



Republic of Namibia

○ **Ministry of Education, Arts and Culture**

Annual Education Census (AEC)

YEAR

○

EMIS NUMBER / School Code

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YEAR

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DECLARATION FORM

MINISTRY OF EDUCATION, ARTS AND CULTURE



ANNUAL EDUCATION CENSUS

TO BE COMPLETED BY ALL FORMAL SCHOOLS

SCHOOL NAME

[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 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:
Please print surname and initials

.....
Signature

.....
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:
Please print surname and initials

.....
Signature

.....
Date and Stamp

A. General School Information

School Code

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Please read the guidelines on the back of this page!

(EMIS Code)

1. Name of School			1.1 Grades: From (lowest) <input style="width: 30px;" type="text"/>		To (highest) <input style="width: 30px;" type="text"/>	
2. Region	<input style="width: 15px; height: 15px;" type="text"/>	<input style="width: 15px; height: 15px;" type="text"/>	3. Constituency (Code & Name)		Code	<input style="width: 30px;" type="text"/>
4. School Location: Name of Town / Village/ Settlement where school is located			<input style="width: 100%; height: 20px;" type="text"/>			
5. Inspection Circuit	Code	<input style="width: 15px; height: 15px;" type="text"/>	<input style="width: 15px; height: 15px;" type="text"/>	<input style="width: 15px; height: 15px;" type="text"/>	<input style="width: 15px; height: 15px;" type="text"/>	Circuit Name
6. Cluster Center	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			Cluster Code	Cluster Center Name	
7. School Postal Address				Latitude	Deg	Min
					Sec	Longitute
				Deg	Min	Sec
8. Tel. / Fax Number	Tel:	<input style="width: 100%;" type="text"/>		Fax:	<input style="width: 100%;" type="text"/>	
				School E-Mail:	<input style="width: 100%;" type="text"/>	
9. School Principal	Name:			Principal's E-Mail:		
	Home tel. no.			Cell phone:		
10. Your school is a (State or Private school)	Tick as appropriate			<input checked="" type="checkbox"/>	State school	1 <input style="width: 20px;" type="text"/>
					Private school	2 <input style="width: 20px;" type="text"/>
11. Your school is a (type of school)				Mark <input checked="" type="checkbox"/> the category below, which best describes your school. Mark 1 box only.		
	1. Pre-Primary	<input type="checkbox"/>	5. Technical / Prevocational school	<input type="checkbox"/>		
	2. Primary School (Gr. 0 – 7)	<input type="checkbox"/>	6. Agricultural school	<input type="checkbox"/>		
	3. *Combined School (Gr. 0 – 12)	<input type="checkbox"/>	7. School for Special Education	<input type="checkbox"/>		
	4. Secondary School (Gr. 8 – 12)	<input type="checkbox"/>	Other type of school (Specify) _____			
12. For private schools only	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)		<input type="text"/>	<input type="text"/>		
	The school receives equipment and / or textbooks from the state (government)		<input type="text"/>	<input type="text"/>		
	The state (government) provides some form of financial subsidy to the school		<input type="text"/>	<input type="text"/>		
	The school receives NO support from the state (government) in any form		<input type="text"/>	<input type="text"/>		
13. Platoon or double-session system	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 (different teachers using the same classroom to teach two sessions)	<input type="text"/>	<input type="text"/>	13.2 Double session system (the same teacher teaches two sessions, one after the other)	<input type="text"/>	<input type="text"/>
14. Satellite schools (See definition on back of this form)	14.1 Does the school have satellite schools? If it does, please list the code numbers and names of all satellite schools Yes <input type="checkbox"/> No <input type="checkbox"/>			14.2 Is this school a satellite of another school? Yes <input type="checkbox"/> No <input type="checkbox"/>		
	Please list Names and Codes for Satellite school below Code: _____ Name: _____			Please list Names and Codes for Satellite school below Code: _____ Name: _____		
	Code: _____ Name: _____					
15. Urban or Rural (See definition on back of this form)	15.1 Is this school an urban or rural school?			Mark one <input checked="" type="checkbox"/>	Urban <input type="checkbox"/>	Rural <input type="checkbox"/>
16. Hostel Accommodation	Name		Name			
	Name		Name			
	Name		Name			

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

Original: EMIS Head Office • 2nd Copy: Region Office • 3rd Copy: School

GUIDELINES FOR PRINCIPALS and TEACHERS

Principals and Teachers are strongly advised to study these guidelines and the questionnaires before completing them. The Annual Education Census (AEC) forms must be completed on **the Tuesday following the first Monday after the school commences for the Third (3rd) Trimester.**

Existing information from last year's Annual Education Census (AEC) and the Fifteenth-day Statistics has been pre-printed in the computer print in grey or shaded boxes. It is very important that you check this information. In the event that it is incorrect or circumstances have changed, new and correct answers must be clearly printed in the unshaded or white boxes either above or next to the shaded boxes.

You will find existing information on your school and teachers printed on Form A (General School Information – White), Form D (Teacher's Particulars – Pink) and Form E (Physical Facilities – Green). Some of these forms contain questions which **MUST** always be completed fully; in other words, information has not been printed in the shaded blocks.

Form B (Summary Statistics – Blue), Form C (C1 to C4, Class-group Information – yellow), Form F (ETSIP indicators, F1 & F3 – Orange, G, H1-H4) consist entirely of new information that will be reported by you.

All forms are in triplicate. Information on those forms which must be corrected or updated (A, D and E) must be written on the top of the form so that the "carbon" copy of the numbers or words appears on the copies attached underneath. Place these triplicate forms on a hard surface and use a black-ink ballpoint pen. Please write hard enough that all copies are legible. All other forms must also be completed in triplicate.

COMPILATION AND RETURN OF QUESTIONNAIRE

Principal or staff assigned to compiling the form/s **MUST assemble three separate, complete and identical copies.** The perforated strips on the sides of Forms A, D and E must be torn off the sides to separate the three copies and the loose pages of forms B, C and F must be placed in the correct order (A, B, C, D, E, F, G, H). Form C must be ordered according to the grade and class, for example in the order, Grade 1A, Grade 1B, Grade 2A, Grade 2B, ..., etc. Likewise form C1 to C4 of the same class should be together. Teacher's forms (D) must be ordered **ALPHABETICALLY. Forms must be bonded with covers and file fasteners provided with the forms.**

The top most (original) (EMIS copy) and the second copy (Region Copy) must be submitted to your Inspector of Education responsible for your circuit within **7 working days** after the census date. The Inspector is then allowed **14 working days** to check the forms and communicate changes to schools. The Inspector will submit the bonded copies to the Regional Office. The **top most** copy must be forwarded to Head Office by the Regional Planners as quickly as possible, with a list to monitor which schools are missing. The third copy must be retained by the school as an important copy of information for your management.

GENERAL INSTRUCTIONS

The school code / EMIS number must be filled in on the top right hand side of every page. This is a four-digit code 7xxx or 8xxx printed on the school's address label and appearing elsewhere on forms A, D and E. If doubtful about your code, please consult the Inspector responsible for your circuit. Newly established schools should leave this space blank please.

Form C must be completed by register class teachers or delegate if absent. At least one hour should be provided for the completion of the forms. The principal or teacher responsible for completing summary forms (B) must only do so after obtaining class-group information from register class teachers. This will ensure that the sums (totals) provided in the summary forms correspond with figures in class-groups.

PLEASE NOTE: In the case of multi-grade teaching (i.e. more than one grade combined into one group, e.g. Grades 1 and 2 taught together), separate forms must be completed for each grade in the group!!!!!!!!!!!!!!

Code numbers required for completing forms C and D are printed at the back of form D.

School Principal and management or an identified senior staff member tasked to deal with the census, must study these guidelines carefully, and then fully brief the teachers on how to complete the questionnaires correctly. **The Principal must however, still account that all forms are completed correctly (according to instructions) and that the information therein is by no way distorted.**

Additional information or instructions for the principal's required checks on the completion of questionnaire, and some of the terms used are explained below.

The Principal or identified staff member handling the questionnaires complete forms A, B, E and Fs. Teachers should complete forms Cs and D.

Special circumstances pertaining to a school should be noted on a separate sheet of paper. If spaces provided for in the tables are insufficient, this should be noted on the questionnaire and the table should be continued on a separate sheet, which must be submitted as part of the questionnaire.

FORM D, "TEACHER PARTICULARS"

Principals should clearly mark and **return** the D forms of those teachers that have left the school, and ensure that the new teachers complete blank D forms. Their details must be written in the white or un-shaded blocks, and the school code number written on the top right corner of the form.

Form D must be completed by every member of the teaching staff, including principals, library-teachers, guidance teachers, etc. They must be completed by all teachers employed by government, non-governmental organizations, volunteers, relief teachers, etc. They must also be completed for the teachers on leave.

For the highest qualifications, care should be taken when filling in items 18 and 19. Question 18 deals with academic qualifications only, eg. Std. 8, 10, Grade 12, Bachelor of Arts, B. Comm., Diploma in Agriculture, **but NOT B. Ed or BETD etc.** Professional qualifications refer to qualifications that prepare teachers for the profession. ECP, BETD, NEC, HED, B.ED, etc., are all included.

The Principal must also verify the information on item 26 of individual Form D with the signature. Subjects taught must correspond with the timetable.

CHECKING OF THE QUESTIONNAIRE

Please make sure that all forms have been fully completed. By completing and signing the undertaking, the principal accept the responsibility and accountability of the completeness of the information provided in the questionnaires, and that all information is correct and complete to the best of his/her knowledge. **Please note that signing for false information constitutes a criminal act.**

Ensure that all totals, have been calculated where applicable. Always have a second person to check the questionnaires, especially totals, before questionnaires are submitted.

Check the number of forms returned. Use Form B.1 "Summary Number" for this purpose.

The number of Form C, "Class Group Particulars", must correspond to the number of class groups in Form B.1 number 2

The number of Form D, "Teachers Particulars", must correspond to the number of teachers in Form B.1 number 1. Forms returned for teachers who left should not be counted in.

All forms must be filled in triplicate and information entered in all copies must be identical..

FORM C. "CLASS GROUP PARTICULARS":

- The short questions on these forms are easily checked. Please ensure that the guidelines are followed.
- The number of learners – males, females and total, reported for Question 6 on Form C must correspond with **totals** for Tables 8, 11 and 12 on the same form.
- The total number of learners per grade must correspond with Form B.1 no.2 (**Learners and class groups per grade**).

FORM C, TABLE 14 "PROMOTIONAL SUBJECT AND TEXTBOOKS" :

- i) For Lower Primary and grades recorded as class teaching classes, record the number of learners, totals and textbooks.
- ii) If a learner has more than one textbook **per subject**, they should all be counted

EXPLANATIONS AND DEFINITIONS OF TERMS USED

- **Platoon system** refers to a system used at schools to accommodate different pupils in more than one session. With the platoon, the teachers **teach only one session** per day, e.g. morning or afternoon.
- **Double Session** is used by schools to accommodate pupils in more than one session. With the double session, the teachers **teach more than one session** per day, e.g. morning and afternoon
- **A satellite school** is a school which is located on separate premises, has staff of its own, but which is supervised by a principal of another school. It has no post of a principal.
- **A Cluster** is a group of schools that are geographically as close and accessible to each other as possible. A school which is used as a focal point for contact and coordination between the schools in a cluster is known as a Cluster Center.
- **Urban/Rural** Definitions: Urban area is a proclaimed area such as city, town and any area under a municipal council. All the other areas not included in the urban areas fall under Rural area.

Other clarity

- Form D, no. 3, **Long sick** refers to teachers who are on sick leave for more than 30 consecutive days.
- Form D, no 22-25, training refers to any **exposure you received** in that area irrespective of the duration e.g training/ workshops etc.
- Form D, no 26. Lower primary teachers should indicate class teaching.
- **Vulnerable learners** in Form C3. no 16, count learners in need of social and economic support only (including **orphans** who are vulnerable).

B.1 Summary Numbers of Teachers and Learners

School Code

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)			OTHER STAFF (Secretary, clerks, cleaners, etc) Do NOT include hostel staff		
Male	Female	Total	Male	Female	Total	Male	Female	Total

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 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)						
Special Education Class	(401)						
Special Grade 6	(416)						
Special Grade 7	(417)						
Special Grade 8	(418)						
Special Grade 9	(419)						
Special Grade 10	(420)						
Special Grade 11	(421)						
Special Grade 12	(422)						
Elementary Vocational	(321)						
Intermediate Vocational	(322)						
Advanced Vocational	(323)						
Handicapped	(500)						
TOTAL							

B.2 Summary Numbers of Teachers and Learners

School Code

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1. Mortality statistics for teachers during the current academic year

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

2. Teachers who left the school in the previous year

Reason (s)	Male	Female	Total
Retired			
Transferred to another School			
Transferred to a non teaching position			
Health related (illnesses, accidents)			
Dismissed			
Resignation			
Others (exclude death)			
TOTAL			

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

(Please tick only one box)

Yes No

4. How many teachers in your school received training **and also** gave lessons in life skills-based HIV and sexuality education.

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5. (a) Is your School implementing an HIV and AIDS policy for Education Sector workplace programme 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 there any grievance and disciplinary procedures in place?

(Please tick only one box)

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

C1. Class-group information

School Code

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1. Name of school: _____
2. Grade and class-group, e.g. Grade 1 A: _____

Office use

3. Session (Mark one) Morning

Morning (first session only)	(1)	
Afternoon	(2)	
Other (please specify)	(3)	

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

(a) Main Medium: _____

Code

(b) Second medium, if any (**Not** language subjects): _____

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)	
No (2)	

(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

7. Number of **Non-Namibian** learners

Male	Female	Total

8. **Grade Composition**

Record the number 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 last year)			Learners repeating the grade because they failed at the end of last year			Learners who returned to school this year after having left during or before the previous year		
Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL

FOR GRADE 1 ONLY

9. How many of your Grade 1 learners have had kindergarten / pre-primary school experience?			
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10. Name of the class teacher:

Name: _____ Signature: _____ Date: _____

(PLEASE REMEMBER TO COMPLETE THE BACK OF PAGE)

PLEASE TURN OVER

C2. Class-group information

School Code

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Grade and class-group, e.g. Grade 1 A: _____

11. Ages of learners

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

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

12. Home languages of learners

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

Language Group		Males	Females	TOTAL
Caprivi	Silozi (11)			
	Other Caprivi (19)			
Afrikaans (21)				
European based	English (22)			
	German (23)			
	Other European (29)			
Kavango Languages	Rugciriku (31)			
	Rukwangali (32)			
	Rushambyu (33)			
	Thimbukushu (34)			
Khoekhoegowab (Damara>Nama) (41)				
Oshi-wambo	Oshindonga (51)			
	Oshikwanyama (52)			
	Other Oshiwambo (59)			
Otjiherero (61)				
San Languages (71)				
Setswana (81)				
Sign language (91)				
Other languages (99)				
TOTAL				

13. Learners participating in School Feeding Program (indicate number)

Male	Female	Total
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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. **Lower Primary** teachers **must** also list all the subjects.

For Grades 11 and 12 only: Separate subjects into NSSC(O), or NSSC (H) levels.

Indicate the level in the third column as H or O.

Are these books also used by other classes? Mark either YES or NO

Subject			Number of learners taking subject			Total number of textbooks for the subject issued to classgroup	YES	NO
Subject Name	Code	GD 11/12 level (H/O)	Males	Females	Total			
TOTAL:								

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

C3. Class-group information

School Code

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Grade and class-group, e.g. Grade 1 A: _____

15. Furniture (in the classroom)

Furniture	Total in Class	Good	Usable	Need replacement
Writing board(s) (<i>chalk, white and smart boards</i>)				
Single desks for learners				
Double desks for learners				
Teacher's table(s)				
Chairs for learners				
Chairs for teacher(s)				

16. Orphans and Vulnerable Children (OVC)

17. Number of learners who dropped out during the current year

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

Reason for dropping out	Male	Female	TOTAL
Illness or caring for sick family / relatives			
Distance between school and home			
Left to get a job			
Parents demand that learner stays home			
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			
Hunger			
Learner was discriminated, bullied by others			
Disability			
Early marriage			
Attitude of teacher/s			
Unknown			
Others, specify			
Total			

18. Life Skills and HIV&AIDS Participation

Do learners participate in HIV & Aids prevention programs, e.g.(My Future is My Choice, Window of Hope)? (<i>Tick appropriate box</i>)	YES		NO	
If Yes, number of learners participating in these activities.	Male	Female	Total	

C4. Class-group information

School Code

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Grade and class-group, e.g. Grade 1 A: _____

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

Tick one Yes No If yes, indicate which of these topics were covered by ticking “yes” or “no” on the three statements below.

Teaching on generic life skills	YES	NO
Teaching on sexual reproductive health	YES	NO
Teaching on HIV Transmission and prevention	YES	NO

20. Learners experiencing learning and social difficulties

Disability Category		Male	Female	Total
Both Visually and Hearing Impaired				
Visually Impaired	Partially blind			
	Totally blind			
Hearing Impaired	Hard Hearing			
	Deaf			
Epileptic				
Behavioural and / or attention deficit disorder				
Mild or moderate intellectually disabled				
Severe intellectually disabled				
Physically disabled				
Specific learning disorder				
Autistic Spectrum disorder				
Others (Specify)				
TOTAL (types of disabilities)				

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

(a) Mortality statistics for learners during the current academic year								
Cause of death:	Illness		Accident (car, acts of nature, etc)		Suicide		Violence and Homicide	
	Female	Male	Female	Male	Female	Male	Female	Male
Age in years								
5 or younger								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25 and above								
TOTAL								

Name: _____ Signature: _____ Date: _____

D. Teacher Particulars

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.

1. Name of School		Code					
		Code					
2. Name of Teacher		Title (Mr./Ms)	Initials	Last name			
Ref code:							
3. Present service of the Teacher (Mark one block only)		Is now working at the school <input type="checkbox"/>	Is on long sick or maternity leave <input type="checkbox"/>	Is on study leave for more than 3 months <input type="checkbox"/>			
4. Identity number and document		(a) Number		(b) Type of Document (see back of page)			
		Code					
5. Sex (Male / female)		6. Nationality				Code	
7. Date of Birth (DD-MM-YYYY)		8. Marital Status (See list of codes)		Code		9. Employment (full or part-time)	
10. Salary Grade		Code		11. Employee Code (govt. staff only)		12. Employed by (see list of codes)	
						Code	
13. Employed as (see list of codes)		Code		13. Employed as (see list of codes)		Code	
14. Number of years of teaching experience years		15. Number of years of non teaching experience years (for less than a year experience convert to a whole year)		16. Main (Home) language (see list of codes at the top of the back of this form)		Code	
17. Rank and post occupied Actual rank and acting capacity: see codes		(a) Actual rank		Code		(b) Acting Capacity (if any)	
						Code	
18. Highest academic or vocational qualification (see list codes)		Code					
19. Highest professional or teaching qualification (see list codes)		Code					
20. Indicate the subjects that you are qualified to teach		Major:			Minor:		
21. Phase qualified to teach (Please tick accordingly)		N/A <input type="checkbox"/>	PP <input type="checkbox"/>	LP <input type="checkbox"/>	UP <input type="checkbox"/>	JS <input type="checkbox"/>	SS <input type="checkbox"/>
22. Life Skills-based HIV and Sexuality Education training received		23. Received HIV&AIDS training		24. Counseling Training		25. Computer Skills (0 – none, 3 – advanced)	
YES <input type="checkbox"/> NO <input type="checkbox"/>		YES <input type="checkbox"/> NO <input type="checkbox"/>		YES <input type="checkbox"/> NO <input type="checkbox"/>		0 1 2 3	

26. **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. Lower primary class MUST be indicated as such instead of listing all subjects. Under 'Qualification in Subject' tick the most appropriate (**only 1 block**) block to indicate your qualifications in each specific subject. If you teach more subjects than the space provided, list information on a separate page.

Subject Taught		Grades taught		Qualifications in Subject			
Subject Name	Code	From Grade	To Grade	School level below Gd12	GD 12	1 or 2 years after Gd 12	3 years plus after Gd 12
		Gd	Gd	(1)	(2)	(3)	(4)
		Gd	Gd	(1)	(2)	(3)	(4)
		Gd	Gd	(1)	(2)	(3)	(4)
		Gd	Gd	(1)	(2)	(3)	(4)
		Gd	Gd	(1)	(2)	(3)	(4)
		Gd	Gd	(1)	(2)	(3)	(4)
		Gd	Gd	(1)	(2)	(3)	(4)
Verified by Principal							

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

Original: EMIS Head Office • 2nd Copy: Region Office • 3rd Copy: School

CODES FOR MEDIUM OF INSTRUCTION AND HOME (MAIN) LANGUAGE

Code	Medium								
11	Silozi	23	German	33	Rushambyu	51	Oshindonga	71	San (Ju/'hoasi)
19	Other Caprivi	29	Other European	34	Thimbukushu	52	Oshikwanyama	91	Setswana
21	Afrikaans	31	Rigciriku	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	3776	English 2nd Language Gr. 1-12	4795	Oshikwanyama Gd. 1-12
2114	Afrikaans 1st or home Language, 1-12	2746	Entrepreneurship, Gd. 8-10	5598	Oshindonga, Gd 1 2
2120	Afrikaans 2nd Language, 1-12	3806	Environmental Studies, Gr. 1-4	4357	Otjiherero, Gd. 1 - 12
2133	Agriculture, Grade 8-12	3859	Fashion and Fabrics, Gd. 11-12		
6891	Art, Grade 1-7			5955	Performing Art, Gd. 8-10
2409	Arts and Design, Gd. 11-12	4159	French Foreign Language, Gd. 8-12	6094	Physical Education, Gd. 1-12
2411	Art in Culture, Gd. 8-10				
2427	Art of Entertainment, Gd. 8-12	4234	Geography, Gd. 8-12	6130	Physical Science Gd. 8-12
2524	Basic Information Science, Gd. 5-10	4258	German 1st of Home Language, Gd. 1-12	6253	Plumbing & Sheet-Metal Work, Gd. 8-12
2532	Basic Techniques, Gd. 7	4261	German Third / Foreign Language 8-12		
2567	Biology, Gd. 11-12	4285	Hairdressing, Gd. 8-12	2544	Religious & Moral Education, Gd. 1-10
2639	Bricklaying and Plastering, Gd. 8-12	4297	Handwriting, Gd. 1-4	6803	Remedial Teaching, Gd. 1-7
2729	Business Economics, Gd. 11-12	4375	History, Gd. 8-12	4213	Rumanyo (Rugciriku) Gd. 1-12
2764	Business Studies, Gd. 11-12	4436	Home Ecology, Gd. 5-7	4792	Rukwangaii, Gd. 1-12
2822	Catering Gd. 8-12	4438	Home Economics, Gd. 8-12	6874	Salon Science, Gd. 8-12
3024	Combined Science/Co-ordinated Science, Gd. 11-12	4697	Integrated Performing Art. Gd. 8-10	7609	Setswana, Gd. 1-12
3050	Communication & Department, Gd. 8-12	4785	Ju/'hoasi, Gd. 1-4	6994	Sign Language
3146	Computer Literacy, Gd. 1-12	4784	Keyboard & Word Processing, Gd. 8-10	4960	Silozi, Gd. 1-12
		5575	Khoekhoegowab, Gd. 1-12	1401	Special Education
3173	Computer Studies, Gd. 8-12:	4913	Life Science, Gd. 8-10	7163	Specialised Education/Handicapped
		4914	Life Skills, Gd. 5-12	7096	Social Studies, Gd. 5-7
		3373	Literature (English), Gd. 11-12		
3375	Design and Technology, Gd. 5-12	4259	Literature (German), Gd. 11-12	7426	Television Radiotrician work, Gd. 11-12
3378	Development Studies, Gd. 11-12	5134	Mathematics, Gd. 1-12	5170	Thimbukushu, Gd. 1-12
3503	Economics, Gd. 11-12			7610	Typing/Typing and Office Admin. Gd. 8-10
3524	Educare, Gd. 11-12			7751	Visual Arts, Gd. 8-10
		5584	Natural Economy, Gd 11, 12		
3666	Elementary Agriculture, Gd. 5-7	5585	Natural Science & Health Education, Gd. 5-7	7901	Wood work
3743	Engineering Science, Gd. 10-12	5605	Needlework and Clothing, Gd. 8-10	9999	Teacher on study leave for more than 3 months
3770	English 1st Language, Gd. 1-12	5602	Needlework (Basic Techniques), Gd. 7	1111	No teaching
		5713	Office Practice, Gd. 8-12		
		5701	Office Admin and Keyboarding Appl Gd. 11-12		

IN ALL OTHER CASES, STATE THE SUBJECT & LEAVE THE CODE BLANK

CODES FOR TEACHERS PARTICULARS - FORM D

4. IDENTIFICATION-TYPE OF DOCUMENT

Code Document Type

1	Namibian Identification Number	109	Grade 9
		110	Grade 10
2.	Namibian passport number	111	Grade 11
3.	Foreign passport number	112	Grade 12
4.	Other identification/document number	113	Grade 13
		31	Not Known

8. MARITAL STATUS

Code Status

1.	Single
2.	Married

10. SALARY GRADE

Code Grade

105	Grade 5
106	Grade 6
107	Grade 7
108	Grade 8

17. RANK & POST OCCUPIED

Code Post

109	Principal
111	Deputy Principal
112	Head of Department
113	Teacher
121	PRE-Primary Teacher

*Post code 107 and 108 should be recorded under code 109 - Principal
In all other case indicate post and leave blank

18. ACADEMIC QUALIFICATION

Code Category/Description

1.	Grade 9 or lower
2.	Grade 10 or 11
3.	Grade 12
4.	Studies requiring Gr. 12 to enter 1 or 2 years after Gr 12

5. Studies Requiring Gr. 12 to enter 3 or 4 years after Gr. 12

6. Studies requiring Gr. 12 to enter 5 or more years after Gr. 12

19. PROFESSIONAL QUALIFICATION

Code Category/Description

1.	No teacher training
2.	Qualification requiring Gr. 10 or lower to enter (e.g. ECP)
3.	Qualification requiring Gr. 12 to enter - 1 or 2 years after Gr. 12
4.	Qualification requiring Gr. 12 to enter - 3 or 4 years after Gr. 12
5.	Post-graduate teacher diploma
6.	Post-graduate degree

24. COMPUTER SKILLS

0.	No Skills
1.	Beginners - basic skill
2.	Intermediate
3.	Advanced

E. PHYSICAL FACILITIES

School Code

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1. NAME OF 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:** Buildings are distinguished by the main material of walls.
- 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.**

Type of room or facility		Number of rooms of each kind of building structure				TOTAL
		Permanent (Bricks, stone concrete, etc.)	Prefabricated panels/classes	Traditional (Mud, poles, sticks, grass, corrugated iron, metal sheets, etc)	Buildings not belonging to the school but used daily	
Class rooms	(01)					
Laboratory (Science)	(02)					
Specialist room (Computer/Typing)	(03)					
Other Specialist room (Cookery, Art, etc)	(04)					
Workshop (prevocational)	(05)					
Rooms suitable for very small groups only	(06)					
Gymnasium / School Hall	(07)					
Library/Media/Resource Center/Language	(08)					
Store room(s)	(09)					
Book Store	(10)					
Office (Including Staffroom and Principal's)	(11)					
Other administrative / general use facilities	(12)					
Strong room	(13)					
Garden or Agricultural Project facility	(14)					
TOTAL						

3. 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)

4. SANITARY FACILITIES Check and record the number of INDIVIDUAL lavatory units (seats, urinal spaces, etc.).	Number of individual toilets units			
	Male learners	Female learners	Staff	
	Flush toilets	Urinal spaces	Other latrines e.g. pit latrines	
	TOTAL			
5. BASIC SERVICES Check and correct (if necessary) what kind of basic services are at the school and/ or surrounding community, suburb or town	TYPE OF SERVICES		School (indicate Yes or No)	Nearby community or town (indicate Yes or No)
	Water (piped, borehole, well etc)			
	Electricity (mains, generator or solar)			
	Telephone (including cellphone, satellite or radio telephone)			
	TV reception (including use of TV set(s))			
6. 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			
	Single quarters			

F. ETSIP INDICATORS

School Code

F.1 School and Community

<i>Area</i>	<i>Your Responses</i>				<i>EMIS Code (for office use only)</i>
1. School Board	Does the school have an operational School Board (SB)?	Y		N	
	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)					
2. School Development Fund (Do not record the UPE Funds)	Does the school have School Development Fund (SDF)?	Y		N	
	If <i>Yes</i> , what is the average contribution per child per year?	NS			
	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 assist with teachers' rent payments	Yes		No	
	Other – please specify up to 3 main uses:				
(1)					
(2)					
(3)					

School Code

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F.3 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 or provided?	Number
Operating system	Number	Operating system	Number	1 – 3 months		Donated by NGO (e.g. School net, Peace Corps)	
a) Windows		a) Windows		4 – 6 months			
b) Linux		b) Linux		7 – 9 months		Donated by private company	
c) Other Specify: -----		c) Other Specify: -----		10 – more months		Bought by school (own funds)	
						Provided by Government (Ministry)	
TOTAL		TOTAL		TOTAL		TOTAL	

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

Broken		No Electricity		No know-how		Others (specify below)	
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3. What kind of support has the school received from those who donated the computers?

Training		Technical support		Other (please specify below)	
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4. Other ICTs Equipment (indicate numbers)

Equipment	Teaching and Learning		Administration	
	Operational	Not operational	Operational	Not operational
Printers				
Photocopiers				
Typewriters				
Television Sets				
Radio / Tape recorders				
Braille				
Duplicating machines				
Sewing machines				
Cookers/Stoves				
Science Kits				
Musical Instruments				
DVD				
Smart boards				
LCD /OH Projectors				
White boards				
Projectors/beamers				
Fax machine				
Others (specify below)				

Hostel code

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H1. Hostel Information

1. Name of Hostel		
2. Superintendent's name		
3. Telephone and fax numbers <i>(if different from School)</i>	Tel:	Fax:
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 type="checkbox"/> State hostel <input type="checkbox"/> Private hostel	
5. 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"/>	
6. Does the hostel have a kitchen providing meals to boarders?	Mark one Yes <input type="checkbox"/> No <input type="checkbox"/>	
7. Does the hostel have a laundry?	Mark one Yes <input type="checkbox"/> No <input type="checkbox"/>	
8. Those hostels with a laundry:	1. Is clothing washed? Yes <input type="checkbox"/> No <input type="checkbox"/>	
	2. Is linen washed? Yes <input type="checkbox"/> No <input type="checkbox"/>	
	3. Is washing done <input type="checkbox"/> by machine <input type="checkbox"/> by hand	
	4. If washing is done by hand, is it done by <input type="checkbox"/> Boarders? <input type="checkbox"/> Institute workers?	
9. Overall capacity of the hostel?	Boys <input style="width: 40px;" type="text"/>	Girls <input style="width: 40px;" type="text"/> Total <input style="width: 40px;" type="text"/>
10. Current occupancy level	Boys <input style="width: 40px;" type="text"/>	Girls <input style="width: 40px;" type="text"/> Total <input style="width: 40px;" type="text"/>
11. Number of rooms and blocks at the hostel	Rooms	Blocks
	Boys <input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/>
12. Number of rooms and blocks occupied	Rooms	Blocks
	Boys <input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/>
13. Number of empty rooms and blocks and reason(s) <i>(Attach separate page for reason)</i>	Rooms	Blocks
	Boys <input style="width: 40px;" type="text"/>	<input style="width: 40px;" type="text"/>
<i>The information stated in this questionnaire is certified as correct.</i>		
Superintendent: ----- <div style="display: flex; justify-content: space-around; width: 100%;"> Signature date </div>		<div style="border: 1px solid black; width: 150px; height: 100px; margin: auto;"> Date Stamp </div>
Principal: ----- <div style="display: flex; justify-content: space-around; width: 100%;"> Signature date </div>		

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

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
ST. John's Primary School		Gd 4	1	2	3
		Gd 5	7	8	15
		Gd 6	15	12	27
		Gd 8	20	19	39
James's Secondary School		Gd 8	15	30	45
		Gd 9	17	28	45
TOTAL			75	99	184

Number of boarders living in the hostel:

Name(s) of school(s) attended by boarders	School code (office use)	Grade	Number of boarders		
			Males	Females	Total
TOTAL					

H3. Hostel Information

16. Number of hostel staff and number 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	
Staff:	Superintendent (301)							
	Supervisor (303)							
	Chief Hostel Matron (304)							
	Catering Matron (305)							
	House Hold Matron (306)							
	Child Care Matron (307)							
	Senior Institution Worker (308)							
	General Institution Worker (309)							
	Laundry Institution Worker (310)							
	Other Hostel staff (specify)							
Other:	Non-hostel staff (399)							
TOTAL								

17. Staff particulars

Particulars of all staff members, including staff on leave and relief staff, are reported in table 18. The number of staff listed must agree with the numbers reported as “working in hostel” in Table 17 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

Appointment

1	Permanent
2	On probation
3	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.

