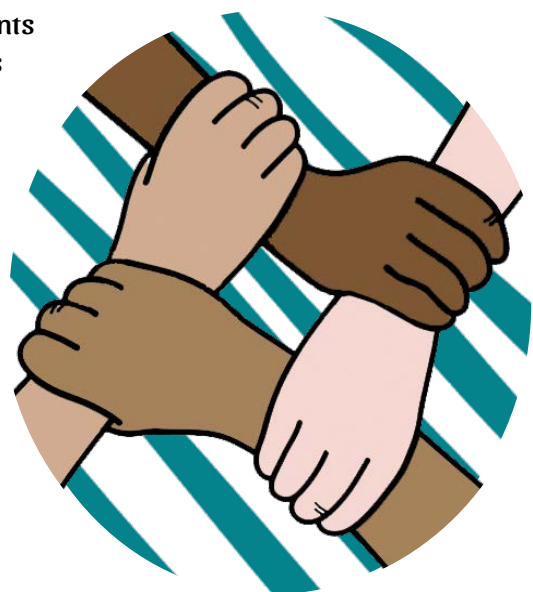


## Where does the Edu Circle fit within the system?

An Edu Circle is composed of learners, and thus represents one of the key stakeholders in the school. The learners are key to both the SASG Programme and the achievement of several National Standards and Performance Indicators for schools, including those related to:

- “curriculum and attainment (performance)”;
- “teaching and learning processes (quality)”;
- “personal and social development (leadership and responsibility)”;
- “the school as a social unit (livelihood)”.

The analysis of Edu Circle stakeholders and their roles and responsibilities are covered under **Theme 3**. Your school’s Edu Circle should not stand alone, but rather should link to the LRC (if the school has one) as well as the various clubs and other programmes in your school.

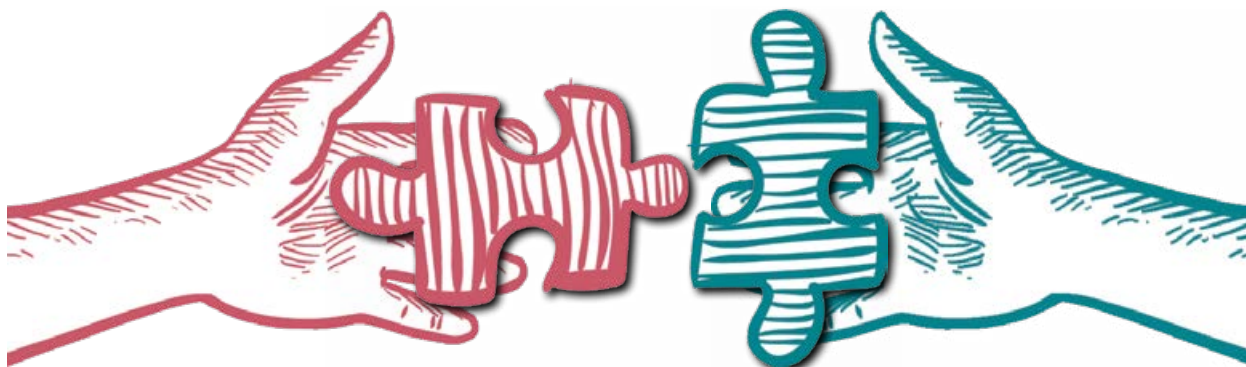


## What is the Role of the LRC in relation to Edu Circle?

The table below draws out the main differences between the ways that the LRC and the Edu Circle work (in a school where both exist). Whereas teachers and the principal influence who serves on the LRC, the Edu Circle members are elected ONLY by learners – not teachers or any other non-learners. LRCs have a more traditional role in the schools, including supporting teachers on issues of lateness and discipline. The way that the Edu Circle meets and the sorts of things it discusses, with a focus on removing barriers that learners face in school, means that it works differently to the LRC. Although some things that the two bodies may be the same, as you can see in the table below, they approach similar tasks in a somewhat different way. The LRC is focused mainly on maintaining order and discipline so that the school runs smoothly, while the Edu Circle is more interested in extending learner rights and increasing learner access to decision-making.

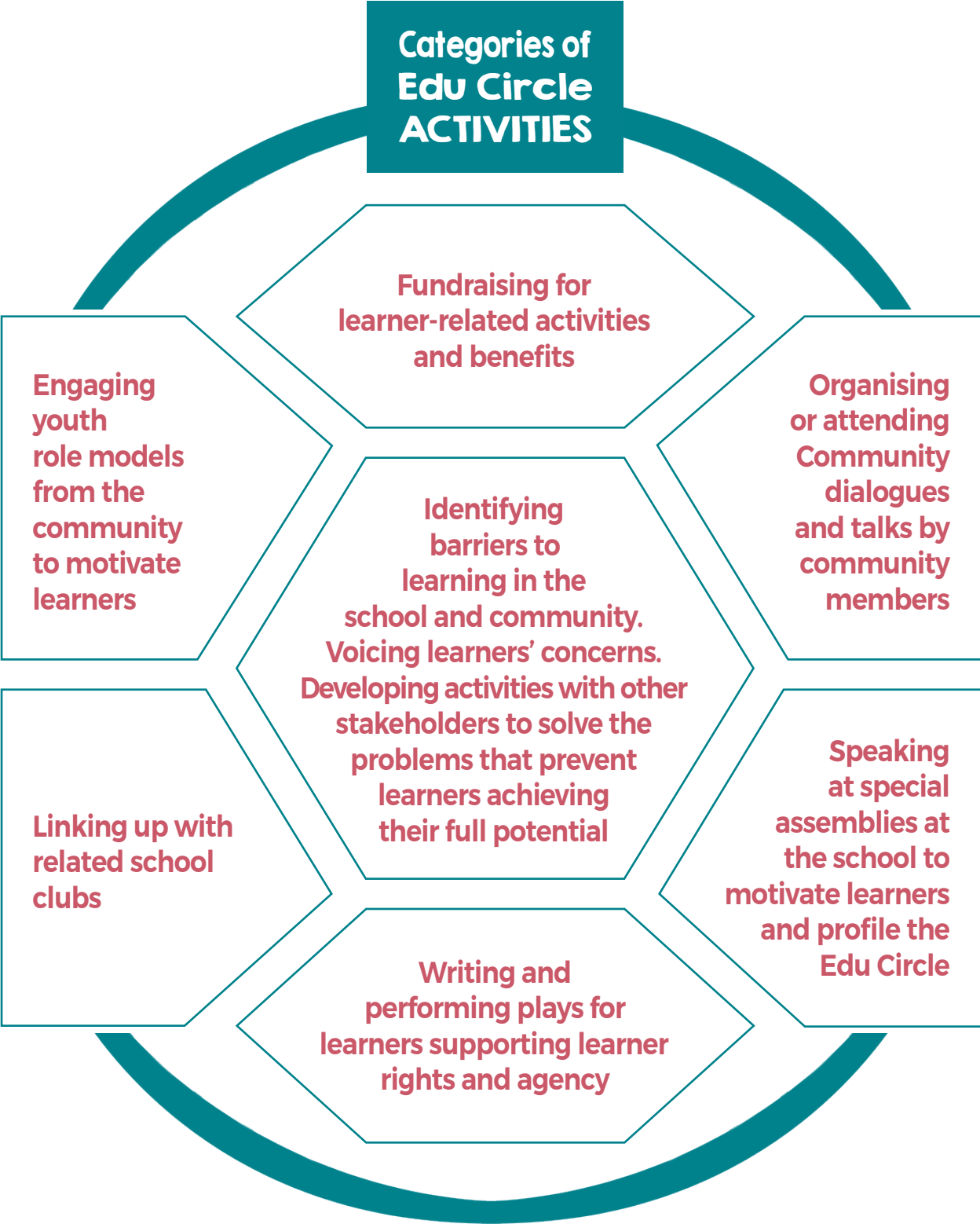
DIFFERENCES BETWEEN THE LRC AND THE EDU CIRCLE	
Role of LRC	Role of Edu Circle
<ul style="list-style-type: none"> <li>● Serve the best interest of both school and learners.</li> <li>● Be the bond between learners and school management.</li> <li>● Help enforce school rules.</li> <li>● Provide sport, cultural and social activities for learners.</li> <li>● Improve learners' health and welfare.</li> <li>● Perform tasks that the principal asks it to perform.</li> <li>● Establish and give tasks to sub-committees led by LRC members.</li> <li>● Improve and maintain the school environment and facilities.</li> <li>● Promote school-cleaning campaigns.</li> </ul>	<ul style="list-style-type: none"> <li>● Make sure that learners enjoy their rights.</li> <li>● "Do Like Edu" by identifying problems that affect learners, both at school and in the community - e.g. an unclean environment, bullying, learning spaces and resources.</li> <li>● Establish learners' clubs like study groups and groups for debates, cultural activities and campaigns.</li> <li>● Campaign for projects that deal with the needs of learners.</li> <li>● Speak to the school stakeholders in the interest of learners.</li> <li>● Help to improve and maintain the school environment and facilities.</li> <li>● Provide sport, cultural and social activities for the learners.</li> <li>● Improve learners' health and welfare.</li> <li>● Help learners to understand and follow school rules.</li> </ul>

However, the Edu Circle could be attached to the LRC. This attachment could be formal, with the Edu Circle set up as a sub-committee of the LRC – which would mean that LRC members are also members of the Edu Circle. Or it could be informal, where the Edu Circle is separate from the LRC but they meet regularly to help each other to solve the challenges faced in the school. Schools may determine what works best for them, as long as it is not in conflict with the workings of the LRC.



# What are the activities of Edu Circles?

Edu Circles perform a lot of activities, which are informed by the challenges that learners at the school face. These are broadly represented below as *Categories of Activity*, *Practical Activities* and the *Calendar of Activities*. Note that the lists are not exhaustive, so an Edu Circle can add as many more as the school needs.





# Setting up your school's Edu Circle

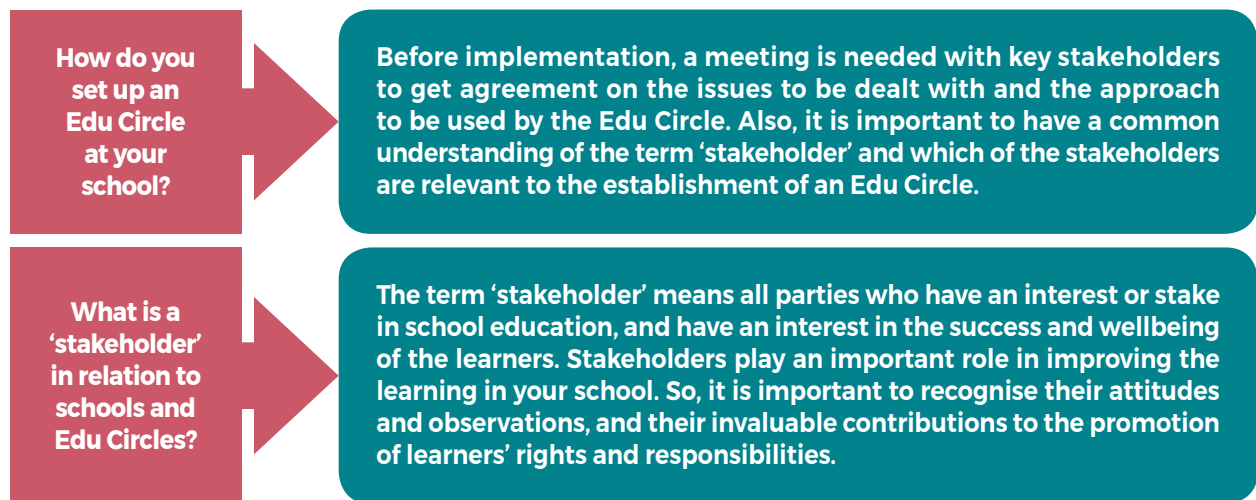
## Overview of the Namibian Schooling System

Namibia's schooling system has three types of schools: primary, secondary and combined schools. The schools include a number of learner leadership structures, the most recognised of which is the Learner Representative Council (LRC) in secondary and combined schools. This structure is established by an Act of Parliament, and is mandated to perform certain statutory functions (see the table in Theme 1 on page 10). In primary schools, the teachers select prefects, and the school management appoints the Head Boy and Head Girl, who act on the instructions of the authorities.

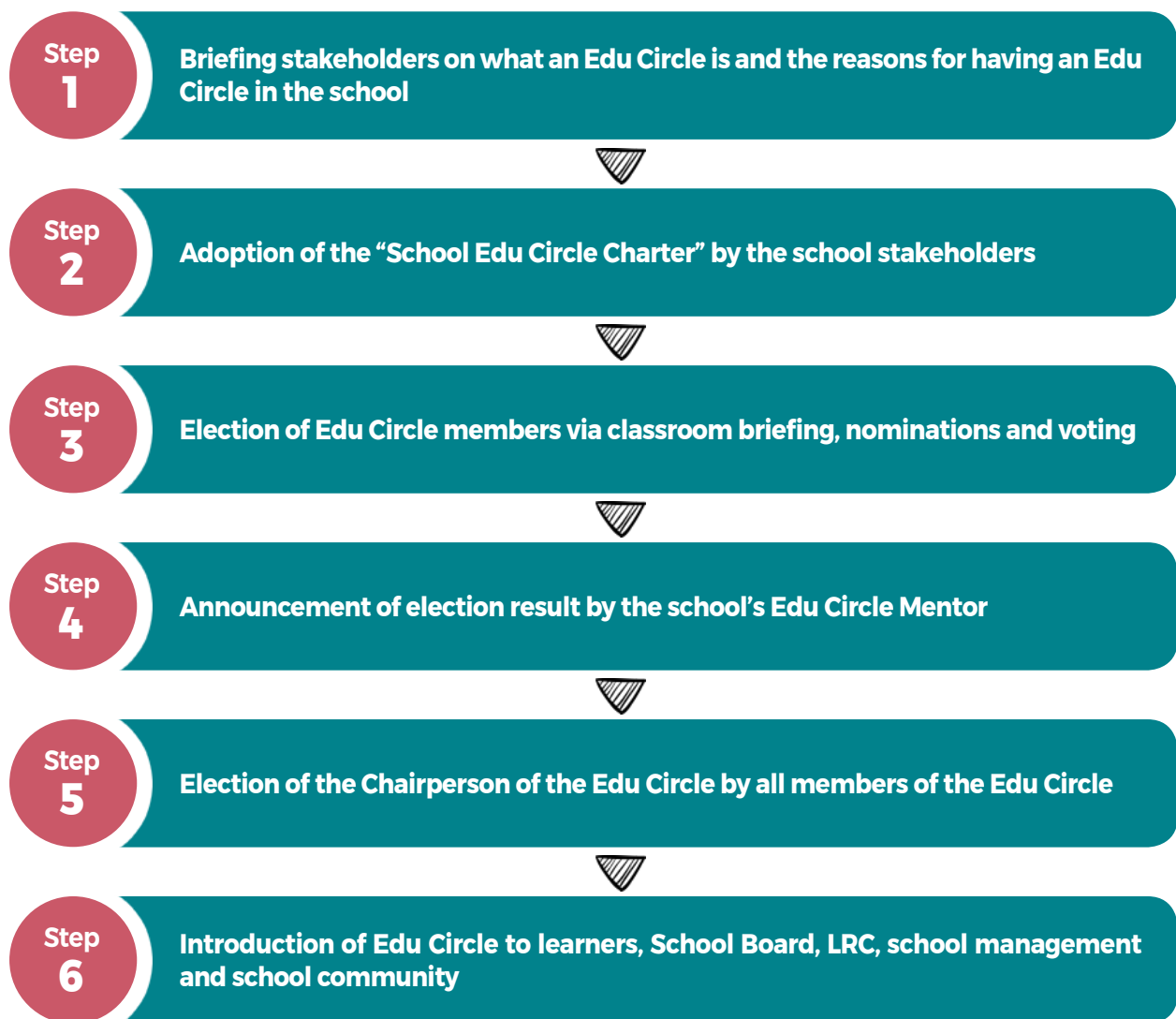
Schools in Namibia serve very diverse, and to some extent distinct, communities. The geographic locations, socio-economic disparities, community wellness levels, cultures and traditions require the local schools to adopt a flexible approach to their Edu Circles. The benefit of a flexible approach is that it recognises the influential role of the school stakeholders and allows them to exercise their rights and freedoms on matters affecting learners. A schematic overview of Namibia's schooling system is presented below.

OVERVIEW OF NAMIBIA'S SCHOOLING SYSTEM			
CATEGORY	LEARNER LEADERSHIP	ELECTION / SELECTION	FUNCTION / INFLUENCE
Primary (Grades 1-7)	Prefect System	Appointed by teachers	Classroom administration and discipline assistance to teachers, as instructed by teachers
Secondary (Grades 8-12)	Learner Representative Council (LRC)	Elected by learners with teacher influence	Statutory functions but heavily influenced by teachers and other school authorities
Combined (Grades 1-12)	Both Prefects and LRC	Combination of primary and secondary school systems	Teacher instruction for primary grades and statutory functions for secondary grades, with both heavily influenced by school authorities

# Establishing an Edu Circle and identifying stakeholders



## Step-by-step process for establishing an Edu Circle



## STEP 1. Briefing the stakeholders

The Regional Education Office and/or schools must brief all stakeholders about the programme before setting it up, to get buy-in, support and ownership by all members of the school community, who first need to understand what the programme is for. It is important that this briefing focuses on the central purpose of Edu Circles – giving a voice to learners – and emphasises that there are different approaches that a school’s Edu Circle can adopt. There is a need to explore any existing structures in your school that might be doing some of the work planned for the Edu Circle. If structures such as the LRC are already doing some of the things that the Edu Circle will be doing, then the school stakeholders (particularly the principal and teachers) must decide how the two will work together, or split tasks between them to prevent confusion. Stakeholders can and should shape the way that an Edu Circle is established in your school.

## STEP 2. Developing and adopting an ‘Edu Circle Charter’

Each school should consider having an ‘Edu Circle Charter’ which describes how the Edu Circle will be established and how it will operate. The Edu Circle trainer will assist you in developing your Charter. The contents of the Charter should be democratic, from beginning to end. It is desirable that the Edu Circle Mentor clarifies the nomination and election process before it starts. (The process for selecting the Edu Circle Mentor is discussed under **Theme 4** on “Identifying a Teacher-Mentor in the School”.) This Charter should be supported by posters and leaflets, and any other materials that your school might want to develop and use. The Charter should be developed specifically for your school, meaning that you can’t copy another school’s Charter verbatim. You can be quite flexible in deciding on the contents your school’s Edu Circle Charter. Only a few things cannot be changed:

- Members of the Edu Circle must be elected and not selected.
- No teacher or non-learner has a vote in determining who will be in the Edu Circle.
- When any learner leaves the Edu Circle, his/her place must be filled by a learner from the same grade and of the same sex as quickly as possible.
- The Edu Circle must meet at least twice every month.
- The Edu Circle must focus on challenges that learners are facing in their schooling – not only classroom performance challenges but all kinds of challenges.

The charter should explain the structure (composition) and election of Edu Circles:

- **Structure (composition) of an Edu Circle**

In secondary schools, an Edu Circle should ideally have 8 members, with each of the four grades (Grades 8-11) represented by two learners – a boy and a girl. However, with the new curriculum, junior secondary schools (Grades 8-9) and senior secondary schools (Grades 10-11) will need to set up their Edu Circle in a way that makes sense for the size of the school. This could mean having 4 members (2 boys, 2 girls) per grade, which still makes an Edu Circle of 8 members.

Primary schools should have 2 learners (boy and girl) for each grade from Grade 4 to Grade 7 as members of the Edu Circle. This would also make an Edu Circle of 8 members.

Combined schools can go for different options. Either you could have two Edu Circles – one for the primary grades (4-7) and one for the secondary grades (8-10) – or you could have just one Edu Circle for the whole school from Grade 4 to Grade 10.



- **Eligibility:** Whatever the type of school, all learners from Grade 4 to Grade 12, including the LRC members, should be eligible for election to the Edu Circle. Members of the outgoing Edu Circle should also be eligible, and should participate in the election in the same way as all the other candidates. While normally the terms of office should be limited to two, to allow other learners a chance, if the learners insist on re-electing the same person for multiple years, and that person is performing, we would advise the school authorities to not interfere. The core principle is one of learners making their own choices – a bottom-up approach. Once adults start interfering in who represents the learners, things are likely to go wrong, with learners losing interest in the Edu Circle. Once again, this is a decision that should be made at school level based on the dynamics of the particular school.
- **Term of Office:** Edu Circle members should be elected every year, at the beginning of the school calendar year.

## STEP 3. Election Procedure

### 1. Nomination and Volunteering

Your school must determine the number of nominees per classroom or grade, with due consideration of the total number of classes and number of learners per class. For example, in larger classes learners may nominate up to 8 candidates (4 boys, 4 girls) per classroom. Nominees may accept or decline the nomination. Smaller classes may have fewer nominees. In the event that all nominees decline, at least 4 interested learners may be invited to volunteer by a show of hands. Then the grade chooses between these volunteers. If this doesn't work, the school may consider another form of democratic process which suits its context. The one 'golden rule' is that the members of the Edu Circle must NOT be selected by teachers or the principal.

### 2. Voting

#### Round 1: Voting for candidates (per class)

Learners will vote for 2 members (boy and girl) per class. The Edu Circle Mentor should quickly and transparently count the votes and announce the results. The top male and female candidates automatically qualify for grade-level candidature. This voting process involves candidates from different classes of the same grade. Your school may opt for another logistical approach that is convenient and fits your context. For example, the school could conduct one election involving all classes of the same grade at the same time.

#### Round 2: Voting for grade representatives (on the Edu Circle)

All representatives of classes will convene to elect the 2 grade representatives. The successful candidates will then discuss among themselves and propose 2 representatives (boy and girl) to represent the grade in the Edu Circle.

If there is only one classroom per grade, no Round 2 voting is needed; the 2 successful candidates in Round 1 automatically become members of your Edu Circle.

- 3. Election of the Chairperson:** The Mentor should help the learners who have been elected to the Edu Circle to convene a meeting immediately. In that meeting the members should elect the Chairperson and Deputy Chairperson. They could nominate at least 4 members to contest for these positions. *Your school may consider a different number of nominees.* Secret voting will then commence, and the nominees for

the two positions should be eligible to vote. The 2 candidates who obtain the highest numbers of votes become the Chairperson and Deputy Chairperson respectively. LRC members elected to the Edu Circle are eligible to vote, but they cannot occupy either of these two positions.

**4. Introduction of the Edu Circle to the school community:** The newly elected Edu Circle will be introduced to your school community by the school management. Schools should consider various ways of exposing this new structure within the school, including at assemblies and by using newsletters and other communication channels within the school. This should be done in a way that clearly shows that the school management will be supporting the Edu Circle, as this will help to legitimise a newly formed circle.

**5. Replacing members of the Edu Circle:** In the event that a member resigns or leaves the school, or is justly considered no longer able to hold office due to illness and/or other causes, a replacement should be voted in. However, you should make sure that you replace like with like. So, if the Grade 5 girl learner leaves the school, then the replacement must be a democratically elected Grade 5 girl (not a boy or a girl learner from another grade). In the event that the Chairperson or Deputy Chairperson position becomes vacant, the same procedure described above (point number 3 – “Election of the chairperson and deputy”) shall apply.

The Edu Circle members hold office from the beginning to the end of the school year, and then a new election is held for the next year’s members. The Mentor will organise the new election early in the new year.

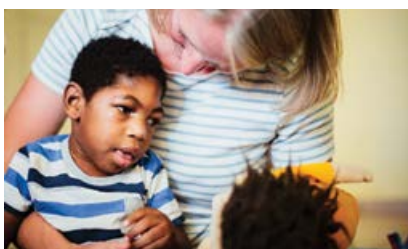
While the principle of spreading representation across as many learners as possible should be encouraged, the learners may want to re-elect some of the last year’s Edu Circle for a second term. This is fine, because it means that some members will know how the Edu Circle works and so can easily train the new members. It should be the learners who make this decision.



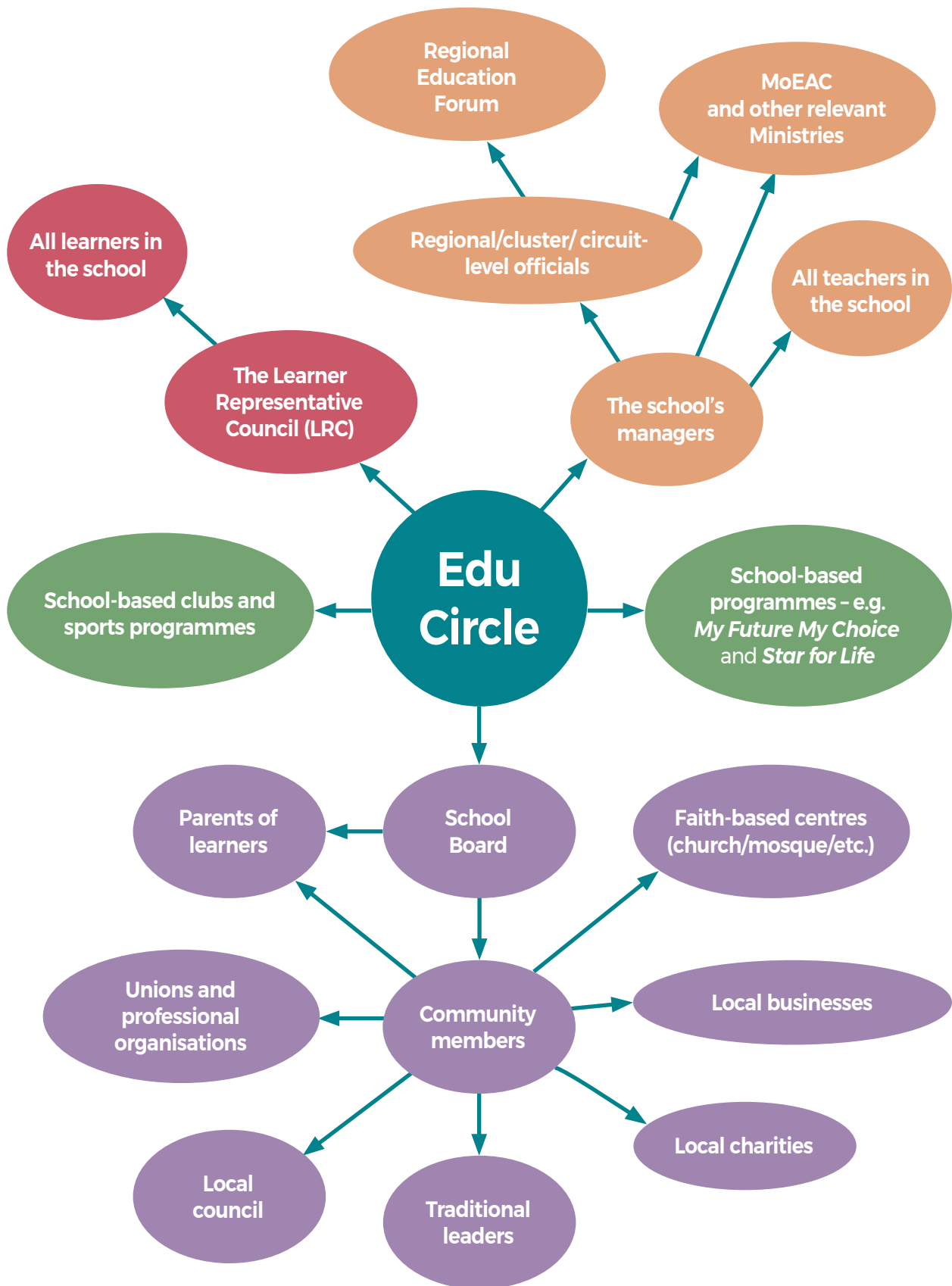


# Conducting a stakeholder analysis: Who are the Edu Circle stakeholders in the school?

Once established, the Edu Circle has to conduct a stakeholder analysis to map out and understand who their main clients and partners will be. There are different ways to conduct this analysis. One way is to make a **mind map**, and another is to use a table. For the mind map, the Edu Circle members should place the Edu Circle in the centre and then draw lines to the other stakeholders. They can add arrows to connect certain stakeholders, as in our example (next page), in which the school's managers and teachers are connected and the LRC members and learners are connected.



# Edu Circle Stakeholder Mind Map



# Edu Circle Stakeholder Table

The Edu Circle can choose to use a table instead of or in addition to the mind map. They should draw a table like the example below – with the key categories of stakeholders as column headings and the stakeholders per category listed thereunder. There might be some overlap, with some stakeholders listed in more than one category. The outcome might look something like our example.

CATEGORIES AND LIST OF STAKEHOLDERS	GOVERNMENT	SCHOOL	COMMUNITY	PROGRAMMES
	Ministry of Education, Arts and Culture	School Board	Local Businesses	<i>Star for Life</i> <i>My Future My Choice</i> etc.
	Regional Officials	LRC	Local Charities	
	Cluster-level	School Manager	Local church/mosque	Sports
	Regional Education Forum	Teachers	Local Council	Clubs
	Other Ministries	Clubs	Traditional Leaders	
Unions				
Professional Associations				
Parents				
Youth organisations				



## Ways to engage with Edu Circle stakeholders

### Learners

All learners in the school have the right to approach members of the Edu Circle to help resolve issues which are stopping them studying properly. This could be for many reasons, such as lack of textbooks, being the victim of bullying, a particular teacher appears to be victimising certain learners, or some problem outside the school, such as noise from the shebeen or drug pushers at the school gates.

### LRC Members

In secondary schools, the Edu Circle needs to define its role in relation to the LRC, so that they support each other and don't duplicate activities or fight! The Edu Circle could even become a sub-committee of the LRC to reduce conflict or overlap.

### School Management

The principal and other school managers should create space for the Edu Circle to be elected freely and operate freely. They can advise it and ask for support, but they cannot try to control its work.

### Teachers

All teachers have the right to know about the school Edu Circle, and all should know which learners were elected to the Edu Circle. Teachers DO NOT have the right to control or influence the elections for the Edu Circle. Once elected, the teachers can approach the Edu Circle with concerns about the barriers they face in their teaching and barriers that their learners face. The Edu Circle should try to solve these problems with the school authorities.

### School Board

The members should be made aware of the Edu Circle, the responsibilities it has and how they can help it. They should be ready to assist the Edu Circle to solve problems it has identified, when an Edu Circle member or school management ask them to help. The Edu Circle should meet with the learner representatives on the School Board (in secondary schools), and make use of this representative to take issues to the Board.

### Community Members

The community in which the school is situated should be aware of the Edu Circle and its responsibilities. This should include the parents of the learners as well as local business. Community members should be ready to assist the Edu Circle to solve problems it has identified, when an Edu Circle member asks them to help. School management should introduce Edu Circles to the community members through parent meetings and school events.

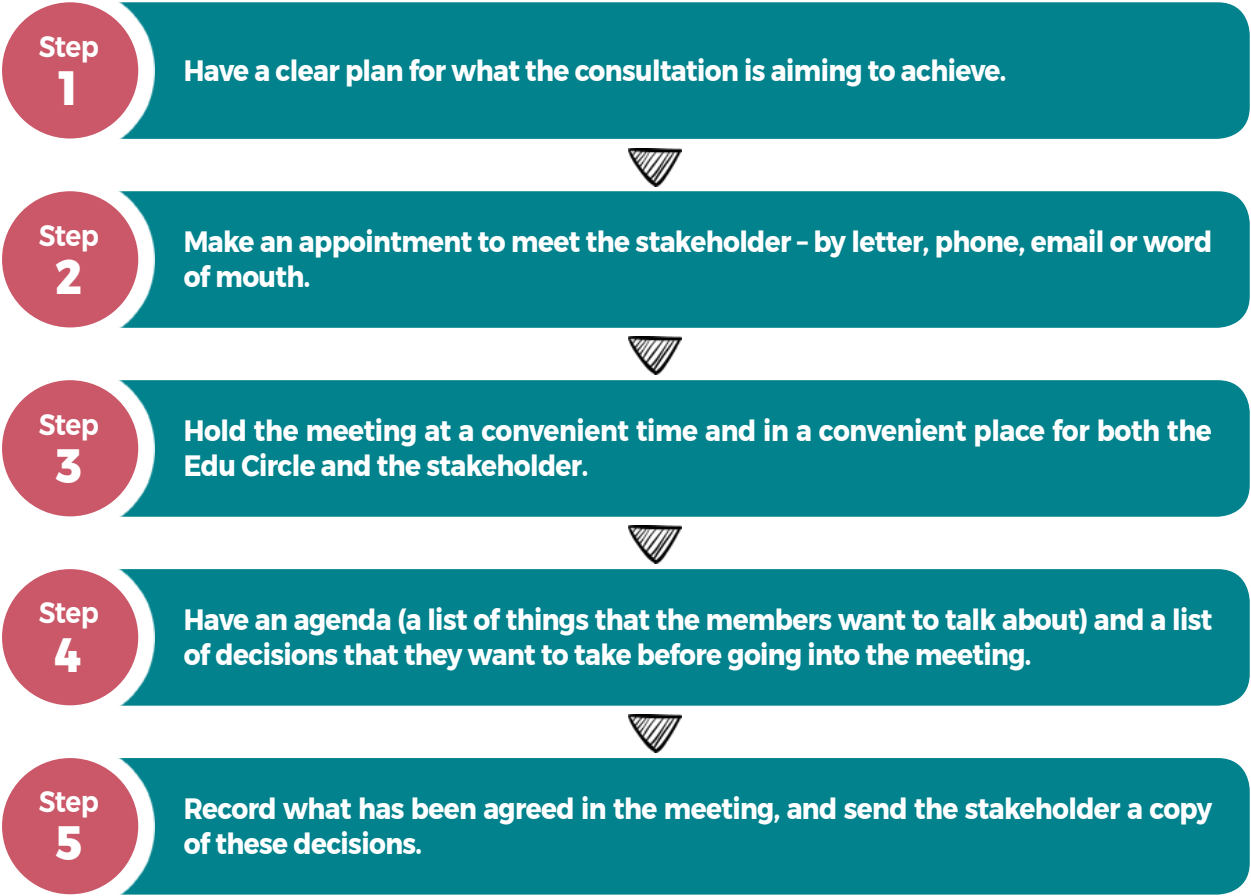
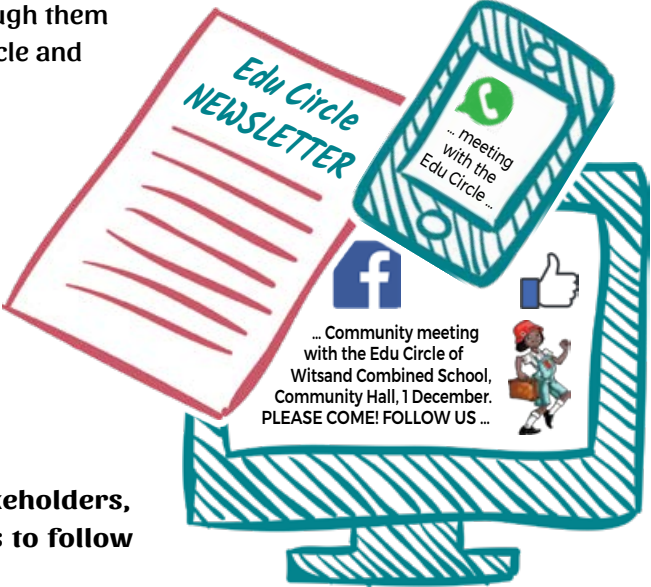
All of the stakeholders in this “Ways to engage” infographic must be informed about the Edu Circle and what their responsibilities are as stakeholders. This can be done by any of the following means:

1. Holding a meeting with the parents and the community members, in which members of the Edu Circle can be introduced. This is often best done as part of a bigger meeting between the school and the parents and community members. In this meeting, the parents and community members must also be informed about the rights and responsibilities of the Edu Circle.
2. A newsletter informing the parents, and through them other community members, about the Edu Circle and what it is designed to do.
3. A WhatsApp or similar social media platform group.



## Consulting Edu Circle stakeholders

When consulting stakeholders, your Edu Circle needs to follow these steps:





# Identifying an Edu Circle Teacher-Mentor in your school

**S**chool structures such as Edu Circles work much better if they are supervised or guided by a teacher who is committed to the idea of learner influence and agency, and learner involvement in governance and solving problems. Not every teacher has a strong commitment to learners playing such a role, or are prepared to assist them to do so. A teacher who has this commitment is needed to serve as the **Edu Circle Mentor**.

The best way to select this teacher is to first give an opportunity to the learners (through the LRC) to choose their preferred teacher. In primary schools (not obliged to have an LRC), the management should consider consulting existing learner leadership structures such as the Head Boy and Head Girl. Consultation with these learner representatives is an interim measure, applicable only until the Edu Circle has been established, whereafter the Edu Circle will be the first structure consulted. Management should clearly explain to the preferred teacher what the role of the Mentor is. However, the preferred teacher is under no obligation to agree to being selected by the learners. In the event that the preferred teacher is not available for the task, the school management must take learners into confidence by explaining the reasons for the teacher's unavailability, and then should propose an alternative approach, typically the following.

The management team could ask the teachers for one among them to volunteer for the role. Before any teacher is asked to volunteer, it is important that the role is made clear to the management team, and that the team understands the vision and purpose of the Edu Circle. No teacher can be forced to 'volunteer', because the volunteer has to be truly interested and committed. The diagram on the next page shows what the Mentor is expected to do and not do.

Once a teacher has been confirmed as Mentor, the rest of the staff should support that teacher, and it is good practice for the Mentor to report briefly on the activities of the Edu Circle in school staff meetings.

The Mentor should have a term of office of one or two years. Once that time is up, the Mentor should be asked if she/he wants to continue. If she/he agrees, this agreement should be formally noted in a staff meeting and in the teacher's staff record. Similarly, if a new Mentor is agreed to by all parties, this must be acknowledged in a staff meeting and in the teacher's staff record. If a Mentor feels that she/he has served as Mentor for long enough, the school principal should lead a discussion with the Edu Circle and teachers to identify a replacement. If the Edu Circle members are not happy with their Mentor at any stage, they may, through their Chairperson, request that another teacher be appointed. The Edu Circle must be consulted on this matter, and their opinions must be considered before any decision about the Mentor is taken.



## What the Edu Circle Mentor should and should not do

### DO ...

- supervise the Edu Circle elections, but without interfering in the process or outcomes;
- make sure that the annual elections take place, either at the end of the school year or early in the new school year (bearing in mind that there should not be a time when the school is running without an active Edu Circle);
- make sure that the Edu Circle meets regularly and that members attend meetings;
- if a member stops attending meetings, support the Edu Circle in replacing that member;
- make sure that the members of the Edu Circle are clear about their roles and responsibilities;
- assist the Edu Circle when it is setting up and conducting the school needs analysis;
- provide support to the Edu Circle whenever your support is requested; and
- if the Edu Circle is not operating properly (not meeting, or having internal arguments), assist the members to resolve the issues, and if you cannot reach a good solution, take the problem to the school management.

### DO NOT ...

- try in any way to influence who is elected to the Edu Circle;
- interfere in the Edu Circle's meetings or even attend them (they are for learners alone) - although attending the first meeting or the first part of it could be useful for ensuring that the meeting is structured and that the members know their roles, and you can also attend later meetings if the Circle invites you to do so;
- act on an issue raised by any learner when not asked by the Edu Circle to do so; or
- tell the Edu Circle what the needs are, but rather assist the Circle to find out what the needs are.





# Conducting a school needs analysis

The Edu Circle is meant to assist learners solve the problems and challenges that prevent them from gaining the full benefits of school, and which prevent them from learning. It is also meant to undertake a number of activities that improve the school experience for the learners in the school. There are many ways to conduct a needs analysis. You should have a way to both collect and analyse information and ideas to ensure that you identify and also find solutions to the challenges. This can be done through a single process or by separating the identification and analysis into two activities. Here are three suggested approaches, and your school can decide which of these would work best for the school.

## Approaches to undertaking a needs assessment



### SUGGESTION BOX

Place a box where it is accessible to all learners. Make sure its top is closed, with just enough space for the learners to put pieces of paper into it, but too small to pull the papers out, so that the suggestions put into the box cannot be removed, except by the Edu Circle members. The learners should be told about the box at assembly, and should be encouraged to post suggestions of things that they want the Edu Circle to assist with. Learners should be told that when they ask the Edu Circle to do something, they must explain how this problem is stopping them working properly. It is a good idea to provide an example when presenting this. You could say, *“One problem could be lack of a maths teacher for Grade 8s, the effect of which is that Grade 8s will fall behind in their maths,”* or *“bullying of younger learners by older learners leads to the younger learners being afraid to come to school and being unable to concentrate in school.”*

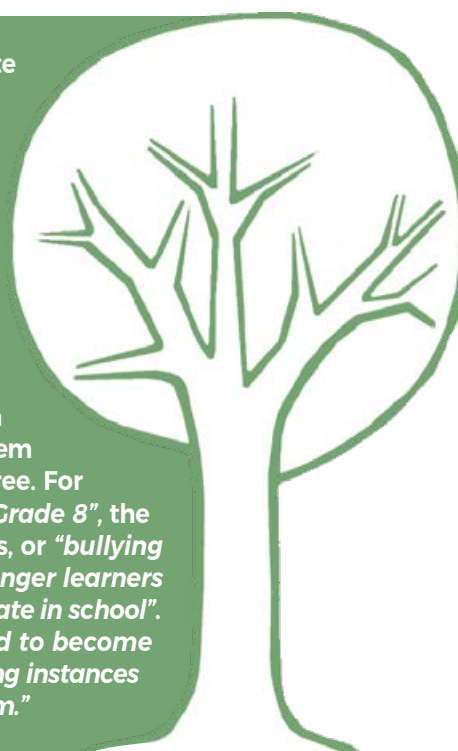
### BRAINSTORM

The Edu Circle (and if possible the LRC) should meet, and list on paper all the challenges that they know learners face in attending and doing well at the school. Once all the challenges have been listed, their impacts should be written alongside them. It is best to do this as a diagram on flip-chart paper, if possible. Give everyone in the Edu Circle (and LRC) a chance to have their ideas heard. Note all the ideas, discuss each one, and then note down the ones you agree are the challenges that learners in your school experience.

## PROBLEM TREE

Draw a picture of a tree with branches. On the trunk you write “challenges our learner-colleagues are facing attending school” and on the main branches you write the main challenges learners are facing in the school, one challenge per branch. These challenges can be identified through a brainstorming process or through a suggestion box. Then, on the smaller branches you write the problems these challenges cause (i.e. effects of challenges).

Once the above is completed, on the same tree IN A DIFFERENT COLOUR, or on a copy with the same number of branches in the same places, you should write the solutions to each problem in the same place on the tree, so each problem branch on the Problem Tree has a similar branch with its solution on the Solution Tree. For example, the problem could be “*lack of a maths teacher for Grade 8*”, the effect of which is that Grade 8s will fall behind in their maths, or “*bullying of younger learners by older learners, which leads to the younger learners being afraid to come to school and not being able to concentrate in school*”. The solutions could include, “*Learners should be encouraged to become active bystanders by speaking out against bullying, condemning instances of bullying when they occur, and providing support to the victim.*”



## How to use a Suggestion Box

### Mapping Challenges - Form I

Challenge	How does it affect learners?	What can be done to solve the problem?	What is the role of the Edu Circle?	What is the way forward?
1.				
2.				
3.				
4.				
5.				

Your school may use a different approach to mapping challenges, or may use “Mapping Challenges” templates provided here, with changed headings if needed. You should also add as many challenges as necessary.

After identifying the challenges, your Edu Circle should pick 2-3 priorities that they want to focus on during their year in office, to ensure that they do not dilute the Edu Circle’s impact by trying to do too much. These priorities can be selected based on the resources available and the skills of the Edu Circle members, as well as the skills available in the community to assist in solving the problems identified. The priorities could be presented in the format shown below.

## Mapping Challenges - Form 2

Challenge	Actions required to solve problem	Responsible member of Edu Circle	Date for completion of action	Resources required	Stakeholders who can assist
1.	(i)				
	(ii)				
	(iii)				
2.	(i)				
	(ii)				
	(iii)				
3.	(i)				
	(ii)				
	(iii)				

Remember that different challenges will require different numbers of actions, and each challenge will require different members of the Edu Circle to lead different actions and different stakeholders to support the Edu Circle in addressing the challenge.

Dates set for actions should be realistic, but should put pressure on everyone to perform.



# Training Edu Circle members

The training of your school's Edu Circle members should be tailor-made to deal with specific issues that characterise your school and community. The training provider must work with your school and other schools in your locality/region to understand your contexts, cultures and traditions and the stakeholders involved.

The training should be informed by your local needs, as will be indicated by the school community. However, there are generic topics that should be covered in all training sessions, as shown below.

The training should be innovative with limited paperwork and presentations.

## Elements required in training programmes for Edu Circle members

INTRODUCTION TO THE EDU CIRCLE			
What are Edu Circles?	What are the Edu Circle' roles and responsibilities?	In what ways are the Edu Circle and LRC different?	
▼			
KNOWING YOURSELF			
Knowing yourself - your character, strengths and weaknesses	Community awareness	Cultural awareness	
▼			
SCHOOL RULES			
School rules	Prevention of bullying and all forms of violence	Child rights	
▼			
SKILLS FOR EDU CIRCLE			
Communication skills and assertiveness	Stakeholder engagement and management	Public speaking	Negotiation skills



# Guiding and administering your school's Edu Circle

**T**he establishment of an Edu Circle is a key deliverable which must be included in your school's development plan. Successful establishment of your school's Edu Circle should be included in the Key Performance Areas of both the principal and the Mentor.

The school can consider different options for facilitating the Edu Circle's integration into the existing school structures, but the option preferred must comply with the laws and policies of government. For example:

- the LRC could co-opt the Edu Circle Chairperson as a non-voting member; or
- the LRC could have a standing agenda item for reporting on Edu Circle activities in LRC meetings; or
- The Edu Circle and LRC Chairpersons could be invited to attend the meetings of each other's structure.

Such options for systemic integration ensure information flow and prevent duplication of activities. The LRC and the Edu Circle doing the same thing is a waste of energy and will confuse the learners.

## Stakeholder roles and responsibilities

The infographics on the next page will help to make clear the roles of the Mentor, the principal, the Regional Education Office and the MoEAC in relation to Edu Circles.

As the school authorities, you will be required to assist the Edu Circle in your school solve the priority challenges it has identified. This may involve assisting the members to access relevant members of the community around the school. It is hard for learners, particularly younger ones, to approach members of the community and ask for assistance. It might also not be safe for a single learner to visit members of the community. Your advice and support in assessing appropriate approaches to the community and assisting with these will be critical.

It is essential that the Mentor attached to the Edu Circle can access the principal and other members of the school's management to remove blockages which may be preventing the Edu Circle from solving the problems it has identified.

Remember it is in all stakeholders' interest that learners can learn better and that barriers to their learning are removed.



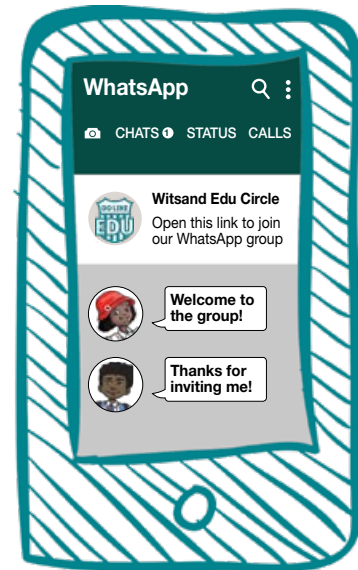


# Communication and interactive ICT platforms

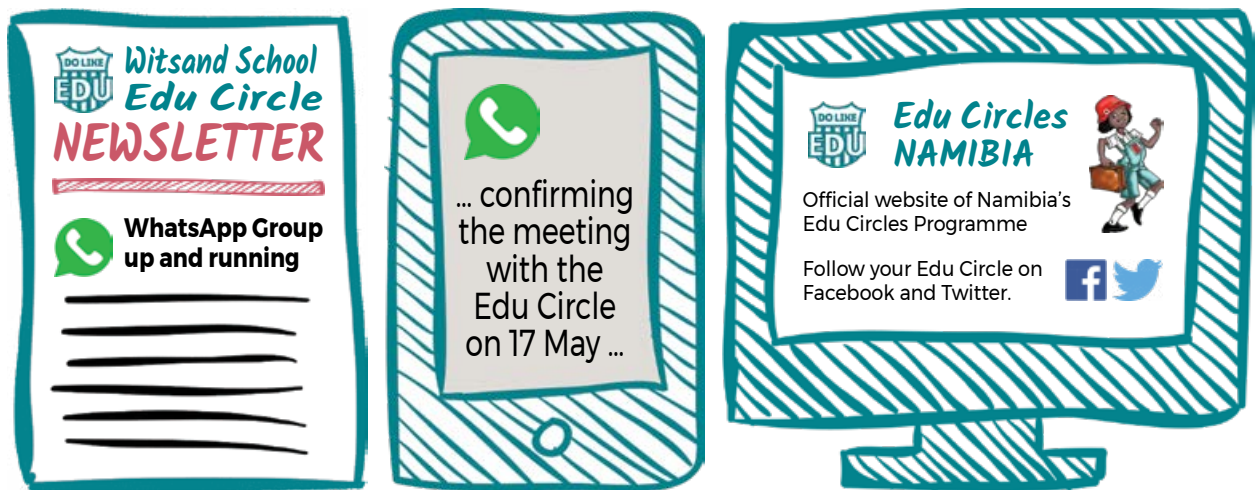
**C**ommunication is key to the success of the Edu Circle. Apart from regularly informing the Mentor, staff, School Board and learners at meetings about its work, the Edu Circle can make use of interactive ICT platforms to communicate with all stakeholders.

The ICT platforms described on the next page should be considered to facilitate learner engagement and communication with the Edu Circle Mentors and the programme coordinators at the Regional Education Offices. Regions and schools can opt for one or more of these platforms. These means of communication would enable the Edu Circles to share experiences and ideas, and to build a network of activism across participating schools.

Should ICT resources be a challenge for the school, teachers must be encouraged to use their smart phones to engage with the Edu Circle portal and other relevant social networks.







### Newsletter

Does your school have a newsletter? If so, cover Edu Circle activities in the newsletter regularly. The newsletter should be circulated electronically to parents, community organisations, development partners and the Ministry of Education, Arts and Culture (MoEAC). If your school doesn't have a newsletter, then why not set one up for the Edu Circle? It is sure to get other learners and your parents talking about what you are doing!

### Email

You should set up your own Edu Circle email address which can be used by your school's learners to express their concerns for the Edu Circle to consider and for you to spread your voice and reach your stakeholders.

### WhatsApp Group

If you have cellphones, you should set up a social network on whatever platform you like using most. A WhatsApp Group would work well. The WhatsApp Group could include Mentors in the region and the relevant regional MoEAC officials. The WhatsApp Group will facilitate communication between various Mentors and the regional officials. If you don't have access to cellphones, get your Mentor to link with other Edu Circles.

### Facebook and Twitter accounts

The Regional Edu Circle Coordinator can open and manage a Facebook account and Twitter account. Interested learners should be encouraged to participate in these networks.

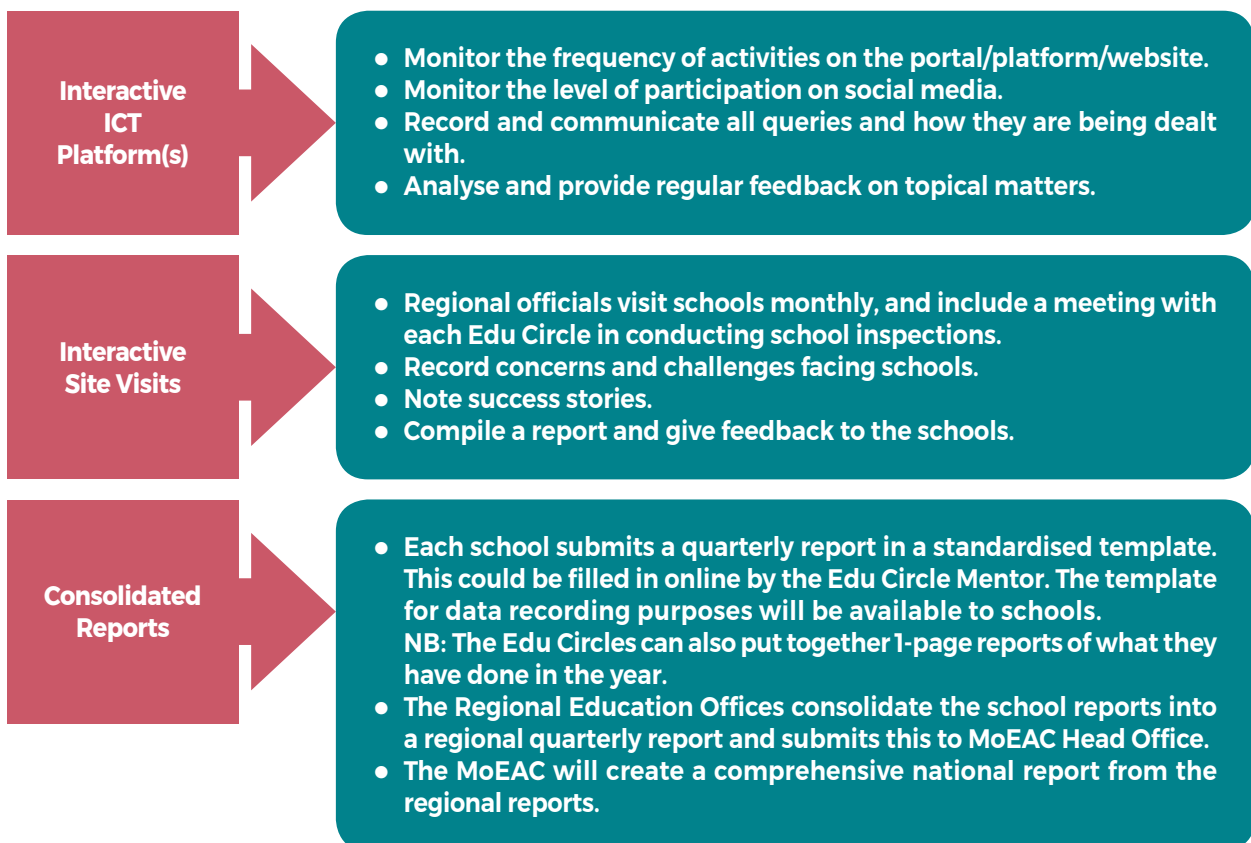
### Website

The MoEAC might consider setting up an independent Edu Circle website, linked to relevant websites which can be accessed by all stakeholders, including learners. This can be linked to "Technology 4 Development" activities and the "Do Like Edu" online platform.



# Monitoring Edu Circles

**A** framework for monitoring should be clearly understood and used by all officials responsible for implementation of the Edu Circles Programme, including officials of the MoEAC Head Office, Regional Education Offices and School Circuits, as well as the school principals and teachers. A three-pronged integrated monitoring approach is recommended, involving the use of **Interactive ICT Platforms, Site Visits and Consolidated Reports**. The following infographic outlines the work to be done using each of these monitoring mechanisms.



**The Reporting Templates** on the next few pages will guide schools and Regional Education Offices in providing feedback on the state of Edu Circle implementation at school level. These forms should be completed quarterly and submitted to the Regional Education Office by the school principal and the relevant regional education officials.

The **MONITORING TOOL FOR SCHOOLS** (pages 33-35) is to be used by the principal, Mentor and all those at school level monitoring the Edu Circle. The **MONITORING TOOL FOR CIRCUIT AND REGIONAL OFFICES** (pages 36-38) will draw on information from the school reports and school visits.

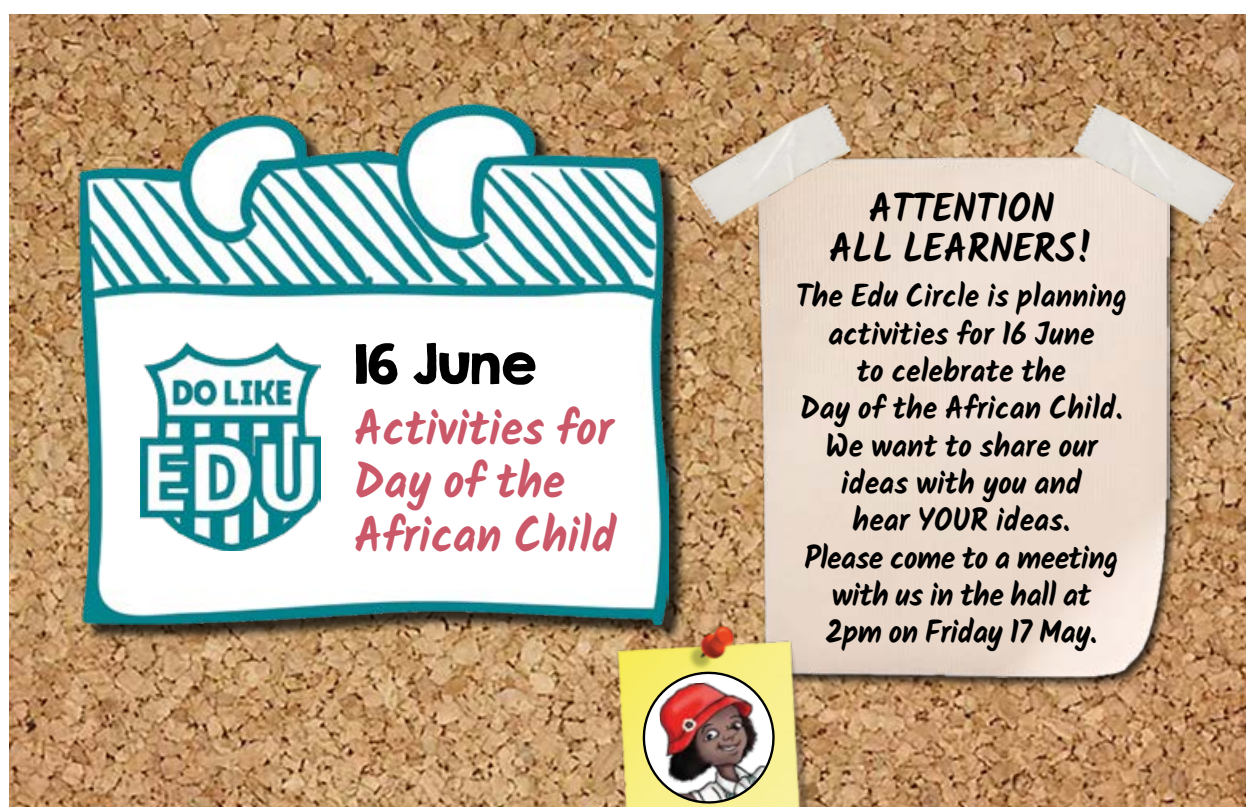
<b>EDU CIRCLE MONITORING TOOL FOR SCHOOLS</b>	
<b>INDICATORS</b>	<b>RESPONSE AND COMMENT / ACTION</b>
<b>ESTABLISHMENT</b>	
Has your school developed its Edu Circle Charter?	
Has your school's Edu Circle been established?	
Has the Edu Circle been introduced to all key stakeholders?	
<b>ACTIVITIES</b>	
Are your Edu Circle activities part of the school development plan?	
Has your Edu Circle mapped challenges it aims to address?	
Have the mapped challenges been documented?	
Is there an activities plan for your Edu Circle?	
Are activities linked to other school initiatives? If so, which ones?	
Is your Edu Circle activities plan endorsed by school authorities and stakeholders?	
How many Edu Circle meetings were held in this last term?	
Were the meetings attended by all of the Edu Circle members?	
What were the issues discussed in these meetings?	1. 2. 3. 4. 5.
What actions were taken by your Edu Circle?	1. 2. 3. 4. 5.
<b>TRAINING</b>	
Were your Edu Circle members trained?	
How many Edu Circle members attended the training?	
Who provided the Edu Circle training?	
What was the duration of the Edu Circle training?	

## EDU CIRCLE MONITORING TOOL FOR SCHOOLS

INDICATORS	RESPONSE AND COMMENT / ACTION
What was the subject/focus of the Edu Circle training?	
Were other stakeholders trained? If so, which ones?	
How many training sessions were held for stakeholders?	
Where was the training held for stakeholders?	
Who provided the training for stakeholders?	
What was the duration of the stakeholder training?	
What was the focus of the stakeholder training?	
<b>INFRASTRUCTURE</b>	
Do stakeholders in your school have access to an Edu Circle portal / website / WhatsApp Group / other interactive platform?	
Do you use the Edu Circle portal?	
Do Edu Circle mentors from other schools participate in the portal?	
<b>SUPPORT</b>	
Do you get feedback on Edu Circle issues from Edu Circle Mentors or principals in other schools?	
Who else is participating in the platform? Do learners participate?	
Do you get feedback from the Regional Education Office on your Edu Circle?	
How often do you get feedback from the Regional Education Office?	
What feedback do you get from the Regional Education Office?	
Is the Regional Education Office feedback helpful?	
How many times has your school been visited by regional officials to support the Edu Circle?	
Has your school been visited by officials from MoEAC Head Office in connection with the Edu Circle?	

## EDU CIRCLE MONITORING TOOL FOR SCHOOLS

INDICATORS	RESPONSE AND COMMENT / ACTION
Has your school been visited by development partners / NGOs / trainers / others in connection with the Edu Circle?	
How often do Edu Circle members meet with the School Board and what are the main issues discussed?	
How often do Edu Circle members meet with the LRC and what are the main issues discussed?	
EFFECTIVENESS	
What have been the successes of the Edu Circle in the school?	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>
What have been the challenges?	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>
Has your school reported the challenges to the Regional Office?	
Was your school assisted in resolving these challenges by the Regional Office? If so, in what ways?	



## EDU CIRCLE MONITORING TOOL FOR CIRCUIT AND REGIONAL EDUCATION OFFICES

INDICATOR	RESPONSES and COMMENT / ACTION
<b>ESTABLISHMENT</b>	
Do all participating schools have an Edu Circle Charter?	
How many schools have successfully established one or more Edu Circles?	
Have all Edu Circle been introduced to the key stakeholders?	
How many schools have Edu Circle activities as part of their school development plan?	
How many Edu Circle activity plans have been endorsed by school authorities and stakeholders?	
<b>ACTIVITIES</b>	
How often do Edu Circles in the schools convene meetings?	
What sorts of issues do they deal with?	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
How many Edu Circles experienced challenges in convening meetings?	
What remedial action is being taken by the circuit to assist those struggling to convene meetings?	
What actions were taken by the Regional Education Office to resolve the challenges?	
<b>TRAINING FOR EDU CIRCLE MEMBERS</b>	
How many Edu Circles were trained?	
How long did it take to train Edu Circles after they were established?	
Where did the training take place?	
Who organised the training?	
Who provided the training?	
What was the duration of the training?	

## EDU CIRCLE MONITORING TOOL FOR CIRCUIT AND REGIONAL EDUCATION OFFICES

INDICATOR	RESPONSES and COMMENT / ACTION
Was the training standard across all the training sessions or was it specific to particular school contexts?	
What was the subject/focus of the training?	
Was there a formal report on the training?	
<b>TRAINING FOR OTHER EDU CIRCLE STAKEHOLDERS FOR PARTICIPATING SCHOOLS</b>	
How many stakeholders were trained?	
Which categories of stakeholders were trained?	
Was the stakeholder training separate from the Edu Circle training?	
How many training sessions have been conducted?	
Who organised the training?	
Who provided the training?	
What was the duration of the training?	
What was the focus of the training?	
Was a training report compiled?	
<b>INFRASTRUCTURE</b>	
Has the Ministry / REO developed an Edu Circle portal / website /WhatsApp Group / any other media platform?	
Is the platform active?	
Who is managing the activities of the platform?	
Are Edu Circle Mentors actively participating in the platforms?	
Who else is participating in the platform?	
How often does the Regional Education Office give feedback to the discussions in the portal?	

## EDU CIRCLE MONITORING TOOL FOR CIRCUIT AND REGIONAL EDUCATION OFFICES

INDICATOR	RESPONSES and COMMENT / ACTION
<b>SUPPORT</b>	
How many schools have been visited by circuit officials to support the Edu Circle?	
How many schools have been visited by regional officials to support the Edu Circle?	
How many schools have been visited by development partners / NGOs / trainers / others regarding the Edu Circle?	
Have reports been compiled?	
<b>EFFECTIVENESS</b>	
What have been the successes of the Edu Circles in schools?	
What have been the challenges?	
What action has been taken by the Ministry to resolve the challenges?	







# School Edu Circle Charter

Following is a **SAMPLE** Charter that Edu Circle stakeholders can use for drawing up their own Charter to suit the specific realities of their community.

## EDU CIRCLE CHARTER

**NAME OF SCHOOL:** \_\_\_\_\_

**NAME OF CIRCUIT:** \_\_\_\_\_

**NAME OF REGION:** \_\_\_\_\_

### INTRODUCTION

We have adopted this Charter as a guide for the establishment and operation of an Edu Circle in our school. More importantly, this Charter provides a step-by-step roadmap for the election of our Edu Circle members, and the principles underpinning the procedure and process that we have adopted. Stakeholders involved in the development and adoption of this Charter have demonstrated huge interest in, and commitment to, the welfare of our children. All agree that this Charter brings us together to work as a collective towards the realisation of our goals.

This Charter is neither a policy nor a law, but rather it is a framework, which owes its conception to programmes being implemented by government, namely the Social Accountability and School Governance (SASG) Programme and the Education and Training Sector Improvement Programme (ETSIP). This Charter provides a framework which is intended to support not only the Edu Circle but also the existing systems and processes in our school.

This Charter is not cast in stone, and shall be reviewed by all stakeholders annually to ensure that it remains relevant to the contextual realities of our community. This document has been contextualised so that it is correct for our school.

## UNDERSTANDING OUR EDU CIRCLE

<p><b>An Edu Circle is ...</b></p>	<ul style="list-style-type: none"> <li>• a committee of learners which increases learner involvement in problem-solving, decision-making and, more broadly, in the school governance and leadership;</li> <li>• elected by the learners as a true representation of the learner body in the school.</li> </ul>
<p><b>The Edu Circle aims to ...</b></p>	<ul style="list-style-type: none"> <li>• provide the learners with a platform for meaningful learner involvement in school decision-making processes; and</li> <li>• empower learner-driven school improvement programmes.</li> </ul>
<p><b>The Edu Circle's objectives are ...</b></p>	<ul style="list-style-type: none"> <li>• have empowered learners who are able to pro-actively improve their schools;</li> <li>• strengthen social bonds and accountability to the benefit of the school and all learners; and</li> <li>• eliminate social barriers that negatively impact on learners.</li> </ul>

## EDU CIRCLE GOALS

Our Edu Circle has four main goals:

1. To actively engage learners in the school and with stakeholders to advance learner interests and solve learner concerns.
2. To generate a friendly learning environment in which learners are safe and where their physical and emotional wellbeing are secure, so that they can achieve to the best of their abilities.
3. To provide, as part of the SASG, services within the school for the learners, such as health, nutrition and social support services.
4. To increase learner participation in sports and cultural activities in our school.

## STRUCTURE OF THE EDU CIRCLE AT OUR SCHOOL

<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>• Our Edu Circle is composed of learners from Grades __ to __. Each Grade elects two representatives – a boy and a girl.</li> </ul>
<p><b>Election of Edu Circle members</b></p>	<ul style="list-style-type: none"> <li>• All members are elected by their peers without any external influence by the school authorities. The process is open and transparent, and all learners are encouraged to participate.</li> <li>• Our school elects its Edu Circle annually, at the beginning of each school year.</li> </ul>
<p><b>Supervision and Support</b></p>	<ul style="list-style-type: none"> <li>• Our Edu Circle is supervised by our Edu Circle Mentor – a teacher at the school who has volunteered his/her time and is supported by other teachers and management.</li> <li>• All of our school's stakeholders are receptive to the ideas presented by our Edu Circle and support the Edu Circle's activities.</li> </ul>

## OUR EDU CIRCLE STAKEHOLDERS

All of our local stakeholders have expressed their commitment to supporting activities of our Edu Circle. We are fully receptive to the stakeholders' ideas, and will act on them to ensure that they achieve the agreed goals. Our main stakeholders are ... (please compile your own list of stakeholders - even naming the people concerned if you want):

<b>Local government and education governance structures</b>	This includes the Regional Council, the Mayor, the Regional Governor and the Traditional Authorities.
<b>Community structures</b>	Businesses, individual professionals, faith-based organisations and faith-based centres (churches, mosques, etc.), NGOs, CBOs, charities, caregivers, ... <i>(school to add relevant ones).</i>
<b>School-based stakeholders</b>	Learners, LRC, Parents, Teachers, School Board, School Managers and Regional Education Forum (REF).
<b>Government ministries</b>	<b>MoEAC:</b> Head Office, Regional Education Directorate, School Inspectorate. <b>Other ministries:</b> Ministry of Health and Social Services (MoHSS) and Ministry of Gender Equality and Child Welfare (MGECW).

## ELECTING OUR EDU CIRCLE

<b>Step 1</b>	Through established procedures at our school, the management will brief the stakeholders on what an Edu Circle is and the reasons for having an Edu Circle in our school. Briefing will continue throughout the term of office of our Edu Circle.
<b>Step 2</b>	Adoption of the Charter by the school stakeholders. This will also apply during the review of this Charter. This Charter will at all times be accessible to all stakeholders, including all learners in the school.
<b>Step 3</b>	Election of Edu Circle members via classroom nominations and voting. Our school is committed to respecting the learners' right to elect their representatives without being influenced by teachers. The election of Edu Circle members will be held every year at the beginning of the year.
<b>Step 4</b>	Announcement of election results by our Edu Circle Mentor. We are committed to observing a transparent, free and fair process. Stakeholders will be informed of the results at assembly and through communications with parents and the School Board.
<b>Step 5</b>	Election of the Edu Circle Chairperson by all members of the Edu Circle. We observe the learners' right to elect their Chairperson and Deputy without external influence.
<b>Step 6</b>	Introduction of Edu Circle to learners, School Board, LRC, school management and school community. The school embraces the Edu Circle as one of our stakeholders. We support each other towards attaining our goals of learner happiness and success.

## ELEMENTS UNDERPINNING OUR EDU CIRCLE

Here at our school, we believe the following:

- Learners are aware of the challenges that negatively impact on their educational, health and social wellbeing.
- With proper supervision and support of all key stakeholders, learners have the capacity to resolve them through our Edu Circle.
- Community and stakeholder involvement in the design and operation of our Edu Circle is crucial, and their support of the Circle's work is essential.
- Authorities must not hand-pick members of our Edu Circle.
- Learners have the right to choose their own representatives.
- Teachers or non-learners must refrain from determining Edu Circle membership and activities.
- The school is committed to providing ongoing support and in-service training for our Edu Circle.

### ADOPTED AND SIGNED BY:

School Board Chairperson: ..... Date: .....

LRC President / Head Boy & Head Girl: ..... Date: .....

School Principal: ..... Date: .....

Edu Circle Chairperson: ..... Date: .....

### WITNESSES:

NAME: .....

Constituency: ..... Signature: ..... Date: .....

NAME: .....

Constituency: ..... Signature: ..... Date: .....

NAME: .....

Constituency: ..... Signature: ..... Date: .....

# Get resources to inform and inspire!



Facilitators, Mentors and the Edu Circles themselves will need sources of information and inspiration for their activities. Many materials of all kinds are available on the websites of the MoEAC, MGEWC, MoHSS and many stakeholder organisations, and from the MoEAC National Resource Centre.

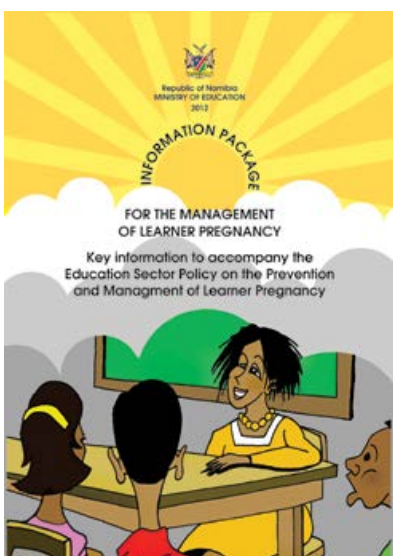
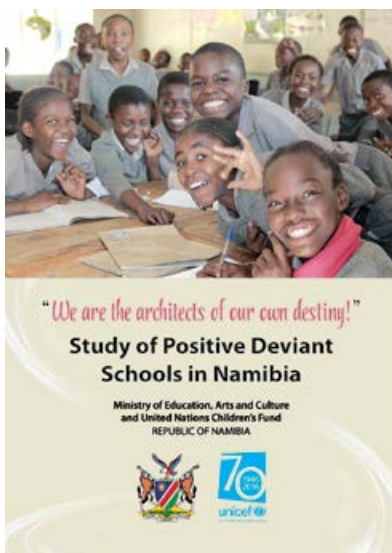
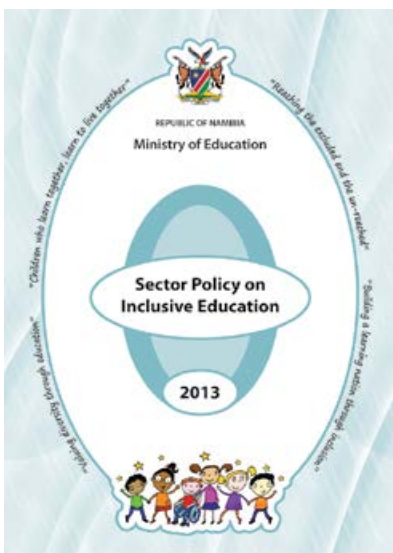
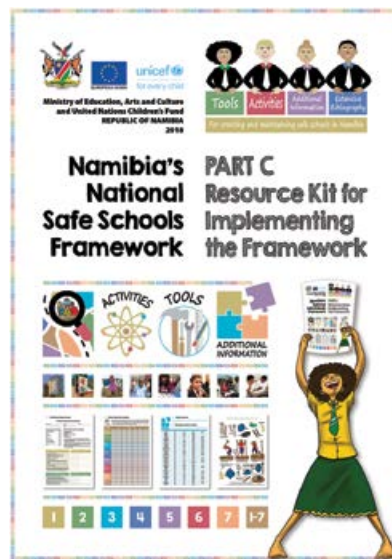
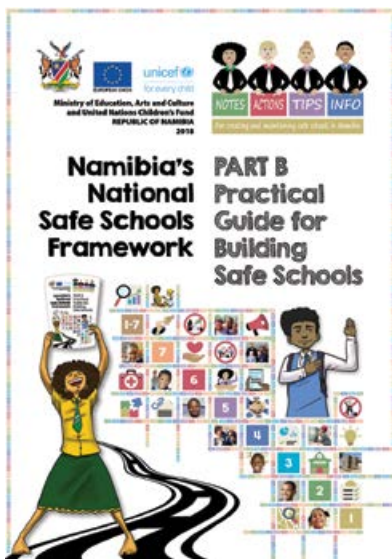
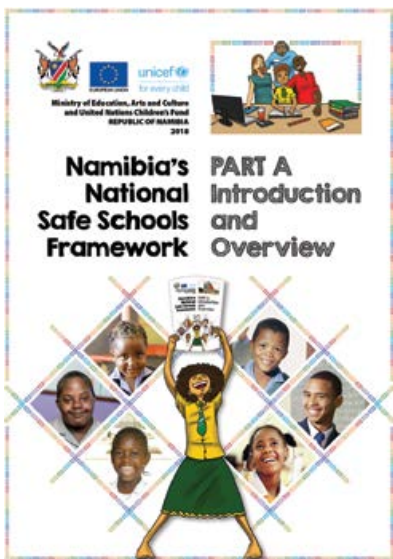
The Edu Circle members should be guided to relevant resources that could help them in conducting a particular activity.

## For example, ANTI-BULLYING POSTERS (2017) – set of 5 posters



**Selected materials produced by Edu Circles can be added to the national collection!**

**A FEW RECOMMENDED RESOURCES FOR EDU CIRCLE MEMBERS AND MENTORS**



Set of 4 comics and 3 posters on "taking responsibility for your school"

You can find all of these resources and many more on the MoEAC and UNICEF websites: [www.moe.gov.na](http://www.moe.gov.na) and [www.unicef.org/namibia](http://www.unicef.org/namibia)

As highlighted in UNESCO's Happy Schools Framework, a conducive school environment leads to the results described below.

## The Happy Schools Criteria



### People

-  Friendships and Relationships in the School Community
-  Positive Teacher Attitudes and Attributes
-  Respect for Diversity and Differences
-  Positive and Collaborative Values and Practices
-  Teacher Working Conditions and Well-being
-  Teacher Skills and Competencies



United Nations Educational, Scientific and Cultural Organization



### Process

-  Reasonable and Fair Workload
-  Teamwork and Collaborative Spirit
-  Fun and Engaging Teaching and Learning Approaches
-  Learner Freedom, Creativity and Engagement
-  Sense of Achievement and Accomplishment
-  Extracurricular Activities and School Events
-  Learning as a Team Between Students and Teachers
-  Useful, Relevant and Engaging Learning Content
-  Mental Well-being and Stress-Management



### Place

-  Warm and Friendly Learning Environment
-  Secure Environment Free from Bullying
-  Open and Green Learning and Playing Spaces
-  School Vision and Leadership
-  Positive Discipline
-  Good Health, Sanitation and Nutrition
-  Democratic School Management

Source: United Nations Educational, Scientific and Cultural Organization (UNESCO), "Happy Schools Framework", Bangkok, 2016, p. xiii.

- Learners, staff members and parents are safe, included and accepted.
- All members of the school community demonstrate respect, fairness and kindness in their interactions, and build healthy relationships, free from discrimination and harassment.
- Learners are encouraged and given support to be positive leaders and role models in their school community – for example by speaking up about issues such as bullying.
- Learners, principals, staff members, parents and community members engage openly and actively in ongoing dialogue.
- Principles of equity and inclusive education and strategies for learners and staff related to prevention, intervention and awareness-raising on bullying are reinforced across the curriculum.
- The learning environment, instructional materials and teaching and assessment strategies reflect the diversity of learners.
- There is a sense of pride in the school, and of being a member of the school.
- Education is valued and the role of the school is respected.
- Every learner is inspired and given support to succeed in an environment of high expectations.



REPUBLIC OF NAMIBIA

Ministry of Education, Arts and Culture

**EDU CIRCLE KIT**  
for Adult  
Stakeholders  
in Education  
in Namibia

