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Second Edition

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ACRONYMS

AAT	-	Association of Accounting Technicians
ACA	-	Advanced Certificate in Accounts
AIDS	-	Acquired Immune-Deficiency Syndrome
APU	-	Academic Production Unit
'A' Level	-	Advance Level
ATD	-	Accounting Technician Diploma
CABS	-	Certificate in Accounts and Business Studies
CDC	-	Curriculum Development Centre
CSO	-	Chief Standards Officer
CWAC	-	Community Welfare Assistance Committee
DEO	-	District Education Officer
DSO	-	District Standards Officer
DTEVT	-	Department of Technical Education and Vocational Training
DWAC	-	District Welfare Assistance Committee
EB	-	Education Board
ECS	-	Education Cost Scheme
ECSNCC	-	Education Cost Scheme National Co-ordinating Committee
ESIP	-	Education Sector Investment Programme
GPF	-	General Purpose Fund
GRZ	-	Government of the Republic of Zambia
HIV	-	Human Immune-Deficiency Virus

HRDO	-	Human Resource Development Officer
MOE	-	Ministry of Education
MOERDC	-	Ministry of Education Restructuring and Decentralisation Committee
NGO	-	Non-Governmental Organisation
NRDC	-	Natural Resources Development College
'O' Level	-	Ordinary Level
PEO	-	Provincial Education Officer
PMS	-	Preventive Maintenance System
PTA	-	Parent Teacher Association
SEN	-	Special Education Needs
PSO	-	Principal Standards Officer
TTC	-	Teacher Training College
TSC	-	Teaching Service Commission
VIP	-	Ventilated Improved Pit latrines
WH	-	Wash Hand
WC	-	Water Closet
SSO	-	Senior Standards Officer
SO	-	Standards Officer
ZERP	-	Zambia Education Rehabilitation Project
ZLS	-	Zambia Library Service
ZPC	-	Zambia Primary Course
ZNCUNESCO	-	Zambia National Commission for UNESCO

PREFACE

Education in Zambia has hitherto been highly centralised. Almost all decision making powers have to a large extent been vested at the Ministry of Education Headquarters. This means that all matters about the planning and management of education have been centred on the Ministry of Education Headquarters officials in consultation with the Provincial Education Officers. The district level has not played a crucial role in decision-making and in the management of schools and colleges. Furthermore, Ministry of Education institutions have been operating under long-winded lines of answerability and channels of communication. There have been therefore unnecessary delays in decision-making and implementation policies.

The Ministry of Education decided to decentralise the education system. It did so by creating Education Boards. The aim of doing this was to avoid inefficiency and to restore a sense of ownership of these institutions by the parents and communities. It is hoped, by decentralising education through Education Boards, that there will be timely action and less uncalled for bureaucracy in the system.

Education Boards are expected to assume some, if not most of the functions which were previously carried out by officials at the headquarters and in the provinces. This means that resources will be placed at the school, college and district levels. The key personnel at these levels will have to undergo re-orientation and training in order for them to effectively carry out their new roles and functions. Their main function will be to manage, other than administer the human, material and financial resources as well as ensure high quality performance within the education enterprise.

In doing their work, the key personnel at the school, college, district and community levels will be guided by sets of guidelines. These revised guidelines as a result of the evaluation and situation analysis of the pilot phase of the Education Boards on the Copperbelt.

The guidelines also specify the responsibilities, authority and powers of institutions and those who work in them. Above all, they aim at making education authorities and parents understand their roles and functions as well as assist them to perform efficiently and effectively. It is hoped that the users of these guidelines will find them useful - including in their day-to-day operations.



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These guidelines are called the Standards, Assessment and Evaluation guidelines. They may also be referred to as Standards Guidelines or Standards and Evaluation Guidelines. They must be used by schools, colleges and Education Boards. Teachers, lecturers, heads of schools and college principals should also use them in their day to day work. Other stakeholders who are concerned with the running of educational institutions at different levels will also find these guidelines helpful.

The Ministry of Education took into account several dimensions in the education system when developing these guidelines. Some of these are: Management of accounts, curriculum design, human resource management, human resource development, institutional roles and functions of Boards, procurements and school records.

The expected standards and levels of achievement in these guidelines are not dealt with in detail but summarised as 'accepted or acceptable indicators'. They only serve as a guide that schools and colleges should aim at when providing education. If the expected inputs, processes and outputs in the schools and colleges reach the 'accepted indicators' in these guidelines, the quality of education should improve. Should they fail far below the 'accepted indicators', the quality will have dropped at least according to these guidelines.

Under each chapter there is a Title. Below the title there is a sub-heading on a particular dimension in the running of the school, college, Education Board or any item concerned with education. Below this title, there are two columns. The left hand side column shows the title of an item against which we want to show the 'accepted indicators'. For example, we could have on the left hand side the item: **Roles and functions of Education Standards officers**. On the right hand side we will have the following indicators or requirements:

1. To ensure that all teachers and lecturers at basic school level are inspected at least once per year.
2. To ensure that all schools and colleges are inspected at least three times a year.
3. To ensure that the recommendations made by the standards officers after inspections are carried out by the teachers, head, principals and education board authorities.

(v)

The left hand column indicates the performance area (of concern) while the right hand side informs the user on the 'accepted or acceptable achievement



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performance area. In some cases the right hand side items on the left hand side.

We should always bear in mind that it is possible for a school or college to have more items or areas of performance than is provided for here. It is also possible for some innovative stakeholders to go beyond the indicators given in these guidelines. This is as it should be as different educational institutions may grapple with different problems at different times and in diverse situations and circumstances.

POLICY, LEGAL AND SEMI-LEGAL EDUCATION MATTERS

In order to understand the governance of learning institutions. Education Boards should ensure that the following policy documents exist and are followed by the school administration, teachers and other members of staff. It is important that the documents be used to induct new teachers and other new members of staff in the school, college or District Education Board. It is the responsibility of the Board to ensure that the school or college administration stock the following key documents:

- (a) Education Policy Document
- (b) Education Act
- (c) Education Board Guidelines
- (d) Teaching Service Regulations
- (e) General Orders
- (f) Ministerial Circulars
- (g) Financial Regulations

ITEM	REQUIREMENTS
1. Policy, design and strategies	<p>1. Each GRZ, private, grant-aided or any other learning institution such as a school or college is expected to have its own written constitution which is in agreement with the education policy.</p> <p>2. Education Boards should ensure that teachers, lecturers, pupils or students and members of the local community know, understand carry out the policy of the institution.</p> <p>3. Learning institutions are required to have an emblem with a motto such as, "Service and excellence".</p>



Teachers and lecturers should be aware of the following concerns in education such as:

- (a) Access to education for all.
 - (b) Cost-sharing that involves partnership in paying for education among parents, companies and the government.
 - (c) Care and use of the environment.
 - (d) Equitable distribution of education resources between male and female to reduce the existing gender imbalance.
 - (e) Liberation, that is opening up the provision of education to the general public.
 - (f) HIV/AIDS.
 - (g) Population Education.
 - (h) Human rights
 - (i) Democratic Governance.
5. Education Boards should ensure that the college or school calendar is adhered to as a matter of policy.
6. Education Boards should ensure that days lost due to genuine disruptions caused to learning e.g. water shortages, epidemics and strikes are recovered.
7. Early closures and late opening of schools and colleges are not allowed except with the permission of the Permanent Secretary.
8. Pupils in none examination classes should not be sent home on account of other classes sitting for public examinations. They should attend classes up to the end of the year or term.
9. Education Boards should encourage the practice of Remedial Teaching.
10. Education Boards should ensure that there is a policy on pupil or student assessment and should:



ate the period either fortnightly, monthly,
y or yearly.

	<p>(b) There are two types of assessment. Formative assessment is the continuous assessment of the learner. It involves a variety of classroom activities including projects and field trips. Summative assessment of the learner is conducted mainly at the end of a learning programme through public examinations.</p>
<p>2. Legal basis of education</p> <p>The education portfolio. Functions of the Minister of Education</p>	<p>1. The legal requirements of education are found in the Education Act Chapter 234 of the Laws of Zambia. The following are among the items found in the Education Act:-</p> <p>(a) Promote the education of all Zambians.</p> <p>(b) Change the site of any learning institution as may be seen fit.</p> <p>(c) Change regulations through Statutory Instruments.</p> <p>(d) Authorise the opening of new schools and colleges and the closure of existing ones.</p>
<p>Private schools or colleges</p>	<p>1. All private learning institutions must register with the Ministry of Education.</p> <p>2. Registration is done every year and is subject to a proprietor fulfilling laid down conditions. For example, the teaching staff to be employed at the school should be sufficiently qualified for the purpose of teaching.</p> <p>3. Registration of a private school may be nullified by the Minister.</p> <p>4. It is an offence to establish and run a school or college without registration.</p>



<p>colleges</p>	<p>Education Boards and Parent-Teacher Associations are legal bodies.</p> <p>2. A headteacher has authority to enrol any pupil following the conditions provided in the Education Act such as:-</p> <p>(a) Age entry for a pupil in Grade One is seven years;</p> <p>(b) School classes should be of 40 pupils each.</p> <p>3. The Board has authority to enrol any applicant who meets the necessary qualifications to train as a teacher such as:-</p> <p>(a) Should have no criminal record.</p> <p>(b) Should have an interest in teaching.</p> <p>4. When suspended or expelled, pupils or students have the right to appeal to the District Education Board.</p> <p>5. Teachers and lecturers should know the Education Act especially the areas where legal or disciplinary action is likely to be taken against them e.g.</p> <p>(a) Absconding from duty.</p> <p>(b) Making a school girl pregnant or Immoral conduct.</p> <p>(c) Fighting at the place of work.</p> <p>(d) Being drunk on duty.</p> <p>6. Teachers and lecturers should know and understand their rights as workers and their obligations by reading General Orders and other documents.</p>
<p>3. Semi-legal matters</p>	<p>1. Semi-legal matters refers to activities that are laid down at delivery points of education. They include rules and regulations at the learning institution. They also include assignments for instance, one may be assigned to go and supervise examinations at a nearby learning</p>

stitution.

	<ol style="list-style-type: none"> 2. All semi-legal matters must be written down and be clear and understood by all for whom they are intended. 3. All circulars from various educational authorities should be followed. 4. If any rule or regulation that falls under semi-legal matters is broken, disciplinary action will be taken against the officer concerned.
4. Education Boards and learning institutions	<p>These have been created to bring about the running of learning institutions closer to the points of delivery. The following are some of the functions of Education Boards:</p> <ol style="list-style-type: none"> 1. Will formulate operational policies for the schools or colleges in line with the education policy. 2. Are responsible for human resource development. 3. Shall employ and lay off staff in the long run. 4. Administer educational institutions on behalf of the Minister. 5. Create a conducive learning and teaching environment in a school or college. 6. Create favourable working conditions for teachers and lecturers. 7. Take care of the needs of slow, average and high performers. 8. Will maintain and improve upon school or college property including buildings. 9. Supervise the erection or construction of new buildings for the school or college. 10. They will in consultation with all stakeholders decide on the fees and other levies to be collected by the school or college administration. The board will ensure that funds collected by the administration are properly accounted for.

CHAPTER TWO

ROLES AND FUNCTIONS OF THE STANDARDS AND EVALUATION DIRECTORATE

1. Roles and Functions

The co-business of the Standards and Evaluation Directorate is to ensure that quality learning and teaching come first in all educational institutions. However, this does not only refer to subject content, methodology and instructional materials but also to quality in the management of human, material and financial resources. In this regard, the Directorate will work with specialised teams of other educationist and stakeholders to see to it that proper records are kept, transparent and accountable procurement systems are adhered to, accounts are properly maintained and public resources are generally utilised in a manner that is efficient and cost effective.

The work of the Standards and Evaluation body is also to help make rules and regulations about the running of pre-schools, primary, basic, high schools and teacher training colleges in the country. It also ensures that these rules and regulations are followed.

From time to time members of this body will conduct inspections of institutions and teaching departments in schools and colleges to ascertain that quality learning and teaching are taking place.

2. Professional Roles of Standards Officers

All Standards Officers are expected to follow acceptable and professional conduct in discharging their duties. The following are some of the duties that they are expected to perform:-

ITEM	DUTIES
2.1 Standards and Evaluation Officers	<ol style="list-style-type: none"> 1. Recommending and approving school and college books and other learning and teaching materials. 2. Taking part in formulating education rules and regulations, and ensuring that these are adhered to in schools. 3. Recommending applications for registration or re-registration of schools.

4. Recommending for the employment of lecturers and Standards Officers.
5. Ensuring that correct records are kept in schools.
6. Carrying out general school inspections as regards quality management of human, material and financial resources.
7. Organising learning and teaching time.
8. Advising teachers on the use of modern methods in teaching.
9. Assisting teachers in the organisation and supervision of subject associations.
10. Encouraging teachers to use libraries and resource centres for educational and training purposes.
11. Participating in curriculum reviews.
12. Advising schools on matters related to assessment and examinations.
13. Ensuring that school based teacher insert programmes are enhanced.
14. Ensuring that a weekly time log is introduced.

CHAPTER THREE

TYPES AND STATUS OF SCHOOLS AND COLLEGES

In Zambia there are five main types of educational institutions. These are known as government: grant-aided, trust, private and community schools and colleges.

ITEM	DEFINITION/STATUS
3.1. Agencies and proprietors	Agencies and proprietors are bodies that own and manage educational institutions.
Government of the Republic of Zambia schools/colleges	The government of the Republic of Zambia owns and manages the majority of educational institutions
Grant Aided schools/colleges	Church organisations or missions own and manage educational institutions in partnership with the government. The government gives grants to these institutions in the form of funds and qualified teachers and lecturers.
Private schools/colleges	Private individuals or groups of people own and run educational institutions usually on a profit basis.
Trust schools and college	Trust schools and colleges are private institutions which are run on non-profit making basis. They differ from private schools in that they primarily meant to help the community rather than make profit. Are built and managed by a corporate body run on non-profit making basis.
Community schools and colleges	Community schools and colleges are private institutions built and run by the community. These institutions are non-profit making.

3.2 Types of schools	
Pre-schools	Pre-schools enrol pupils aged between 3-6 years. These are preparatory stages for knowledge acquisition for their own development as well as for entry into Grade One.
Lower Basic Schools	Lower primary schools enrol Grades 1-4 pupils.
Middle Basic Schools	Primary schools cater for pupils in Grades 1-7.
Upper Basic Schools	Basic schools provide basic education to Grades 1-9 pupils.
High Schools	There are two categories of high schools. Some enrol pupils for Grades 8-12. Others enrol pupils for Grades 10-12. There are other high schools that offer 'A' level education.
Schools and Colleges for Continuing Education	These schools offer education in both academic and non-academic courses to the out of school youths. Formal classes are offered for Grades 1 - 12 while vocational courses include carpentry, typing, plumbing and computer education. The National Correspondence college offers academic courses by correspondence.
3.3 Types of Colleges	
Primary Teacher Training Colleges (to be renamed: Basic Education Teacher Training Colleges)	There are various types of teacher training colleges which prepare teachers to teach in the different types of schools.
	Primary Teacher Training Colleges cater for teachers for primary schools to teach Grades 1-7 and to cater for Grades 1-9.

Secondary Teacher Training Colleges	Secondary Teacher Training Colleges enrol teacher trainees for Grades 8 and 9.
In-service Teacher Training Colleges	In-service Teacher Training Colleges provide in-service training for primary, basic and high school teachers. Some of them offer pre-school teacher training.
University Training	Prepares teachers to teach in high schools and colleges.
National Correspondence College	Offers distance education at primary, basic and high school levels. It also offers vocational training.
3.4 Grades of Schools	There are three grades of schools. These are Grades 1, 2 and 3 while the rest are called ungraded schools. The grades of schools are determined by the number of streams and classes offered.
Mid-Basic School streams	<ol style="list-style-type: none"> 1. A Grade one primary school consists of 6 to 8 streams with 42 to 56 classes. 2. A Grade two basic school consists of between 3 to 5 streams with 21 to 41 classes. 3. A Grade three basic school consists of 1 to 2 streams with 1 to 20 classes.
Basic School streams	<p>Basic schools are schools that run classes from Grades 1 to 9. the following indicators determine the grade of a basic school:-</p> <ol style="list-style-type: none"> 1. A Grade 1 basic school has 5 or more streams with 37 to 47 classes. 2. A Grade 2 basic school has 3 to 4 streams with 27 to 36 classes.

	3. A Grade 3 basic school has 1 to 2 streams with 1 to 26 classes.
High school streams	High school streams are determined by the following indicators: 1. A Grade 1 high school has 8 or more streams with at least 24 or more classes. 2. A Grade 2 high school has 4 to 7 streams with 12 to 23 classes. 3. A Grade 3 high school has 1 to 3 streams with 1 to 11 classes.
Basic Schools. i) Lower basic 1-4 ii) Middle basic 5-7 iii) Upper basic 8-9	1. One teacher per two classes. 2. One teacher per class. 3. One and half teachers per class (including two extra teachers).
High school	One and half teachers per class (including two extra teachers).
Senior teachers Ungraded schools	The following staffing levels should be observed in the following primary and basic schools: 1. Grade 1 - 3 senior teachers. 2. Grade 2 - 2 senior teachers. 3. Grade 3 - 1 senior teacher. 4. Ungraded schools are not supposed to have a senior teacher.
High schools	Each high school is supposed to have heads of departments corresponding to the 9 subject areas offered in the school. This includes career guidance and special education.

ANCILLARY STAFF

Grade one basic schools	<ol style="list-style-type: none"> 1. 3 station handymen 2. 2 typists 3. 1 bursar 4. 2 clerical officers
Grade two basic schools	<ol style="list-style-type: none"> 1. 2 station handymen 2. 1 typist 3. 1 bursar 4. 1 clerical officer
Grade three basic schools	<ol style="list-style-type: none"> 1. 1 station handyman 2. 2 1 typist 3. 1 bursar 4. 1 clerical officer
Teacher Training College	Teacher training college classification depends on the level of teacher education offered by the institution.
Primary Teacher Training Colleges	These are colleges that offer the Zambia Primary Certificate. These colleges are found in all provincial centres except Lusaka Province while the Copperbelt Province has two primary teachers colleges (1997).
High School Teacher Training Colleges	<ol style="list-style-type: none"> 1. These colleges offer diploma in teacher education in various subjects. 2. The Ministry of Education receives teachers with Diploma Certificates from institutions run by other Ministries such as the Ministry of Science and Technology which trains the art and design and music teachers industrial arts.



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Training Colleges	offer various advanced certificates and diplomas for Basic and High school teachers.
University	<ol style="list-style-type: none">1. The University of Zambia offers various degree courses for both High and Basic school teachers.2. The Copperbelt University mainly caters for in-service teachers pursuing courses in business studies as well as industrial arts.

CHAPTER FOUR

OPENING, UPGRADING, HANDING OVER/TAKING OVER AND TWINNING OF SCHOOLS

The following are the procedures to follow when starting a new school, upgrading an institution of learning, handing over or taking over of a school or department and the twinning of schools.

ITEM	REQUIREMENT
4..1 Starting and opening of new schools	<p>District Boards and other proprietors who may want to build new schools should ensure that the following requirements are satisfied:</p> <ol style="list-style-type: none"> 1. Must be within an area with reasonable numbers of school-going children or students. 2. Proprietors must have access to school mapping documents from the District Education Office. 3. The school should be situated away from busy places such as shopping centres, markets and bars. 4. Proprietors should satisfy legal requirements such as rentals, ownership and title deeds for the land. 5. The proposed institution should be inspected by the Standards as well as Building Officers from the office of the PEO in the province where such an educational institution is to be set up. 6. Application formalities will be done at the PEO's office and concluded by the HRDO/Standards Officers at MOE Headquarters. 7. The Director, Standards and Evaluation Department recommends to the Minister for registration, re-registration or de-registration. 8. The minister approves and issues the registration certificate.

Site and buildings	<p>1. These should be situated within walking distance for pre-schools and primary schools. A walking distance of 5km or 10km when transport is available should be considered.</p> <p>2. Consider the safety of the children when building schools. Loose electric cables, wells, busy roads and swampy areas must be avoided.</p> <p>3. Proprietors can buy or rent buildings.</p> <p>4. There should be classrooms, offices, staff room(s), stores, hostels as well as dining halls where applicable.</p>
Specialised rooms	There must be science laboratories, or edukits, blocks for home economics, art and design, industrial arts, music and other practical disciplines.
Sporting facilities	Availability of play grounds for various sporting activities and sufficient supplies of related equipment such as football, nets, discus, javelins, ropes etc.
Sanitary facilities	There should be water, toilets, an incinerator and other refuse disposal facilities such as rubbish pits and dustbins.
Curriculum	The curriculum will be integrated, flexible and be as practical as possible. It will focus on programme areas and learning outcomes rather than on subjects.
Learning and teaching resources	Course books for teachers and pupils including reference books and supplementary readers, chalk, pens, paper etc. should be make available.
School requisites	Basic working and learning requisites in class and outside the classroom should be available in school.



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Staffing	Sufficient trained teachers and lecturers as well as ancillary staff (see chapter three for staffing levels).
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	school	<p>requirements should be satisfied :-</p> <p>sound financial standing of the proprietor.</p> <ol style="list-style-type: none"> 2. Photocopies of academic and professional certificates of the teachers and other staff. 3. Proof of sustainable pupil enrolment levels. 4. In the case of renewing a licence, minutes of the latest EB and PTA meetings and an inspection report should be available.
4..3	Upgrading of schools	<ol style="list-style-type: none"> 1. This is a change in the size of the school e.g. from primary to basic level. 2. This change will mean that a school that used to be called Grade 3 will now be called Grade 2. 3. This change involves an increase in the number of streams and the number of classes. 4. For a school to be upgraded it should satisfy the proportionate increases in the pupil/student population and facilities required. The following are the main areas. <ol style="list-style-type: none"> a) School buildings. b) Specialised rooms. c) Sporting facilities. d) Sanitary facilities. e) Learning and teaching resources. f) Basic school equipment. g) Teaching, support and ancillary staff.

	5. When a school has been upgraded, the salary scales of the headteacher and deputy headteachers also
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		ward.
		ure in the handing over or taking over of a
4.4 Handing over or taking over of a school, from one agency to another	From one head to another	<p>school is as follows:-</p> <ol style="list-style-type: none"> 1. General inspection report of the school by the Standards and Evaluation Staff is a pre-requisite. 2. Agreement between the current proprietor and the prospective proprietor regarding issues such as recruitment of staff, payment of salaries and administration. 3. Ceremony of the handover/take over and signing of relevant documents. <p>The head should ensure that the handing over is done in the manner specified in the form at Appendix 4. This is mandatory.</p>
Handing over or taking over a department or a section.		The head of the school or principal of the college will supervise the handing over or takeover of a department while the head of department will support the handing over/taking over of a section.
Signing of documents		When taking over/handing over, ensure that the relevant hand over/taking over document is used.
4.5 Twinning of schools or colleges		<p>The concept of twinning of schools emanates from the policy of partnership in education.</p> <ol style="list-style-type: none"> 1. Twinning is a process whereby 2 schools or colleges in different locations agree to work together or co-operate in areas of common interest. 2. Twinning may take place between schools or colleges in the same town or district, province or different countries.

Procedure	<ol style="list-style-type: none"> 1. There must be mutual interest and a design by the institutions concerned to work together. 2. Identify common areas of interest in the curriculum and in relation to the level of education offered.
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			involves the following activities:-
		<ul style="list-style-type: none">a) Projects for joint undertakingb) Culturalc) Academic pursuitsd) Sporting	
Process		<ul style="list-style-type: none">1. Authorities of the twinning institutions should inform the relevant elements of the Ministry of Education about the plans to twin.2. A form or document indicating that twinning has taken place should be sent to the Permanent Secretary, Ministry of Education.3. This is obligatory.	

SCHOOL GROUNDS AND BUILDINGS

1. School Buildings and Infrastructure

It is important for Education Board members to monitor the state of the school buildings and surroundings. The Board should ensure that the school administration carries out the day to day administration of cleaning the school environment. Where a Board embarks on building, extending or renovating school buildings, standards dimensions of rooms should be followed. Boards should, among other things, ensure that recommendations for male and female closets are also followed.

Boards in rural areas and those in some urban areas using pit latrines should construct Ventilated Improved Pit Latrines, commonly known as VIPs.

ITEM	INDICATORS
5.1 School buildings and upgrading of infrastructure	Whenever an Education Board embarks on building or expanding a school, standard dimensions should be followed.
Female rooms	<p>In compliance with the public health regulations, the following number of water closets (WC) and wash hand basins (WH) are required:</p> <ul style="list-style-type: none"> a) 1 water closet per 10 pupils. b) 4 water closets per 30 pupils. c) 5 water closets per 50 pupils. d) 6 water closets per 70 pupils. e) At least 1 incinerator for the entire school.

Male rooms	<ul style="list-style-type: none"> a) 1 water closet per 20 pupils. b) 2 water closets per 30 pupils. c) 1 x 60cm urinary per 20 pupils. d) Wash hand basins apply to both male and female pupils. e) 8 hand basins for the first 100 pupils. f) 3 hand basins for the next 50 pupils.
Latrines	<p>If the school uses pit latrines:</p> <ul style="list-style-type: none"> 1. Education Boards should ensure that they construct Ventilated Improved Pit Latrines. 2. The VIP's should be clearly labelled for boys and girls or male and female staff members. 3. The recommended numbers for VIPs' are as follows:- <ul style="list-style-type: none"> a) 2 VIPs for each classroom. b) 1 VIP for male and 1 for female staff. c) 1 VIP for each staff house. 4. Disinfectants must be applied in all toilets/latrines at least once per day.
Rural schools	<ul style="list-style-type: none"> 1. Education Boards should ensure that classrooms, and specialised rooms are made out of durable materials such as:- <ul style="list-style-type: none"> a) Burnt bricks. b) Concrete floors. c) Stone walls. <p>This will make the structures firm and permanent.</p>

Finishes	<p>Education Boards should ensure the following finishes apply for all teaching space and administration blocks:-</p> <ol style="list-style-type: none"> 1. Floors should be of high standard concrete, screed, wooden parquet or vinyl tiles. 2. Walls should be of burnt bricks or plastered brickwork, painted with PVA and gloss paint. 3. The inside walls should be skirted with PVA and gloss paint. 4. All roofs must carry suspended ceilings. 5. Windows must be big enough to allow sufficient day lighting and whenever possible Education Boards should strive to instal electricity in their schools. 6. Where window frames have been used, they must have glass panes. Perforated bricks can also be used to allow in enough air and light. <p>Air vents should be placed on opposite walls to ensure cross ventilation.</p>
Special Education Needs facilities	<ol style="list-style-type: none"> 1. Buildings and facilities where SEN pupils and students are found should be modified or modified to suit their needs. 2. School grounds must be free from un-necessary obstacles such as pools of water or any dangerous items.
Chalk boards	<ol style="list-style-type: none"> 1. All teaching rooms must have at least 1 chalk board and 1 notice board each. 2. The size of the chalk board and notice board should be of the basic size 2.44 x 1.2m. 3. The chalk board should be painted with either black or green chalk board paint.

Furniture	<p>It is the responsibility of Education Boards to purchase sufficient and appropriate furniture for their schools. Teaching rooms should have the following furniture:-</p> <ol style="list-style-type: none"> 1. Wooden or steel desks, benches and chairs of the right sizes for all pupils according to the age groups. 2. The dimensions of furniture for both primary and secondary schools must be appropriate. 3. Shelves in the library should not be more than 1 meter long. 4. The width of a standard library shelf should be about 20cm wide. 5. The distance between library shelves should be about 30cm. 6. The sizes of shelving units should suit the age range of pupils.
Sports facilities	<ol style="list-style-type: none"> 1. There should be sign posts to all sporting fields. 2. Sports and games facilities should be accessible to all pupils and located away from high ways and buildings. 3. Each/game sport should have its own area with recommended dimensions e.g. <ol style="list-style-type: none"> a) The football field dimensions should be 100m x 60m. b) The netball field should be 30m x 15m. c) The basketball field should be 26m x 14m. d) The running track should be 400m in length. e) Games such as lawn tennis, table tennis, badminton, cricket, rugby, squash, volleyball, swimming and hockey should be encouraged by all Education Boards. f) Schools should be encouraged to have appropriate facilities and equipment for as many sporting activities as possible.



Use of School/college facilities for any purpose by members of the public or local community.	<ol style="list-style-type: none">1. This is not always encouraged by the MOE but arrangements can be made between school authorities and those concerned.2. All buildings must be kept clean and locked during holidays and weekends except those for special and specified needs.
Personal and environmental health	Board members will note that the health of school children cannot be divorced from the nature of their environment. Thereafter pupils should be seen to maintain high standards of hygiene as well as keep the environment clean. Morning health inspections especially for primary and high schools are encouraged.
National flag	All Government, Grant Aided schools and colleges should have a National Flag posted in a suitable place.

SYSTEM (PMS) IN SCHOOLS

Preventive maintenance is important in any educational institution. The success of the system depends on the co-operation between the school administration, teachers and lecturers, pupils or students, parents and the community. It is for this reason that each board should sensitise the local community to ensure their participation in the preventive maintenance system of a school or college.

ITEM	INDICATORS
6.1 Organisation of PMS	<p>For effective teaching and learning in educational institutions there should be a programme of preventive maintenance.</p> <ol style="list-style-type: none"> 1. There should be a preventive maintenance Committee. 2. There should be sub-committees such as:- <ol style="list-style-type: none"> a) fund raising. b) lawns maintenance. c) furniture and desk repair. d) garbage collection and disposal. 3. Board members, parent-teacher association members and pupils should be represented in the main committee with equal representation between male and female. 4. A PMS chart should be drawn up at school, class, group and pupil levels.
Orientation	<p>The school administration should ensure that new Board members, PTA members, pupils, students, teachers, lecturers as well as the community are given PMS Orientation in the following areas:-</p> <ol style="list-style-type: none"> 1. Care and storage of school property. Boards should not allow a situation where pupils sit on the floor instead of sitting on desks.

	2. Repair of buildings, desks, toilets, vehicles,
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	shops and other school property and ment.
	<ol style="list-style-type: none"> Cleaning and maintenance of school/college surroundings. Proper disposal of garbage.
Utilisation of workshops and other school facilities to support PMS	<ol style="list-style-type: none"> Industrial arts workshops should be used for undertaking repair work. Workshops , Home Economics and other school or college facilities should be used to fund raise in order to support PMS activities. School facilities can be used by other schools and the community to fund raise for PMS activities.
Security and safety	<ol style="list-style-type: none"> Security and safety such as a wall fence, burglar bars to classrooms and store rooms and security guards should be put in place to guard against vandalism. There should be functional fire sighting equipment. Regular drilling of pupils or students in fire fighting techniques should be implemented. There should be a First Aid Kit in the school.
Community involvement in PMS	<p>In order for the community to participate in PMS effectively the following measures should be put in place:</p> <ol style="list-style-type: none"> A member of the community should be on the PMS sub-committee. The community should be sensitised on the advantages of PMS. The PMS sub-committee should support the school or college in areas of finance, expert skills and material donations, Rehabilitation of machines, Equipment workshops etc.

	4. The community should be made aware of the
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		lines with respect to levying outsiders using facilities. This is to enable schools meet administrative costs. Advocacy can in this regard be achieved during PTA meetings and school open days.
Utilisation of other institutions in PMS programmes		<p>It is important for Education Boards to promote good working relationships with line ministries and Non-Governmental Organisations in order for the PMS programmes to succeed. The following activities could be organised:</p> <ol style="list-style-type: none">1. Sponsored awareness campaigns.2. Donations of PMS materials.3. Adoption of classrooms or surrounding areas like sports fields, gyms, or swimming pools by external sports bodies or private companies.4. Maintenance of records of institutional agreements.
Funding for PMS programmes		<ol style="list-style-type: none">1. There should be records of funding and its utilisation.2. PMS projects like the making of desks for sale to other schools and colleges should be initiated by Boards where capacity exists.
Areas of emphasis in PMS activities		<ol style="list-style-type: none">1. There should be a poster showing the name and address of the school/college.2. The national flag should be posted in a suitable place.3. Litter bins, rubbish pits and dust bins should be placed in strategic places to keep the school environment clean.4. The beautification of the school or college surroundings and buildings should be emphasised to pupils, teachers and the local community by:<ol style="list-style-type: none">a) Painting all buildings.

	<p>removing cobwebs, graffiti, dirt and dust from buildings and School or college furniture.</p> <p>c) Ensuring that floors, chairs, desks and tables are mopped and dusted daily.</p> <p>d) Putting up a duty roster to indicate tasks to be done by pupils or students and teachers to ensure that pupils do the above mentioned work.</p> <p>e) Pupils in APU classes, night schools, special study groups and open classes are and should also be involved in all PMS activities.</p> <p>f) Extra care should be taken to ensure proper utilisation of water, electricity, toilets or pit latrines.</p>
Evaluation of PMS programmes	<p>The boards should ensure that the school administration shows evidence of evaluation of PMS programmes through the availability of:</p> <ol style="list-style-type: none"> 1. Records of weekly evaluation of PMS programmes. 2. Minutes of monthly PMS meetings. 3. Records of corrective measures being taken after inspection. 4. Records of annual reviews on the performance of schools and colleges in PMS.

ORGANISATION AND ADMINISTRATION ROUTINE.

The school routine and organisation is important in any education institution. It guides teachers and pupils or lecturers and students concerning the timing of each school or college activity. It is important that pupils and students spend as much time as possible in school or college learning. Schools that run extra or afternoon classes commonly known as APU classes should observe the minimum acceptable number of period allocation to all APU and the morning classes. It is important for each Board to monitor the school or college routine to ensure that pupils and students spend as much time as possible in schools or college.

ITEM	TIME ALLOCATION
7.1 The school and college routine. 7.2 Basic school single session routine	<ol style="list-style-type: none"> 1. In all types of schools and colleges the session should start and end with the singing of the National Anthem. 2. The Assembly can be done on selected days after 07:00 hours. 3. Morning: 07:00 hours - 10:30 hours Grades 1-4. 4. Morning: 07:00 hours - 12:30 hours Grades 5-7.
7.3 Basic school double and triple session routine	<ol style="list-style-type: none"> 1. Morning: 07:00 hours - 10:30 hours Grades 1-4. Afternoon. 2. Mid-Morning: 10:30 hours - 13:30 hours Grades 1-4. 3. Afternoon: 13:30 hours - 17:00 hours Grades 1-4.
7.4 Basic school double session routine	<ol style="list-style-type: none"> 1. Morning: 07:00 hours - 12:00 hours Grades 5-7. 2. Afternoon: 12:00 hours - 17:00 hours Grades 5-7.
7.5 Basic school single session routine	<ol style="list-style-type: none"> 1. Morning: 07:00 hours - 10:30 hours Grades 1-4. 2. Morning: 07:00 hours - 12:00 hours Grades 5-7. 3. Morning/Afternoon: 07:00 hours - 13:00 hours Grades 8-9.



		07:00 hours - 13:00 hours Grades 8-9. 07:00 hours - 13:00 hours Grades 10-12.
		3. Afternoon: 13:00 hours - 17:30 hours Grades 8-12. 4. Academic production unit classes (APUs) and Continuing Education (CE) classes should: a) Only be instituted in schools which have enough room for such classes. b) Start from 13:30 hours to 17:30 hours.
	7.7 An alternative day high school routine	The following daily-routine for a day-high school is strongly recommended. The times listed for the following daily routine are only indicative. However this is a pattern that is strongly recommended due to its convenience.
		1. 07:25 hours - Bell rings. 2. 07:30 hours - Assembly (Starts and ends with the singing of the National Anthem) 3. 07:45 hours - 1st lesson. 4. 08:25 hours - 2nd lesson. 5. 09:05 hours - 3rd lesson 6. 09:45 hours - 4th lesson. 7. 10:25 hours - Break (20 minutes).



	<p>9. 11:25 hours - 6th lesson.</p> <p>10. 12:05 hours - 7th lesson.</p> <p>11. 12:45 hours - End of Morning Session.</p> <p>12. 12:45 hours - Lunch (1 hour).</p> <p>13. 13:45 hours - 8th lesson.</p> <p>14. 14:25 hours - 15:25 Supervised Study (1 hour).</p> <p>15. 15:25 hours - Co-Curricular activities.</p> <p>16. 16:30 hours - End of school day.</p>
7.8 The boarding routine	<p>The following daily-routine for a boarding-school is also strongly recommended for the same reason as above.</p> <p>1. 06:00 hours - Bell for rising rings.</p> <p>2. 06:00 - 06:30 hours - Dormitory cleaning.</p> <p>3. 06:30 hours - 07:30 hours - Breakfast.</p> <p>4. 07:30 hours - Assembly (Starts and ends with the singing of the National Anthem).</p> <p>5. 07:45 hours - 1st lesson.</p> <p>6. 08:25 hours - 2nd lesson.</p> <p>7. 09:05 hours - 3rd lesson.</p> <p>8. 09:45 hours - 4th lesson.</p> <p>9. 10:25 hours - Break (30 minutes).</p> <p>10. 10:55 hours - 5th lesson.</p> <p>11. 11:35 hours - 6th lesson.</p>



	<p>hours - end of morning session.</p> <p>13. 12:15 hours - Lunch (1 1/2 hours)</p> <p>14. 13:45 hours - 7th lesson.</p> <p>15. 14:25 hours - 8th lesson.</p> <p>16. 15:05 hours - End of lessons.</p> <p>17. 15:15 hours - Co-Curricular activities.</p> <p>18. 17:00 hours - Free time.</p> <p>19. 17:45 hours - Supper.</p> <p>20. 18:30 hours - Supervised study.</p> <p>21. 20:30 hours - End of study.</p> <p>22. 21:30 hours - Lights out.</p>
7.9 Weekend programme	<p>In boarding schools a special efforts must be made to draw up a suitable programme for Saturdays and Sundays. The Head and his/her staff must constantly encourage and help their pupils to make the best use of allocated free time particularly on Saturdays and Sundays. Ministers and priests should be invited to conduct services on Sundays at the school. The following is a suggested daily routine for Saturdays and Sundays in boarding schools.</p> <p>Saturdays</p> <p>1. 06:00 hours - Bell for rising.</p> <p>2. 07:00 hours - Breakfast.</p> <p>3. 08:00 hours - Preparation for a School general inspection.</p> <p>4. 10:00 hours - Inspection by head.</p> <p>5. 11:00 hours - Inter House competitions/voluntary study and shopping if and when applicable in the later case.</p>



		<p>...rs - Lunch.</p> <p>7. 14:30 hours to 17:00 hours</p> <p>On both days (Saturdays and Sundays) This time should be used for as many inter-house competitions as possible, for co-curricular activities and for games against local and visiting teams.</p> <p>8. 18:00 hours - Supper.</p> <p>9. 19:00 hours - Supervised study/film shows.</p> <p>10. 21:30 hours - Lights out.</p>
3. Sundays		<p>1. 06:00 hours - Bell for rising rings.</p> <p>2. 07:00 hours - Breakfast.</p> <p>3. 08:00 hours - Religious services to be conducted by school staff or invited Ministers or Priests.</p> <p>4. 11:00 hours - Inter-house competitions/voluntary study.</p> <p>5. 18:00 hours - Supper.</p> <p>6. 19:00 hours - School or house concerts, debate, drama etc.</p>
Changes in routine due to weather conditions or walking distance by pupils.		<p>1. Add or subtract 15-30 minutes to or from recommended routine.</p> <p>2. Each period must run through the mandatory 40 minutes.</p> <p>3. Schools without APU and Continuing Education classes should follow the normal routine.</p>

	4. The normal secondary school routine must include at least 2 days of prep or afternoon classes per week.
Teacher training colleges routine	<ol style="list-style-type: none"> 1. Morning: 07:00 hours - 13:00 hours 1st and 2nd year students. 2. Afternoon: 14:00 hours - 16:00 hours 1st and 2nd year students.
Period allocation roaster	<ol style="list-style-type: none"> 1. Primary school Grades 1-4: Minimum of 20 period per week per teacher. 2. Primary school grades 5-7: Minimum of 30 periods per week per teacher. 3. Secondary school. Minimum - 20 periods per week per teacher. 4. Maximum of 30 periods per week per teacher. 5. Teacher Training College. Minimum of 18 periods per week per teacher. 6. Teacher Training College Maximum of 24 periods per week per teacher.
Single periods	Recommended for most information subject areas and mathematics.
Double periods	Only recommended for subject areas that include practical work such as field work and laboratory work.
Time tables	<p>Time-tables should be kept as follows:-</p> <ol style="list-style-type: none"> a) Master time table in the staff room, deputy head teacher's office and head teacher's office. b) Teaching staff time tables in head of Department's room and senior teacher's room.

	<p>c) Individual time tables with each teacher.</p> <p>d) Class time tables in each classroom.</p>
Subject grouping headed by a HOD.	<ol style="list-style-type: none"> 1. Mathematical subjects. 2. Languages: Zambian Languages, Literature, English and any foreign languages. 3. Natural Sciences: environmental science, agricultural science, biology, science, combined science chemistry and physics. 4. Social sciences: history, geography, civics including physical education, religious education, sports, counselling and guidance. 5. Commercial subjects: commerce, principles of accounts, book-keeping, office practice and typing. 6. Practical subjects: <ol style="list-style-type: none"> a) Home economics: home economics, nutrition and health education, fashion and fabrics. b) Industrial Arts: metal work, woodwork, technical drawing, building, engineering, mechanical and geometrical drawing, as well as production work. 7. Visual and performing Arts: Art and Design, Music, Dance and Drama and Performing Arts.
Special Education Needs (SEN) and School Guidance Services	<ol style="list-style-type: none"> 1. The 7 subject areas outlined apply to students of Special Education Needs (SEN) such as hearing impaired, blind, physically disabled and mentally retarded. 2. School guidance and special education services should be provided to the pupils who need them.

Senior teachers for basic schools	<ol style="list-style-type: none"> The following are the recommended staffing levels of senior teachers in a primary school: <ol style="list-style-type: none"> 4 for a Grade 1 school. 3 for a Grade 2 school. 2 for a Grade 3 school. 1 for a Grade 4 or ungraded school. Each senior teacher supervises teachers according to sections e.g. lower, middle and upper basic sections. Each senior teacher must have a room to herself or himself. There must be a master time table in her or his office for all teachers under his/her supervision.
School committees	<ol style="list-style-type: none"> Production work committee. Finance and procurement committee. Disciplinary committee. Preventive maintenance committee. Curriculum committee Examinations committee. Food committee. Water and sanitation committee. Entertainment committee. Distress committee

Staff meetings	<ol style="list-style-type: none"> 1. At least 3 times per term. 2. Must be chaired by the head teacher or deputy head teacher. 3. Must take place when there is no active teaching required for instance afternoons/weekends. 4. There must be a minute book for staff meetings.
Substitute teachers	<p>These are teachers of the grades or subject areas that must take over the grades/classes whose teachers are absent on account of illness, or any other reason.</p> <ol style="list-style-type: none"> 1. They must ensure that they prepare work for the classes that have no teachers and appoint monitors to look after the classes. 2. They should attend to such classes, in addition to their regular classes until the absentee teacher(s) return (s). 3. Where a teacher is off duty for a period of more than 1 week the time table should change to ensure his/her classes are given to another teacher on full time basis.
Head teacher or Principal	<ol style="list-style-type: none"> 1. He/she should be a person of sober habits, exemplary manners, dress and speech and should be communicative. 2. Should be a person of balanced interests and must always be found at the school to give guidance in all sectors of the schools life. 3. He or she must not be desk bound but should supervise school work of heads of department (HOD) and other teachers. 4. Is the chief administrator of the school. 5. He or she must always lead other staff and efficiently guide board members, parent-teacher association members and the community.

	<ol style="list-style-type: none"> 6. He or she should give responsibilities to all teachers without bias. 7. He/she will serve as secretary for both education boards and parent-teachers associations.
Deputy head	<ol style="list-style-type: none"> 1. Deals with administrative work of pupils. 2. He/she supervises the work of heads of departments, senior teachers and teachers. 3. He/she heads the school disciplinary committee of pupils. 4. He/she heads the curriculum committee that decides on subject areas and the master time table. 5. Any other work delegated to him or her by the headteacher.
Heads of departments	<ol style="list-style-type: none"> 1. They look after individual subject areas and departments. 2. There is one head of department per subject area. 3. One head of section per subject area.
Ancillary staff	Kitchen staff, station handyman, tuck shop worker, watchman office orderlies and sanitary orderlies.
Supporting staff	Bursar, librarian, matron, typists, laboratory technician, boarding master, catering officers and cooks.
Staff accommodation	<ol style="list-style-type: none"> 1. Accommodation for teachers should be arranged between the employers and the teachers. 2. In the case of new transferred teachers, this should be done well in advance of the opening of schools.

CHAPTER EIGHT

HUMAN RESOURCE MANAGEMENT

In keeping with the democratic and liberal policies that Zambia embraced in 1991, the Ministry has adopted the decentralisation of the education system as an important ingredient in the reform.

Decentralising the education system entails entrusting local units with administrative responsibility to plan and implement programmes and projects within the guidelines set by the Ministry headquarters.

While it is true to say that the Board has been given responsibility to manage the school, the actual day to day administration of the institutions will be done by the school, college, or district administrators who are, the Headteacher, the Principal or the District Education Officer. The Board should therefore ensure that the school or college administration fulfils the requirements as follows:-

ITEM	REQUIREMENT
1. Establishment and staff records Middle Basic schools	1. The head teacher must keep an establishment register for all workers in the school. 2. The number of teaching and non teaching staff must correspond to the size or grade of a school. a) Grade 1: 42-56 classes. b) Grade 2: 21-41 classes. c) Grade 3: 1-20 classes.
Upper Basic schools	a) Grade 1: 28-40 classes. b) Grade 2: 27-36 classes. c) Grade 3: 1-26 classes.

High schools	<p>a) Grade 1: 24 classes and above.</p> <p>b) Grade 2: 12-23 classes.</p> <p>c) Grade 3: 1-11 classes.</p> <p>4. Teachers teach all subjects at primary level.</p> <p>5. In basic schools, the upper basic will have a few specialised teachers i.e. between 3-5 teachers with double specialisation.</p> <p>6. High school teachers will be expected to teach at least 3 other subject areas related to their subject(s) of their specialisation.</p> <p>7. The highest number of periods per teacher per week in high school should be 28 periods.</p> <p>8. Primary school (grade 1-4) 1 teacher per two classes, primary school (grade 5-7) 1 teacher per one class, High school (grade 8-12) and half teachers per class.</p>
2. Qualifications and experience of staff	
Grade 1-7	<p>1. Zambia Primary School Certificate, ZBLZ, ZTC Diploma.</p> <p>2. A senior teacher in a primary or basic school should have a ZPC and at least 5 years experience.</p>
Grades 8-9	Diploma in Education and BA, or B.Sc. or B.Ed.
Grades 10-12	<p>1. Diploma in Education, BA. Ed. and B.Ed.</p> <p>2. Head of Department - Diploma, BA.Ed., B.Sc.Ed. B.Ed. plus 5 years experience.</p>

	<ol style="list-style-type: none"> 4. Deputy Head for Primary or Basic school - ZPC or Diploma with at least 3 years experience as senior teacher or HOD. 5. Deputy Headteacher for High School: Secondary Diploma in Education, BA.Ed, or B.Ed, B.Sc.Ed. and at least 3 years service as HOD. 6. Headteacher for Primary or Basic School: ZPC/Diploma in Education BA.Ed, or B.Ed, B.Sc.Ed. with at least 3 years experience as deputy head. 7. Headteacher for a High School: Diploma in Education or BA.ED, B.Ed., or B.Sc.Ed. with at least 3 years experience as deputy headteacher.
3. Internal communication	<ol style="list-style-type: none"> 1. The head teacher must communicate with his staff through consultations, meetings, discussions and written reports and all other known and established channels. 2. The head teacher will communicate information about the administration of the school to the Board and Board decisions to the teachers.

	<ol style="list-style-type: none"> 4. The Human Resources Development Section on staff training. 5. The Teaching Service Commission on the promotion and discipline of teachers. 6. The Unions and Associations of Teachers on matters related to teachers' conditions of service. 7. Key individual officers including the provincial Education Officers and District Education Officers on school and college administration matters.
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approaches	
National level	1. Offices of the Permanent Secretary and the Directorates.
Provincial level	2. The office of the Provincial Education Officer.
District level	3. The office of the District Education Officer/Board Secretary.
Education Board level	4. The Board Secretary. 5. Boards are only expected to communicate directly with the MOE headquarters on policy matters, central funding, changes in the establishment of Boards and during emergencies.
4. Conditions of service documents	1. The school or Education Board should give all newly appointed staff, sets of rules and regulations that they are expected to follow in the work. 2. The rules and regulations should specify the things teachers and staff are expected to do and not to do.

	3. There must be the necessary documents/forms for teachers' use such as those for leave, loans, funeral and other grants, remuneration for part-time or overtime and permission to visit institutions or places as may be necessary. 4. Appropriate employment conditions should be clearly communicated to expatriate and non expatriate staff, trained and untrained staff.
5. Management of work in a school	1. Teachers should report to the heads of departments and to the senior teachers. 2. Heads of departments and senior teachers should report to the head or deputy head.



deputy heads and principals should report to the head, deputy head, Education Board and Parent-Teacher Association (PEO) or PEO.	
	<ol style="list-style-type: none">4. Committees of different sections of school programmes should report to the head, deputy head, Education Board and Parent-Teacher Association.5. The Head should be flexible to constitute any committee whenever necessary to do so.6. The head/deputy head/principal should use the main structures of school/college organisation such as the routine, master time table, organisational chart and pupils to run the school.
6. Planning activities and records	<ol style="list-style-type: none">1. All staff should use planning records in their work such as schemes, records of work and work forecasts.2. The records should show activities.3. All plans should take into account the cost as well as sources of funding.

	<ol style="list-style-type: none">4. For effective planning the school/college should have a clear schedule of activities. This should be communicated to all stakeholders.<ol style="list-style-type: none">a) Heads of department meetings.b) Sports days.c) School exhibitions etc.d) Tests and examinations.e) PTA meetings.f) Board meetings.
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		and teachers' meetings with heads of department senior teachers and teachers.
		<ol style="list-style-type: none">5. Boards should ensure that the school and college administration shows evidence of their work plans.6. Reports on various meetings should be availed to the Board and Standards Officers.
7. Deployment of staff		
Initial posting of graduating teachers		<ol style="list-style-type: none">1. Boards should notify DEOs regarding their staff requirements by 1st October of each year.2. Colleges should notify the PEOs on the number of graduating students.3. PEOs should notify the Ministry of Education Headquarters on their teacher needs.4. The returns should be received by the Ministry of Education Headquarters by 30th November of each year.

	<ol style="list-style-type: none">5. Allocation of new teachers should be completed by 30th December. This will include:-<ol style="list-style-type: none">a) Their inclusion on pay roll. However this will only be done by Cabinet Office through the MOE Permanent Secretary's office.b) Sending allocations to District and high School Education Boards.c) Sending the same information to DEO's office.d) Sending the same information to colleges.
Filling in vacant posts	For vacancies that occur in district and High School Education Boards (other than those that require the allocation of graduating students) the following will



will advertise.

	<ol style="list-style-type: none">2. Boards will employ.3. Boards will notify relevant officers in the Ministry of Education.4. Recruitment of untrained teachers will have to be approved by Cabinet Office through the MOE Permanent Secretary.
8. Appraisal of staff	<p>The following appraisal documents should be used by EBs.</p> <ol style="list-style-type: none">1. Annual confidential report form.2. Open appraisal form.3. Professional performance report.4. Teacher lesson inspection report.5. Department, subject, teacher inspection report form.6. General school or college inspection report form.

	<ol style="list-style-type: none">7. Appraisal should be done usually by the immediate supervising officer.8. Appraisal should be in any or all of the following areas:-<ol style="list-style-type: none">a) Knowledge of one's work.b) Preparation of work.c) Planning of one's work.d) Class organisation and management.e) Presentation, supervision and marking of pupil or student work.
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		activity and resourcefulness.
		ership qualities.
		h) Management qualities (for heads of institutions, DEOs and PEOs).
Retirement age		This is 55 years of age.
Employment after retirement or resignation		<ol style="list-style-type: none"> 1. A person can re-apply after getting one's benefits upon retirement or resignation. 2. Employment can be on contract. 3. A person can renew a contract as long as he or she is still formalities before going on leave.
Local and vacation leave		Teachers must fill in the necessary forms and complete all other formalities before going on leave.
Days off		<ol style="list-style-type: none"> 1. The head should record in the teachers' register when a teacher takes days off. A substitute teacher must be arranged. 2. There should be a selective attendance to certain mass functions such as ceremonies and other gatherings.

CHAPTER NINE

HUMAN RESOURCE DEVELOPMENT

It is the duty of the school or college administration to ensure that a programme to develop their Human Resources (i.e. men and women equally) is included in their strategic plan. Human Resource Development can be done at school or college level.

Qualifications of lecturers in various colleges are given in these guidelines to show the Boards the type of qualifications required at school and college levels. This will also assist the Boards to strive to improve the qualifications of staff.

ITEM	LEVELS AND NEEDS
1. Promotions	To be eligible for promotion as lecturer.



lecturer	<p>to be a teacher with at least 5 years experience as head of department in basic or high schools.</p> <ol style="list-style-type: none"> 2. In addition, one must possess at least a diploma in education. 3. Teachers with BA, or B>Sc. Education degrees have an added advantage. 4. Teachers who have been deputy heads in basic and primary schools qualify.
High School teacher training college lecturer	<ol style="list-style-type: none"> 1. Teachers with at least 5 years experience as heads of departments in basic or high schools in addition to having a diploma or degree in a specialised subject area. 2. Teachers with postgraduate education diplomas in relevant specialised fields in addition to two years experience. 3. Teachers with MA. M.Sc. qualifications in their areas of specialisation. 4. Teachers with Ph.D. in specialised areas in addition to one year teaching experience.

2. Pre-service Basic school teacher training college	<p>These colleges admit students with the following basic entry qualifications:-</p> <ol style="list-style-type: none"> 1. Between 18 - 33 years of age. 2. 3 credits and 2 passes including English at school certificate level
Pre-service high school teacher training college	<ol style="list-style-type: none"> 1. Between 18 - 33 years of age. 2. 3 merits and two credits at School Certificate level. 3. The merits must be in a field of specialisation.
3. Curriculum Identification of pre-service	<ol style="list-style-type: none"> 1. Heads of schools should submit names of UTs who have taught for at least one year to respective colleges to be enrolled for training. This will be the



	ndation of the District Standards Officer or
	2. School leaves and other interested persons will apply to respective colleges and will sit for interviews.
The pre-service teacher training curriculum	<p>The curriculum determines the areas offered by teacher training colleges.</p> <p>The following are some of the subject areas offered:-</p> <ol style="list-style-type: none"> 1. Languages. 2. Sciences. 3. Mathematical Subjects. 4. Practical Subjects. 5. Home Economics and Management. 6. Social Sciences and Humanities. 7. Commercial Subjects.

	<p>8. Special Education Needs.</p> <p>9. School Guidance Services.</p>
4. Duration Pre-service training	<ol style="list-style-type: none"> 1. Pre-school teacher training: 2 years. 2. Primary school teacher training: 2 years. 3. High school teacher training: 2 years. 4. High school teacher training: (University) 4 years.
5. In-Service Training Identification of in-service training	Head teachers or standards officers will observe and identify teachers who need in-service training. The following criteria could be used.



performance of pupils in tests and
ations.

2. Need for a teacher to handle a higher grade in the same subject area.
3. Untrained teachers in a school.
4. Updating in modern trends in education.
5. After teaching for at least 5 years in the same school or subject area.
6. After teaching for 2 years before attending another in-service training.
7. On being promoted to an administrative post e.g. headteacher.
8. Whenever there is a major change in the policy organisation and practice of the education system.

Colleges of in-service
training and
universities

1. National In-service Teacher Training College, Chalimbana.
2. Technical and Vocational Training College, Luanshya.
3. Monze College of Agriculture, Monze.
4. Copperbelt Secondary Teachers College, Kitwe.
5. Kwame Nkrumah Teachers' Training College, Kabwe.
6. Zambia Institute for Special Education (ZAMISE), Lusaka.
7. University of Zambia.
8. Natural Resources Development College, Lusaka.
9. National Institute of Public Administration, Lusaka.

yn Hone College of Applied Arts and
merce, Lusaka.

Centres and types of in-service training	<ol style="list-style-type: none"> 1. School - based in-service training for periods ranging from one to seven days. 2. Out-of-school workshop in-service training at a resource centre or teacher training college. 3. College - based in-service training. 4. University based in-service training.
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CHAPTER TEN

DISCIPLINE OF TEACHERS, HEADS AND PRINCIPALS

Discipline is very important in any given social grouping. It is even much more important in the teaching service where officers at various levels of the Ministry are supposed to be role models to pupils, students and other members of society. A Ministry of Education official is expected to conduct himself or herself in an exemplary manner during and after work.

For this reason Education Board members are called upon to enforce discipline among the members of staff they are administering. Boards have been mandated to manage the institution for which they are responsible on behalf of the Minister.

While the Board is expected to manage teachers and lecturers through the school administration, the head of each institution falls directly under the Board. It is expected that the board will be guided by these guidelines on the procedures to be followed when disciplining teachers, heads and principals.



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offences	
Indiscipline among Teachers, Heads and Principals, District Education Officers, Standards Officers and Provincial Education Officers.	<ol style="list-style-type: none"> 1. Taking intoxicating liquor while on duty. 2. Drug abuse. 3. Negligence of duty. 4. Teachers' involvement in immoral activities with school pupils and students. 5. Misappropriation of funds and re-channelling food meant for the boarding. 6. Corrupt practices. 7. Insubordination to supervising officers. 8. Unsuitable dress while on duty.

	<ol style="list-style-type: none"> 9. Abscondment from duty. 10. Heads failing to attend to school matters when they are expected to do so. 11. Teachers, heads and principals demanding financial or materials payment for them to enrol pupils and students. 12. Misuse of government vehicles. 13. Misuse of money meant for school use. 14. Diverting school property for personal use. 15. immoral conduct. 16. Use of abusive language against a colleague. 17. Engaging in acts likely to disturb public peace.
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		craft practices and accusations.
		19. Taking part in politics at the expense of teaching.
		20. Taking part in an illegal strike.
Handling teacher disciplinary matters	1. The head, head of department, head of section, senior teacher, deputy head, standards officers, Education Board and Parent-Teacher Association members may identify disciplinary matters concerning teachers as follows:-	
	a) The matter is brought to the attention of the head.	
	b) The Headteacher writes the teacher a warning letter.	
	c) The head consults Teaching Service Regulations and General Orders to establish the appropriate charge if no improvement in the teacher's behaviour takes place.	
	d) The head in consultation with the Board writes a charge letter to the teacher specifying the offence.	
	e) The teacher exculpates himself/herself.	
	f) The Board suspends the teacher.	
	g) The Board recommends to the DEO or PEO for action if the offence is serious and if an appeal is lodged.	
	h) The DEO and PEO recommend to the MOE disciplinary committee for further action.	
	i) The case may be disposed of at this level unless it involves dismissal.	
	j) The TSC who are the final authority disposes of the case it is leads to dismissal.	
Identification of an offence	1. A report can be made to headteacher by any board member, or a senior officer in the MOE.	
	2. The complaint against the teacher will be tabled in a	

ary committee meeting of the education

	<ol style="list-style-type: none"> 3. The Board disciplinary committee will interview the teacher to give him or her a chance to explain and defend himself/herself. 4. A decision will be made as to the magnitude of the offence. 5. All cases other than those that relate to the dismissal of the teacher will be dealt with by the board. 6. For cases that warrant dismissal, a recommendation will be made by the board to the PS through the normal channels. 7. A teacher will appeal to the TSC through the DEO, then PEO and finally to the Permanent Secretary.
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Offences that maybe dealt with at board level	<ol style="list-style-type: none"> 1. Offences that deal with teachers' performance such as:- <ol style="list-style-type: none"> a) Late coming. b) Lack of preparation of work. c) Failure to produce good results persistently. d) Failure to mark assignments and failure to give pupils assignments and homework. 2. Teachers' behaviour in school and the community:- <ol style="list-style-type: none"> a) Use of abusive language. b) Drunkenness and disorderly behaviour. c) Failure to carry out lawful instructions.
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		<p>public nuisance.</p> <p>gance.</p> <p>f) Trespassing.</p> <p>g) False accusations and rumour mongering.</p> <p>h) Character assassination.</p> <p>i) Improper dressing.</p> <p>j) Refusing to supervise a class for which a teacher is absent for good cause.</p> <p>k) Refusing to attend meetings.</p> <p>l) Refusing to carry out extra curricular activities.</p> <p>m) Refusing to supervise production unit programmes.</p> <p>n) Refusing to carry out recommendations made by senior officers.</p>
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	<p>o) Refusing to timetable non-basic subjects.</p> <p>p) Refusing to teach time tabled subjects.</p> <p>3. Misappropriation of public funds and property:-</p> <p>a) School levies.</p> <p>b) Production unit, APU and resource centre funds.</p> <p>c) Sale of school property without authority.</p> <p>d) Failure to follow laid down tender board procedures.</p> <p>e) Use of school property for personal gain.</p>
Head teachers and principals of teacher	<p>1. The board sits to review the case. If the case involves professional matters they may call upon</p>



		<p>O to provide specialists like standards, internal auditors, and planners to investigate the case.</p> <ol style="list-style-type: none">2. The report of the specialists will be handed to the board.3. The board will take a decision.
	District Standards Officers, Senior Standards Officers, Principal Standards Officers, DEOs and PEOs.	<ol style="list-style-type: none">1. If these officers misconduct themselves while carrying out their official duties in a board, the board will inform their supervising officers.2. The supervising officers of these officials will often identify or cite matters that need disciplinary action to be taken.3. The supervising officers who are normally the Director and Chief Standards Officer and the Permanent Secretary will write warning letters for the officers to stop their unprofessional behaviour.4. A charge letter will be issued to set in motion a disciplinary action to be taken.

	<ol style="list-style-type: none">5. The office concerned will reply to the charge letter showing why disciplinary action should not be taken against him.6. Where an offence is established the Permanent Secretary or the Director, Standards and Evaluation will decide what action to take and recommend to Teaching Service for approval, alteration or reversal of the decision taken.7. Some matters may need the intervention of other public authorities such as the Anti-Corruption Commission, Investigator-General and the Industrial Relations Court.
2. Manuals to refer to when dealing with	

Penal Code	Classification of crimes and their treatment.
Constitution of Zambia	Bill of rights and relevant sections.
Teaching Service Committee Regulations	Engagement of staff, disciplinary matters and professional conduct.
General Orders	Service responsibilities and disciplinary matters.
Ministry of Education Guidelines	Guidelines for human resource management, human resource development, accounts, curriculum, procurement, policy and others.

CHAPTER ELEVEN

SCHOOL AND COLLEGE ORGANISATIONS: PUPIL AND STUDENT AFFAIRS

This chapter deals with pupil or student administration. It guides the Education Boards on what to look for in school or college administration as regards pupils or students. It is important for the Boards to monitor the way the school manages its affairs ranging from school or college enrolments, number of extra curricular activities offered, to the nature of participation by the pupils and students in the governance of their institution.

It is expected that these guidelines will also guide pupils or students in what to expect from their teachers or lecturers. In this way the pupil's rights to high quality education and educational standards will be guaranteed.

ITEM	INDICATORS
1. Enrolment age and requirements	1. For Grade One, it is 7 years for both male and female. The latter may however enter at 6 years.



		<p>of birth certificates are required, where</p> <ol style="list-style-type: none"> 3. Preference should be given to pupils who are above 7 years old and may have been left out at the age of 7. 4. Any levies including purchase of school uniforms, exercise books, pencils and other requisites should be determined and agreed upon by the board and the PTA. 5. The number of desks available should accommodate the prescribed number of pupils per class.
	Enrolment at Grade 8	<ol style="list-style-type: none"> 1. Gender balance should be encouraged. 2. Pupils proceeding to Grade 8 must have gone through the composite examination at Grade 7 level. 3. Pupils proceeding to Grade 8 should have completed the Grade 7 programme.

Enrolment at Grade 10	<ol style="list-style-type: none"> 1. Pupils must have gone through the composite Grade 9 Examination. 2. They should have completed Grade 9.
Examination cut off points at Grade s 7 and 10	<ol style="list-style-type: none"> 1. This involves the threshold level of marks above which a candidate is selected into Grades 7 and 10. 2. It is determined on the basis of the availability of places in schools. 3. Each district usually has its own cut-off point. 4. Girls usually have lower cut-off points than boys.
Class size	Class size and classrooms should correspond to government policy which is as follows:



class size should be 40 pupils.

School levies	<p>User fees to all forms of levies charged by a School or College Board.</p> <ol style="list-style-type: none">1. User fee will be determined and agreed upon by the Boards and the PTAs and will be ratified by the minister.2. PTA levies will be agreed upon between PTA and the Board members.3. Boarding fees will be determined by the Board and the PTA.4. Education Boards should consolidate all forms of charges such as medical fees, sports funds, tuition fees and boarding fees into one figure known as user fees.5. Education Boards and the PTA will determine user fees but these will be ratified by the Minister.6. Purchase of school uniforms, shoes, exercise books, pencils and any other requisites should be determined by the school Board.
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Pupil/student cleanliness, health and outlook	<ol style="list-style-type: none">1. All pupils should be inspected for hygienic reason every morning in class or at the school assembly.2. School pupils must dress in a modest way. Fancy dresses, ear rings, necklaces as well as fancy hair styles are not allowed.3. Students in teacher training colleges should be encouraged to be clean.4. Outbreak of diseases and epidemics must be promptly reported to Health Authorities. Appropriate measures such as school/college closure should be taken.
Taking meals in the dining hall at a boarding school	<ol style="list-style-type: none">1. All pupils/students must take their meals while seated.2. Adequate sitting accommodation must be available.



	boards should ensure that:-
	Structure of pupil government consists of the head boy and/or head girls, prefects and class monitors.
	2. No pupil should be excluded from school on account of failure to pay various levies.
	3. Poor pupils and students should be assisted as may be appropriate.
	4. A structure of pupil government should be available.
	5. A line chart of student committees should exist.
	6. Up-to-date minutes of the student council should be available.
	7. A register containing club leaders and subject committee leaders should exist.
	8. A file containing names of various class monitors - house or hostel leaders should be kept.

Pupil activities and welfare	<p>There must be a written programme showing pupil activities such as:-</p> <ol style="list-style-type: none">1. Physical education.2. Inter-class competitions.3. Inter-house competitions.4. Manual work.5. Church related activities.6. A register showing the involvement of students in various school activities (as shown below) should be kept:-<ol style="list-style-type: none">a) Physical education.b) Artists activities.
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activities.

- d) Crafts activities.
- e) Clubs and hobbies.
- 7. SEN pupils must have suitable facilities to enable them learn easily.
- 8. Boarding school authorities should ensure that pupils receive a balanced diet.
- 9. Pupils should be involved in the cleaning of their school environment.
- 10. Involvement in the participation of clubs should be encouraged. The commonest ones are:-
 - a) Boy Scout.
 - b) Cadet Force.

	<ul style="list-style-type: none">c) Girl Guide.d) Drama.e) Subject Associations. <ul style="list-style-type: none">11. There should be a well-stocked tuck shop in the school/college where possible.12. No liquor/intoxicating drinks should be found among pupils/students.13. Mockery of new by old pupils should not be condoned.
Pupil records and information	<ul style="list-style-type: none">1. Examination analysis records.2. Continuous assessment records.3. Record of dropouts.



taining pupil testimonials.

5. Examination results can be obtained from the school/college, the pupil or student last attended.
6. A file on transfer requests and transfers.
7. A register for pupil career preferences.
8. A register for sick pupils.
9. A file for exceptional performers in any of the school activities.
10. Leadership performance in the school.
11. Class registers.
12. Admission registers.
13. School report files.

14. Pupil record cards.
15. Academic performance of each pupil.
16. Closing dates for Grade 7,9 and 12 entries is 31st March each year.
17. GCE entries close on 30th June for January examinations and 31st January for the June examinations the following year.
18. Record books/file of discipline cases.

Pupil discipline
record

1. A chart showing the structure of the disciplinary organs in the school.
2. Up-to-date minutes of disciplinary committee meetings.
3. A case record book for all disciplinary cases.
4. A set of clear school rules and regulations.
5. Procedures on corporal punishment in line with the Education Act.



or any intoxicating drink should be exposed
students on school/college premises.

	<ol style="list-style-type: none">7. Evidence that the school maintains consistent disciplinary procedures.8. The classroom routine should be displayed in appropriate places.
References and testimonial	<ol style="list-style-type: none">1. The school register can be used as a reference for a variety of details on pupils.2. A file should exist which containing testimonials issued or received.

Counselling and Guidance	<p>Counselling in schools and colleges may involve the following areas of concern:-</p> <ol style="list-style-type: none">1. Erratic school attendance.2. Deviant behaviour such as drug abuse, bullying, fighting, immoral conduct.3. Problems originating from the homes.4. Pupil-teacher or student-lecturer problems.5. Trauma caused by the death of a parent or parents due to AIDS related diseases.6. All matters of counselling should be confidential.7. Boards should obtain brochures that specify entry and other requirements in the colleges they supervise.8. A qualified teacher counsellor should be available.9. Every pupil card must contain a photograph of the pupil.10. The academic performance of each pupil should be entered on the card.
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preferences should be indicated on each
card.

12. Special behavioural observations should be carefully recorded, dated and signed.
13. A record of individual or group counselling should be available.
14. A record of guidance services offered in a term should exist.

Entry requirements into various colleges	
Pre-school and primary teacher training college	<ol style="list-style-type: none"> 1. Between 18-33 years of age. 2. 3 Credits and 2 passes including English.
High School teacher training college	<ol style="list-style-type: none"> 1. Three (3) merits and two (2) credits - merit be in a field of specialisation. 2. Between 18-33 years of age.
Candidates with disabilities	<p>Candidates with the following disabilities may be admitted at the discretion of Standards Officers:-</p> <ol style="list-style-type: none"> a) Visually impaired. b) Physically handicapped. c) Hearing impaired. d) Mentally retarded.
1. Natural Resources Development College	
a) College entry requirement for school	<ol style="list-style-type: none"> 1. A full Zambian School Certificate or equivalent is required, with credits in Mathematics and English



at least two credits; one from group one
subjects and the other from group two.

2. The Board should be obtain a college prospectus to counsel pupils.

<p>b) Entry requirements for non-school leavers for all courses at NRDC</p>	<p>Under special conditions a candidate with qualifications other than those mentioned earlier may be admitted for a diploma programme. Candidates with recognised practical experience in relevant subject areas maybe considered for admission provided that:-</p> <ol style="list-style-type: none"> 1. They have gained credits in at least three acceptable subjects at Grade 12 level or equivalent, obtained from at least two of the following groups: 1, 2 and 3. 2. A merit or distinction class. 3. A certificate from the Zambia College of Agriculture or from an equivalent institution is also regarded as a suitable academic qualification in lieu of the above. 4. They should pass the special entry examination set by the NRDC. 5. They must have been employed in a relevant field for a minimum of two years by the date of entry to college. 6. Non-Zambian candidates in this category may be considered without taking the special Entry Examinations provided that their application originates from abroad.
<p>Evelyn Hone</p>	



General Entry requirements.	<ol style="list-style-type: none">1. Be 16 years of age and above.2. Qualify for the course applied for.
Paramedical programmes for all school leavers	School Certificate or equivalent with credits in five (5) subjects which must include Mathematics, Biology, Chemistry, Physics, Physical Science, Science and English Language.

Mature age entry	<ol style="list-style-type: none">1. 21 years of age and above.2. At least three (3) School Certificate credits which must include Science and Mathematics and a recognised Certificate in a relevant subject
Science laboratory technology mature entry	<ol style="list-style-type: none">1. Science Laboratory Technician Certificate.2. 2 years continuous work experience.3. Employer's recommendation if sponsored.
Science laboratory technician (school leavers)	School Certificate or equivalent with credits in five (5) subjects which must include Mathematics, Biology, Chemistry, Physical Science, Science and English Language.
Mature age entry	<ol style="list-style-type: none">1. 21 years of age and above.2. At least three (3) School Certificate credits which must include Mathematics and Science and a recognised certificate in a relevant field.3. 2 years continuous work experience in a relevant field.4. Commitment letter from an employer.



	Certificate or equivalent with a merit in English and credits in four (4) subjects which must include any of the following:- Literature in English, History, Geography, Mathematics and a Commercial subject.
Mature age entry	<ol style="list-style-type: none"> 1. 21 years of age and above. 2. 2 years continuous relevant work experience.

	<ol style="list-style-type: none"> 3. Have at least three (3) school certificate credits which must include English Language and a recognised certificate in Journalism. 4. Employer's sponsorship commitment.
Certificate in printing programmes All School Leavers	School Certificate or equivalent with passes in five (5) subjects which must include English Language, Mathematics, Physics, Chemistry, Physical Science or Science.
Mature age entry	<ol style="list-style-type: none"> 1. 21 years of age and above. 2. 2 years continuous work experience. 3. Have at least three (3) School Certificate passes which must include English Language and Mathematics.
Diploma in Accountancy, (School Leavers)	<ol style="list-style-type: none"> 1. School Certificate or equivalent with credits in five (5) subjects which must include English Language and Mathematics. 2. Have Advanced Certificate in Accounting II.
Diploma in: a) Marketing b) Personnel	<ol style="list-style-type: none"> 1. School Certificate or equivalent with credits in five (5) subjects which must include English Language and Mathematics.

Management and Computer Studies (School Leavers)	
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Advanced Certificate in Accounting I	Full Certificate or equivalent with five (5) credits including English Language and Mathematics.
Advanced Certificate in Accounting II	1. Full School Certificate or equivalent with five (5) credits including English Language and mathematics. 2. Have CABS and posses an exemption from Examination Council of Zambia or have ACA foundation stage.
Certificate in Accounts and Business Studies CABS (school leavers)	1. School Certificate or equivalent with passes in five (5) subjects which must include English Language and Mathematics.
Mature age candidates	1. 21 years of age and 2 years work experience in a relevant field. 2. Fluency in English and competence in Arithmetic, which can be satisfied by passes at School Certificate level.
Secretarial programmes	Mature age candidates who are 21 years of age and above.
Personal Secretary	1. School Certificate or equivalent with at least 3 credits which must include English Language. 2. Shorthand/Typingwriting Certificate with 80/45



	<p>per minute.</p> <p>continuous work experience as a shorthand typist.</p> <p>4. Employer's sponsorship commitment if sponsored.</p>
<p>Shorthand, Typewriting and Legal Secretary</p> <p>(School leavers)</p>	<p>1. School certificate or equivalent with at least three (3) credits which must include English Language.</p>

Mature age candidates	<p>1. 21 years of age and above.</p> <p>2. 2 years continuous work experience.</p> <p>3. DTEVT Clerk Typewriting Certificate.</p> <p>4. Employer's sponsorship commitment.</p>
<p>Clerk Typewriting</p> <p>For both school leavers and mature age candidates</p>	<p>1. School Certificate or equivalent with passes in a least 5 subjects which must include English Language.</p> <p>2. 21 years of age and above.</p> <p>3. 2 years continuous work experience as a typist.</p> <p>4. Have a least two School Certificate passes which include English Language.</p> <p>5. Employer's sponsorship commitment.</p>
<p>Library Programmes</p> <p>School leavers</p>	<p>School Certificate or equivalent with passes in five (5) subjects which must include English Language.</p>
Mature age candidates	<p>1. 21 years of age and above.</p> <p>2. 2 years continuous work experience in library.</p> <p>3. At least 3 passes at school certificate including English Language.</p>



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's sponsorship commitment.

English As A Foreign Language	Any academic qualification is accepted. Entry Pre-requisites are not necessary.
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Teacher Education Programmes	
Diploma in Art and Design and Music Teaching	School Certificate or equivalent with 5 credits which must include English Language and Art and Design or Music whichever is applicable or 4 equivalent credits including Art and Design or Music with English Language.
School leavers	
Commercial High School Teaching. School leavers	School Certificate or equivalent with credits in 5 subjects which must include English Language, Mathematics and a Commercial Subject.
3. Technical Education and Vocational Training	
Industrial Arts Teaching School leavers	School Certificate or equivalent with credits in the following subjects:- English Language, Maths, Metal work, Woodwork, Technical Drawing and Physical Science or Physics and Chemistry.
Mature age candidates	School Certificate as above and a full Craft Certificate in a relevant field.
Special Vocation Teaching	1. An 'O' Level Standard of Education. 2. Diploma in professional field.



n teaching or equivalent.

4. At least 2 years Teaching Experience.


<p>4. University of Zambia</p> <p>General entrance requirements</p>	<p>Any person shall be eligible for any course leading to a first degree in the University if he or she:-</p> <ol style="list-style-type: none"> 1. Satisfies the general entrance requirements of the university, unless granted exemption in accordance with the regulations. 2. Satisfies the particular entrance requirements prescribed by the relevant school as being necessary for such a programme of study, unless granted exemption in accordance with the regulations. 3. Be selected for such a programme.
<p>5. Treatment of untrained, referred and assistant teachers</p> <p>Referred teachers</p>	<ol style="list-style-type: none"> 1. All referred teachers at Primary School level must register with Principals in TTCs of the Regions where they teach by 1st November each year. 2. They should ensure that they register and submit the latest copy of an inspection report. 3. They will be required to undergo a 4-week crush programme in the subject area(s) they did not do well in December-January of each year.



of each year they will be certified.

Assistant teacher	<ol style="list-style-type: none">1. They register with the TTC in their Region by 1st November each year.2. They submit the latest inspection report as they register.3. They undergo a 4-week crush programme in December-January in General Education Theory and Practice.4. In March of each year they are certified.
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Untrained teachers	<ol style="list-style-type: none">1. Untrained teachers that have done 5 or more years of teaching must register with Principals of TTCs in their regions.2. They submit latest inspection reports and DEO's recommendation as they register with TTCs.3. They undergo a 4-week crush programme in General Education Theory and Practice.4. In March they are certified.
Untrained teachers of less than 5 years service	<ol style="list-style-type: none">1. District Standards Officers and District Education Officers identify these.2. District Standards Officers inspect them.3. District Education Officers recommend them for training to TTCs.4. They are automatically taken on to train for 2 years as Primary School or High School teachers.



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LEARNING AND TEACHING

This chapter deals with the process of learning and teaching which is the major activity in a school or college. It is important for Board members to understand this process for them to appreciate the problems faced by the teacher or lecturer as well as the school or college administration in the process of teaching. Pupils' welfare and problems should also be looked into by the Board.

Board members are expected to understand how the school or college curriculum is organised and the necessary learning and teaching materials needed for the curriculum to be successfully implemented. Details regarding curriculum reform for the 21st century are given in the last chapter of these guidelines.

It is imperative for board members to ensure that a major part of their budget is allocated to procuring adequate learning and teaching materials. They are also expected to ensure that different types of assessment are used by the teachers and lecturers to evaluate pupils' or students' work.

ITEM	INDICATORS
The Curriculum	<ol style="list-style-type: none"> 1. This is a set of disciplines agreed upon that are taught in a school. It also covers what is commonly known as a hidden curriculum. 2. A hidden curriculum refers to unintended learning experiences such as character formation by observing a role model.
Curriculum for the future	<ol style="list-style-type: none"> 1. Presently, the curriculum is organised according to disciplines or subjects such as science, mathematics, geography and history. 2. In future (hopefully the very near future) the curriculum will be organised according to learning areas and outcomes as elaborated in Chapter 21 of these guidelines.




curriculum performance	<p>curriculum to perform effectively the following should be taken into account:</p> <ol style="list-style-type: none">1. Senior teachers.2. Qualified teachers.3. Learners' aptitudes, interests and motivation.4. Teaching and learning materials.5. Departmental rooms.6. Staff period allocation.7. Master timetables.8. Class time tables.9. Schemes of work.10. Lesson plans.11. Records of work.
Learning and teaching resources	<p>Education Boards should ensure that teacher have the following:-</p> <ol style="list-style-type: none">1. Teachers' Guide book with the ratio of 1 to 1.2. Reference books for teachers and pupils.3. Teachers' Preparation note books for:-<ol style="list-style-type: none">a) Schemes of work - 8 books for each teacher per year.b) Lesson plans - 3 books each teacher per term.



	<p>...il should have the following books:-</p> <ol style="list-style-type: none">a) Pupils' text books with the ratio of 1 book to 1 pupil.b) Supplementary readers with a ratio of 4 books to 1 pupil. <ol style="list-style-type: none">5. 1 school stores ledger.6. 1 departmental stores ledger.7. 1 class store ledger.8. Up to date record of school, departmental and class stores ledgers.9. Reading and borrowing records for teachers and pupils.10. Stock taking (fortnightly) to monitor and control the use of materials.11. Pupils' reading cards: used regularly to determine access to reading materials.12. Adequate chalk, equipment, desks, chairs and tables.13. Monitor proper use and care of materials and equipment.14. Safety rules should be displayed and adhered to in the storerooms for specialised subjects.15. Particular resource materials e.g. for Physical Education, Industrial Arts, Music and Art and Design should be available in all schools.16. Examination requirements for all subjects should be procured in good time.
Learning and teaching methods	<ol style="list-style-type: none">1. Teachers should use learner centred methods such as:-<ol style="list-style-type: none">a) Role play.b) Dramatisation.

	<p>c) Group discussion.</p> <p>d) Inquiry approach.</p> <p>e) Discovery approach.</p> <p>f) Problem solving.</p> <p>g) Demonstration.</p> <p>h) Debates.</p> <p>i) Field trips.</p> <p>j) Projects.</p>
Lesson delivery	<p>1. Use a variety of methods and teaching styles.</p> <p>2. Use a variety of relevant teaching aids.</p>
Workshop lessons and activities	<p>The practical oriented and learners centred methods make a teacher play a flexible role as a facilitator, supervisor and counsellor.</p> <p>1. Gifted pupils in the class can be used to lead group discussions.</p> <p>2. Where large classes exist groups of pupils can be supervised by gifted pupils as they work.</p> <p>3. Teachers should use the multi-grade system for small classes.</p>
Assessment	<p>Teachers should use a system of assessment which is consistent with the learner centred approaches (see chapter 21).</p>
Accreditation	<p>Accreditation is as follows:-</p> <p>1. Grade 7, 9 and 12 Examination by ECZ.</p> <p>2. Primary Teachers' Training Colleges Examination by ECZ.</p>



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	<div>3. Secondary Teacher Training Colleges examination by the University of Zambia.</div> <div>4. In-service Training for Teachers' Diploma Examination by UNZA.</div>
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CHAPTER THIRTEEN

ACADEMIC PRODUCTION UNIT (APU) AND CONTINUING EDUCATION (CE) CLASSES

Academic Production Unit (APU) and Continuing Education (CE) Classes exist in most urban schools and to some extent in rural schools. It is significant that Education Board members possess a working knowledge and understanding will enable the Education Board members to better appreciate reasons and operational problems associated with such classes. In the same way this should enable Board members to look for ways and means of reducing some of the some of the problems that are linked to APU and CE classes. This will also assist to promote and enhance good academic performance of the pupils and students.

Continuing Education classes include: Special Study Groups (SSG), Open and Evening Classes. Most of the operations of these classes are controlled from the Directorate of Continuing Education in Lusaka. There are several schools for Continuing Education built in almost all provincial Centres. However classes for Self Study Groups, Open and Evening Classes are conducted in 'normal' schools.

With the implementation of Education Boards all schools and colleges for Continuing Education will be run by Boards, while those aspects of Continuing Education being conducted in the 'normal' schools and colleges will be administered by the Boards in established in such schools and colleges. This means that Education Boards and PTAs will agree on how to raise and use funds to conduct such classes.

The role of the Directorate of Continuing Education will remain that of policy formulation, analysis and monitoring.

ITEM	INDICATORS
Policy frame work for CE	<ol style="list-style-type: none"> 1. The Director, Distance and Open Learning will determine and regulate policy matters on behalf of the Permanent Secretary. 2. The Director, Standards and Evaluation will determine and regulate the curriculum needs of CE. 3. Centres for Continuing Education will be run by Education Boards.

	<ol style="list-style-type: none"> Admission to Centres of Continuing Education is open to pupils, students or people who might have left the mainstream of the school system but want to continue with academic or skills training programmes offered in these centres. All Continuing Education accounts will be audited by the Ministry of Education auditors from the district, province or Ministry of Education Headquarters.
Pre-schools	<ol style="list-style-type: none"> Pre-school teachers are most trained by the Ministry of Education. The Ministry of Education also provides service to Pre-schools in the following areas:- <ol style="list-style-type: none"> Curriculum: MOE regulate the syllabus as well as learning and teaching materials. Standards in the learning and teaching is regulated by the Standards and Evaluation Department of the Ministry of Education. Most of the pre-schools are run by private individuals and organisations. Under the current law City, township and Rural Councils authorise the opening of pre-schools.
Open classes	<ol style="list-style-type: none"> These classes are found in some primary and basic schools. Usually pupils in these schools do Grades 8 and 9. They use materials developed by the National Correspondence College in Luanshya. With the introduction of Education Boards these types of classes will be run by Education Boards in-charge of the school in which such classes are situated.



Evening Classes	<ol style="list-style-type: none">1. Evening classes are similar to APU/CE classes except that they are conducted after 17.00 hours.2. These classes admit adults who work during the day time and any other student who may wish to attend.3. Evening classes normally offer classes from grade one to twelve.
Special Study Group (SSG)	<ol style="list-style-type: none">1. These classes are similar to open classes. Pupils are put in a large group supervised by a teacher who helps pupils with their studies.2. The administration of SSG classes will be done by Education Boards in schools where such classes are being conducted.
Reasons for establishing APU, SSG, Open and Evening Classes	<ol style="list-style-type: none">1. Increase in the population of school going children.2. Shortage of school places in existing schools.3. Large number of dropouts, particularly at Grades 7, 9 and 12.
Operational problems of APU, CE, OPEN AND evening Classes	<p>The following are some of the operational problems the boards are likely to encounter in administering APU and CE classes:-</p> <ol style="list-style-type: none">1. Use of funds realised from APU and CE classes.2. Over use of existing and limited school facilities.3. Inadequate time for delivering the curriculum to both APU/CE and regular classes.4. Limited seating accommodation for public examinations.5. Neglect for co-curricular activities for APU classes.



CE initiatives should be administered by:-

	<ol style="list-style-type: none"> 1. Education Boards are provided for in the Education Act. 2. Parent Teacher Associations in conjunction with school authorities. 3. Parents and teachers of pupils in APU and CE classes are active members of the school PTA.
Enrolment of pupils in APU/CE classes	<p>Enrolment requirements in APU/CE classes are:-</p> <ol style="list-style-type: none"> 1. Full Grade 7 certificate for enrolment in Grade 8. 2. Full Grade 9 certificate for enrolment in Grade 10. 3. Reference letters from former school heads for enrolment in Grades 5, 11 and 12. 4. Enrolment in APU classes and those classes of CE held in 'normal schools' should not exceed one third (1/3) of regular classes. 5. Enrolment should be limited to existing school facilities, for instance desks.
Staffing	<p>Teachers teaching APU and CE classes should hold the following qualifications:-</p> <ol style="list-style-type: none"> 1. For Grades 1-7, Grade 12 Certificate and a Primary Teacher's Certificate. 2. For Grades 8-9, Grade 12 with a Secondary Teacher's Diploma or Primary School Teacher's Certificate. 3. For Grades 10-12, a University Degree in an appropriate subject area or an Advanced Diploma in an appropriate area. 4. A second degree is an added advantage. 5. Dedicated teachers should be recruited to teach APU and CE classes. 6. Retired teachers and other specialists from the community can be recruited as long as they meet the basic qualifications.



	ould be given a chance to pursue subjects they are interested and capable of achieving highly.
	2. A minimum of 7 subjects at Junior Secondary School level and 6 subjects at Senior Secondary School level are recommended for APU and CE classes.

	<ol style="list-style-type: none">3. APU and CE classes should access the same learning facilities as the regular classes and should participate in co-curricular activities.4. To adequately cover the syllabuses of both morning and afternoon classes, the school authorities should consider offering tuition during weekends and holidays at no extra cost to parents.
Examinations	<ol style="list-style-type: none">1. Alternative arrangements for the administration of examinations for both regular, APU and CE candidates shall be made in advance.2. Arrangements for part time candidates must be done in advance to forestall congestion during examinations.3. To reduce congestion in examination rooms and forestall examination malpractice, the use of community halls is recommended.
Records	<p>The following records should be available for APU classes:-</p> <ol style="list-style-type: none">a) Financial records.b) Class registers.c) Schemes of work.d) Weekly forecasts and records of work.e) Preparation files.f) File on home work and tests.



books.

h) Ledger books.

i) Cash books.

	<p>j) Receipt books.</p> <p>k) Examination results records.</p> <p>l) Punishment book.</p> <p>m) Sick book.</p> <p>n) Permission book.</p>
Facilities	<p>The following requirements should be fulfilled:-</p> <ol style="list-style-type: none">1. There must be enough toilets.2. Involvement in preventive maintenance and primary health care.3. Care for toilets: pupils should also be involved in cleaning.4. Laboratories.5. Workshops.6. Sufficient water supply.
Fees	<ol style="list-style-type: none">1. Education Boards should decide on school fees to be paid by APU and CE pupils in consultation with teachers and parents.2. The Education Board accountant should take charge of all financial matters regarding APU and CE funds. Financial regulations and procedures should be strictly followed in the administration of these funds. These are public funds and are subject to government audit.



		involved in the teaching of APU and CE could be paid using funds raised from APU and CE fees and not from any other school levies. APU and CE classes must be self sustaining.
		2. Education Boards should decide the remuneration rates in consultation with teachers.

	<p>3. Remuneration for teachers should be based on their qualifications and payment should be per period taught.</p> <p>4. Rates for administrative staff directly involved in supervising APU classes should not exceed 20% of their gross salary. A gross salary refers to the actual salary excluding other allowances.</p>
Use of APU and CE funds	<p>In order for the APU and CE funds to be used for the benefits of the school, to promote the learning and teaching process they should be spent as follows:-</p> <p>Education Boards should ensure that 40% of the fees collected per term should be used to:-</p> <ol style="list-style-type: none"> 1. Purchase equipment and other education materials needed by the school. 2. Repair infrasture like libraries, classrooms, toilets and the tenancy of school grounds, furniture and any other school equipment including the school vehicles. 3. The teacher's allowances will be agreed upon by the Board, the PTA and the teachers in the school. 4. Each Board is responsible for overseeing the running of APU and CE classes, special study groups, evening classes as well as open classes. The Board will monitor and determine remuneration for teachers as well as ensuring that the rest of the money should be used to improve the pupil's welfare in the school. 5. Standards officers will inspect the learning and teaching process in the above mentioned classes.



School Boards in conjunction with PTAs should make use of APU and CE funds at the end of each term.	
of financial statements	<p>2. Financial statement should be made available to all stakeholders such as parents, teachers and copies sent to the Permanent Secretary, Ministry of Education.</p>

Transfers	The transfer of pupils from APU and CE classes to regular classes is at the discretion of the headteachers concerned.
Discipline	Disciplinary procedures for APU and CE classes will follow the same pattern as the regular classes.
Common disciplinary problems	<p>These include the following:-</p> <ul style="list-style-type: none"> a) Fighting. b) Drug abuse. c) Smoking. d) Taking intoxicating liquor. e) Immoral conduct. f) Unacceptable dress. g) Absenteeism. h) Insolence. i) disobeying school rules. j) Bullying others. k) Conduct likely to cause public disorder.
Procedures in disciplining pupils	<ul style="list-style-type: none"> 1. Prefects identify problems among pupils or students. 2. Prefects solve some problems and refer the difficult ones to appropriate teachers for example, boarding



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trons or class teachers.

- refer difficult problems to head teachers who may table the problem before the board.
4. Education Boards take a final decision on the issue.
 5. If the decision is to have a pupil expelled, permission should be sought from the Minister of Education.

RECORD KEEPING IN SCHOOLS AND COLLEGES

School records are important in the success of the administration of the school. The Board should ensure that appropriate records on various aspects of school/college life are kept in the school or college. Security and confidentiality of these records is necessary. Records on learners and teachers should always be gender segregated.

For the records to be kept properly, the Board should allocate a special room to be used as a registry. A qualified registry officer should be employed to ensure proper handling of records. These guidelines give information on acceptable needs of school/college records.

ITEM	RECORDS TO BE KEPT
School organisation	<ol style="list-style-type: none"> 1. Name, address, telephone and fax numbers of proprietor(s) of the school. 2. Grade of school, when opened and class pattern of the school. 3. School property: tools, equipment, furniture, teaching aids as well as school vehicles. 4. Staff register: staff employment and deployment details. 5. Admission register (pupil enrolments). 6. Staff Returns; prevailing status on the staffing situation. 7. Master and individual time-tables. 8. Teaching loads. 9. Head teacher's daily routine. 10. Staff personal files.

School administration	<ol style="list-style-type: none"> 1. School registry. 2. Filing system. 3. School time table. 4. School daily routine. 5. File for assorted forms, circulars and policy documents. 6. Records of staff and other meetings. 7. School log book. 8. School calendar. 9. Parent-teacher association meetings. 10. School finances records. 11. School punishment book. 12. Heads of department time table. 13. Senior teacher's time tables.
Curriculum administration	<ol style="list-style-type: none"> 1. Syllabuses. 2. Schemes and records of work done. 3. Daily forecast records. 4. Examination records. 5. Tests records. 6. School library book inventory. 7. Remedial work records. 8. Stock books for subject area departments.

Pupils records	<ol style="list-style-type: none"> 1. End of programme examinations. 2. Attendance class registers. 3. School guidance services cards. 4. Continuous assessment records. 5. End of term, mid-year and end of year test records. 6. Pupils' progress reports. 7. References and Testimonials. 8. Extra-curricular activities records. 9. Records of pupils who should benefit from the Education Cost Scheme. 10. Production work records. 11. Club activities records.
Ancillary staff records	<ol style="list-style-type: none"> 1. Payroll records. 2. Staff register: duties and times for work. 3. Engagement, discipline, retirements and deaths staff records.
General records	<ol style="list-style-type: none"> 1. Records of handing over or taking over of departments. 2. Records of hardship. Double class, secondment and responsibility allowances. 3. Records of referred and assistant teachers. 4. Records of heads and deputy heads who teach double classes. 5. Laboratory equipment and materials records.

	<ol style="list-style-type: none"> 6. Subject department correspondence file. 7. Illness and sickness record cards. 8. Records of donations to the school. 9. Names and addresses of all institutions that transact business with the school. 10. Records on teachers who have attended in-set programmes. 11. Records on teachers who have not attend any in-set programmes. 12. Records on school based programmes. 13. Inspection records on:- <ol style="list-style-type: none"> a) The school. b) The teachers. c) Departments. 14. Records of teachers' qualifications. 15. Records of APU and CE concerning:- <ol style="list-style-type: none"> a) Funds. b) Enrolments. c) Pupil achievement. 16. Records of recommended text books. 17. Records of pupils of outstanding performance. 18. Total school enrolment records. 19. Records of items produced in the school.
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	<div>20. Records of sporting activities.</div> <div>21. Records on Teachers' Union activities.</div> <div>22. Records on subject association activities.</div> <div>23. Records on public lecturers.</div> <div>24. Records on transport matters.</div>
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CHAPTER FIFTEEN

THE SCHOOL AND COLLEGE LIBRARY

It is important for Education Boards to ensure that schools have libraries. The purpose of a library is to support the educational work of the school. This purpose is achieved in two ways:-

- a) By providing pupils with the means for finding whatever information they need.
- b) By encouraging them in the habit of using books for information and for pleasure.

In order for the school library to serve its purpose it must be recognised as an essential part of the school's work. The teaching programme of the school needs to be planned in such a way that the library plays a central role in learning. The library must be organised in such a way that teachers can rely on it to support the children's learning.

The following are some of the accepted norms for running a library:-

ITEM	INDICATORS
The school library	<ol style="list-style-type: none"> 1. It is recommended that as far as possible the board should employ a qualified librarian to set up and manage the school library. 2. If a board cannot afford to employ a qualified librarian, a teacher with the knowledge of library administration can be in-charge of the school library. 3. In-service training for the above mentioned teacher would be necessary.

Accommodation and space	<ol style="list-style-type: none"> 1. For the school library to be effective, it must have its own space in the school. 2. The library must have a room specifically allocated to it. 3. The library should be situated where every one can visit it easily and conveniently. 4. The library must be secured with burglar bars. 5. Control of pest like white ants is important. 6. The librarian should ensure that books are not left on the floor. 7. Storage rooms must be clean and tidy. 8. The school library must have no leakage, moisture, dump places or dust.
The storage of materials	<ol style="list-style-type: none"> 1. Shelves for books: Books must be housed on shelves which are easily accessible to the pupils. The average height of shelving should be:- <ol style="list-style-type: none"> a) 1200 mm for younger children. b) 1950 mm for older children. c) 900 mm is the suitable length of the shelf. 2. Lay-out of the library. <ol style="list-style-type: none"> a) Place the shelves with their backs against the walls. b) If the above is not possible for example, in a room with many windows, one alternative is to put shelves at the right angles to the walls or to form islands of shelving in the middle of the room.

	<p>3. Storing of periodicals:-</p> <ul style="list-style-type: none"> a) These can be kept on sloping shelves. b) There are also special periodical display racks that can be used. <p>4. Any table can be used.</p> <p>5. Where there are no shelves, metal trunks can be used.</p>
The stock of the school library	<ul style="list-style-type: none"> 1. Books: Most of the stock will consist of books. Books must be selected for their quality and usefulness to the school. They must cater for the various reading levels and include leisure reading. 2. Others will include audio-visual equipment, periodicals, charts and maps. 3. There should be at least 5 copies of any given title of a book in a library. 4. Size of the stock: It is recommended that the board aims at five books per pupil and to these will be added audio-visual materials. 5. Obscene or books that tend to subvert public morality should not be included in a school library. 6. The board should aim at having enough books to enable:- <ul style="list-style-type: none"> a) Every pupil in the school to have a book out on loan. b) Some additional books to be available on the shelves so that individuals can refer to them or borrow them. c) Some books be kept on the shelves for class or group work in the library.



title should have at least one book to be left
shelf at any given time.

	<p>7. As an absolute minimum, the library should have a stock to start with of not less than one and half books per pupil.</p> <p>8. Where essential books are few in number, borrowing may be restricted to teachers.</p>
Sourcing of library books	<p>1. Books bought by the board.</p> <p>2. Donations.</p> <p>3. Through inter library book exchange services.</p>
Budgeting for stock	It is important for the board to have an annual budget for the school library so that spending on the school library materials can be planned and not left to chance.
Equitable ordering stock	<p>1. The board should aim at balancing the stock so that some subjects are not favoured at the expense of others.</p> <p>2. Try to give all subjects adequate coverage and weighing in the library.</p>
Stock editing	<p>1. New books should be recorded.</p> <p>2. Existing stock should be regularly examined to remove items that are no longer worth keeping.</p> <p>3. Books that are no longer useful should be removed and given as gifts to other needy schools or as prizes to deserving pupils.</p> <p>4. Pupils and teachers who lose books should replace them.</p> <p>5. Some old books can be auctioned, or sold to companies who recycle papers.</p>

Links with other libraries	<ol style="list-style-type: none"> 1. Boards should encourage the school administration to establish links with other school libraries. 2. This should involve the exchange of books between different school libraries.
The departmental library	<ol style="list-style-type: none"> 1. Some books relevant to the subject areas of the department should be placed in a departmental library. 2. An inventory for all books received and issued should be kept by the head of the department. 3. Certain books relevant to grade levels could be kept by the grade teachers.
Rebinding	<ol style="list-style-type: none"> 1. Books in poor condition should be rebound. 2. Pupils can take part in book binding with the help of teachers, for example art and design teachers.
Classification and cataloguing	<ol style="list-style-type: none"> 1. This is essential because items in the library will be easily found. 2. Books can be classified into subject areas. 3. Encourage pupils and teachers to borrow books. 4. Head teachers should not be afraid of issuing new books for fear that they will be lost or stolen.
Assistance	Assistance and advice may be obtained from the Zambia Library Service.

RESOURCE CENTRES

With the introduction of a decentralised education system in which Education Boards have been introduced, it is important for the school administration to use school based resource centres to enlighten teachers on the new policies being implemented. School based resource centres should also be used by teachers to provide teaching and learning materials.

Apart from school-based resource centres, there are also district and provincial resource centres. All these resource centres serve the purpose of giving teachers and lecturers extra facilities to use in their work.

ITEM	REQUIREMENTS
Types of resource centres	<p>There are three types of resource centres which boards can use for in-service activities. These are:-</p> <ol style="list-style-type: none"> 1. Provincial resource centres. 2. District resource centres. 3. The zonal. 4. School resource centres.
The building that houses a resource centre	<p>The sizes of resource centres may differ at various levels. The following are the requirements of an ideal resource centre:-</p> <ol style="list-style-type: none"> 1. Should be large enough to the size of 2 classrooms. 2. Should be strategically located in a district or province within easy reach of school teachers and college lecturer. 3. The building should be have the following facilities:- <ol style="list-style-type: none"> a) Toilets. b) Administrative and office facilities. c) Kitchen and catering facilities.



		enough to ensure that it is not broken into. e) Conference or meeting facilities including furniture. f) Change rooms. g) Store rooms. h) Reading rooms. i) Lecture/conference room(s)
Personnel		1. There must be a resource centre co-ordinator. 2. There must be relevant supporting staff. They may include the following:- a) Ancillary staff. b) Driver. c) Typist. d) Sanitary orderly.
Answerability		1. The resource centre co-ordinator should be answerable to:- a) Head teachers for a school based resource centre co-ordinator. b) District Education Officer for district based resource centres. c) Provincial Education Officer for provincial resource centres.

Functions of the Resource Centre Co-ordinator	<p>1. Resource centre co-ordinator's functions include:-</p> <ul style="list-style-type: none"> a) Managing of the resource centre. b) Conducting inset activities at their level. c) Co-ordinating the sourcing of funds. d) Development of teaching aids. e) Advising teachers on the production of resource materials. f) Loaning books and materials to teachers.
Administrative records	<p>1. The following records should be kept in a resource centre:-</p> <ul style="list-style-type: none"> a) Personnel. b) Activities carried out at a resource centre. c) Materials of various types, felt pens, various cutting tools, glue and PVA paints. d) Equipment. e) Financial transactions. f) General correspondence.
Stationery and equipment	<p>1. Resource centres should be well equipped with the following:-</p> <ul style="list-style-type: none"> a) Typewriters. b) Computers. c) Photocopiers. d) Duplicating machines. e) Film strips and overhead projectors.

	<p>f) Binding and stitching equipment.</p> <p>g) Television and radio sets.</p> <p>h) Vehicles where possible.</p> <p>i) Cameras/video equipment.</p> <p>j) Manila paper.</p> <p>k) Drawing paper.</p> <p>l) Graph paper.</p> <p>m) Flip charts.</p> <p>n) Chalk boards and adequate chalk supply.</p> <p>2. Equipment must be serviced from time to time.</p>
Use of a resource centre by teachers	<p>1. Teachers should use resource centres including during week days and week-ends, especially on Saturdays.</p> <p>2. There must be displayed a routine schedule for the use of a resource centre.</p> <p>3. Records for resource centre use must be displayed.</p> <p>4. All subject areas must have access to resource centres.</p>

SEMI-AUTONOMOUS INSTITUTIONS OF THE MINISTRY OF EDUCATION

The following are some of the institutions of the Ministry of Education That an Education Board may wish to consult for some services. Each of these institutions have specific services which Education Boards may use from time to time.

INSTITUTION	FUNCTIONS
Bursaries Committee	<ol style="list-style-type: none"> 1. Giving bursaries to university candidates. 2. Giving loans to university candidates. 3. Receiving and administering grants and scholarships from both local and foreign organisations.
Community Schools Council	<ol style="list-style-type: none"> 1. Running of community schools. 2. Making policies for community schools. 3. Co-ordinating ownership and administration of community schools.
Continuing Education	<ol style="list-style-type: none"> 1. Co-ordinating continuing education in the country. 2. Running continuing education skills centres. 3. Provides policy in running the National Correspondence College.



Curriculum Development Centre	<ol style="list-style-type: none">1. Developing educational materials.2. Co-ordinating the production and approval of educational materials.3. Production and distribution of syllabuses.
Education Broadcasting Services	<ol style="list-style-type: none">1. Production of educational programme (radio and television).2. Co-ordinating the production and approval of educational materials.3. Production and distribution of syllabuses.
Examinations Council of Zambia	<ol style="list-style-type: none">1. Setting of all examinations in the country.2. Certification.3. Administration of primary, basic, high school and college examinations.
National Correspondence College	<ol style="list-style-type: none">1. Developing continuing education materials.2. Offering tuition through distance education.3. Distribution of learning and teaching materials correspondence students.



		tion of science educational materials.
		2. Distribution to schools of science materials.
	Zambia National Commission for UNESCO	1. Giving support to the production of educational materials. 2. Promoting education and cultural development in the country.
	Zambia Education Programme Implementing Unit	1. Constructions of schools. 2. Rehabilitation of schools.

THE EDUCATION COST SCHEME

It is the policy of the Ministry of Education to enable all eligible pupils and students to be afforded the opportunity to pursue their studies at any given level of education. However, in every society, there are families that will not meet the cost of education for their children as they fall under the category of abject poverty. In addition, there are also destitute children most of whom may have no parents due to the AIDS pandemic. These too must be afforded the opportunity to continue their education.

Though in the past there has been assistance provided for school requirements, there has not been a specific system for assisting needy pupils and students with school requirements. As a result of this, the Ministries of Education and that of Community Development and Social Services formed a Technical Committee to establish the Education Cost Scheme in 1997.

The budget line on the Education Cost Scheme only caters for pupils at primary and secondary levels, in line with the government policy of fulfilling its obligations of providing basic education for all. The Education Cost Scheme will operate as follows:-

ITEM	REQUIREMENTS
Identification of pupils or students	<p>Identification of pupils and students to benefit from the Education Cost Scheme will be done by any of the following:-</p> <ol style="list-style-type: none"> 1. Parent-Teacher Association members. 2. Education Board members. 3. Class or grade teachers. 4. Head teachers or their deputies. 5. Members of the community.



needs	<p>and students that must benefit from this scheme are identified, it is important for the Education Board to classify the needs of each pupil or student which may be categorised as follows:-</p> <ol style="list-style-type: none">1. Lack of school uniform.2. Not able to afford books and pens.3. Hunger.4. Lack of money to pay for school fees and other educational levies.5. Lack of transport money.
Application for the Education Cost Scheme assistance	<ol style="list-style-type: none">1. It is the duty of each Education Board through the school or college administration to compile a list, stating the needs of each pupil or student.2. Once the list is compiled, it is the responsibility of each Board to apply to the District Welfare Assistance Committee (DWAC) to help the identified pupils and students.3. The Board should make follow-ups and give a feedback to the affected families.4. Each Education Board will administer the fund for each successful pupil or student.
Administration of the Education Cost Scheme	<p>For the purpose of transparency and accountability, the identification of funds for successful applicants should be done by a committee known as, the Education cost Scheme Committee, which should comprise of the following:-</p> <ol style="list-style-type: none">1. The Education Board Chairman.2. The Education Board Secretary.



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	t.
	<div>4. The PTA chairman.</div> <div>5. One member from the Ministry of Community Development and Social Services.</div>

FINANCIAL, PROCUREMENT AND AUDITING OF SCHOOL AND COLLEGE RESOURCES AND REQUISITES

1. Financial transactions.

The guidelines on accounts are meant to enable the boards to manage their public funds properly. These guidelines also ensure that proper procedures are followed by the school and college administration when acquiring or disposing of school property. It is also important to ensure that expenditure is done in accordance with the budget provisions.

Once the school budget is made and sources of funding are identified and agreed upon, the Board should see to it that the school administration does not direct pupils to pay extra money or take items like polish, reams of paper, brooms, floor polish and other items to school. Any new request for additional funding should be tabled before a full board meeting. The PTA and the education Board should be in agreement with this.

Education Boards are requested to see to it that all charges payable to the school or college should be consolidated into one fund. Making piecemeal and ad-hoc charges, as well as forcing pupils and students to contribute items at random creates a lot of inconvenience to parents and guardians and must therefore be avoided.

ITEM	INDICATORS
Budget	A budget is a statement which contains figures for anticipated income and expenditure over a period of the financial year.
Categories of a budget	<p>1. The school/college is required to prepare a budget based on:-</p> <p>a) Short term: a period covering 12 months.</p> <p>b) Medium term: a period exceeding 12 months.</p> <p>c) Long term: a period exceeding 5 years.</p>

Preparation of School/college budget	A budget in most cases is prepared by the Finance Committee comprising of all stakeholders such as the heads of departments, PTA and Board members.
Financial information	<p>For any school/college budget to be realistic, the following information must be obtained from financing agents:</p> <ol style="list-style-type: none"> The amount of money they intend to spend on school/college activities for the budget period. Their commitment to release the funds on time.
Approval of the budget	Approval of the budget should be done by the Board and PTA members as well as the higher education authorities such as the DEO, the PEO and the Permanent Secretary of the Ministry of Education.
Budget for untrained teachers' salaries	<p>All head teachers should submit their staff requirement to the DEO who will also budget for the district and submit to the PEO for onward submission to the Permanent Secretary, Ministry of Education. Submission will be made as follows:-</p> <ol style="list-style-type: none"> Submission from the head teacher to DEO should be done by 30th June. District Education Officer to PEO should be done by 31st August. PEO to the Permanent Secretary should be done by 30th September.
User fees	<ol style="list-style-type: none"> In view of inadequate GRZ funding, schools/colleges are expected to source supplementary income through school/college fees paid by the parents. Boards should agree with the PTAs on budget proposals. Parents should discuss and agree on the proposals regarding changes at a PTA general meeting.

		<ol style="list-style-type: none"> 4. The amount of user fees agreed upon must be fair and affordable to parents. 5. Once the amount has been agreed upon all parents are expected to meet such obligations. 6. User fees must be paid within the term to which they relate.
Payment services	of	<ol style="list-style-type: none"> 1. A school/college should pay for the services it receives such as water, electricity and telephone bills from its GRZ grants and their own resources. 2. A school or any other education institution should pay subsistence allowance and imprest only to its own staff. Education staff coming to do work from other institutions will be catered for by the office to which they are attached unless they have been called upon to assist by the host institution. Therefore, education boards are not responsible for paying any officer from the district, provincial or Ministry of Education headquarters. Officers from these sections will be paid by their own accounts.
Treatment of school/college fund and accrued interest		<ol style="list-style-type: none"> 1. School/college fund includes the following:- <ol style="list-style-type: none"> a) User fees. b) PTA funds. c) APU/CE fees. d) Open class fees. e) Donations. f) Grants from MOE. 2. All school/college funds should be treated and accounted for like any other public funds. This is to say that, before any expenditure can be incurred, proper authorisation must be sought by spending agencies from school/college authorities.

School/college bank account	<ol style="list-style-type: none"> 1. A school/college should open and maintain at least two separate bank accounts in which all moneys received shall be deposited. The two bank accounts are Recurrent and Capital. 2. However, bank accounts for specific activities may be opened if need arises. This should be done after authority has been granted by the Permanent Secretary of the Ministry of Education. 3. Under no circumstances should school/college funds be deposited into any other bank account other than the school/college bank account.
Bank signatories	The authorised bank signatories for the school/college bank account should comprise four approved names as determined by the Board. The approved names should include the Accounting Officer.
Donations to schools and colleges	Any monetary donation to a school or college should be spent on intended purposes. If the school/college intends to divert such donations to something else, permission must be sought from the person or organisation which donated such money before expenditure can be incurred.
Preliminary books of accounts to be kept in a school/college	A receipt book is a book that contains documents in order to provide proof for payment.
Features of a receipt book	<ol style="list-style-type: none"> 1. Name of the Board. 2. Student's name. 3. Amount (both in words and figures). 4. Signature of receiving officer. 5. Date paid in. 6. Date paid out.



General receipt book	This is a document that records details of public officers or classroom teachers who are charged with the responsibility of collecting public funds such as PTA funds.
Features of a general receipt book	<ol style="list-style-type: none"> 1. Name of the Board. 2. Classroom teacher/lecturer's name. 3. Amount (both in words and figures). 4. Signature of receiving person. 5. Date paid in. 6. Date paid out. 7. Serial number. 8. Board and government funds should be receipted immediately. Under no circumstances should funds be kept unreceipted.
Design of official (Board) receipt	An official receipt should be designed and approved by the relevant authorities such as Board members.
Serial numbers	Records for serial numbers of all receipts should be kept in the accountable register by the Chief Executive for the institution.
Cash book	<ol style="list-style-type: none"> 1. A cash book is a book which records cash and bank transactions in a systematic manner on daily basis. 2. Information found in the cash book should be accurate and consistent. 3. The following information should be accurately entered in the cash book:- <ol style="list-style-type: none"> a) Recording on appropriate columns such as debit and credit.

	<p>b) Date of transaction.</p> <p>c) Details.</p> <p>d) Folio.</p> <p>e) Income: cash and bank.</p> <p>f) Expenditure: cash and bank.</p> <p>g) Balance: cash and bank.</p> <p>h) Amount.</p>
Income and expenditure statement	<p>1. The financial statement (Income and Expenditure) gives a summary of the Education Board's funds. It also reveals surplus or deficit of transactions for the Board as at the end of a given financial period.</p> <p>2. Financial periods refers to a period in which the financial statement relates. The recommended period for Education Boards is twelve (12) months starting from January to 31st December of each year.</p> <p>3. The features of income and expenditure statement are as follows:-</p> <p>a) Name of the Board.</p> <p>b) Activities such as PTA and GPF funds.</p> <p>c) Balance brought forward.</p> <p>d) Income.</p> <p>e) Expenditure.</p> <p>f) Surplus or deficit.</p> <p>It is important for Education Boards to prepare the financial report showing how school/college funds have</p>

acted in the books of accounts over a period

Consistency in recording information	Correctness and neatness of transactions is a must. Any cancellation should be crossed and countersigned.
Banking and expenditure transactions	
Deposits	<ol style="list-style-type: none"> 1. Daily banking: All public moneys should immediately be banked. 2. Regular banking: The maximum period for keeping cash is seven (7) days only.
Withdrawals	<ol style="list-style-type: none"> 1. Authorisation: All withdrawals of school/college funds should only be done after authority has been granted by the authorised officers.
Security of financial records	<p>All documents listed below from (a) to (c) must always be under lock and key. As for (d) they must be filed and kept in an office or a room which has no accessibility to unauthorised persons:-</p> <ol style="list-style-type: none"> a) Receipt books. b) Cash books. c) Cheque books. d) Banking record. e) Deposit slips. f) Withdrawal slips.

Expenditure records	<ol style="list-style-type: none"> 1. Payment vouchers. 2. Receipts. 3. Cash sales. 4. Invoices.
Labour register	This is a book in which staff movement in and out of education institution are recorded. It is important for Education Boards to maintain labour register if ghost workers are to be detected by management authorities.
Labour turn over/staff returns	This is the monitoring instrument which captures staff data for example deaths, retirements, resignations, and transfers in education institutions.
Follow ups	The entails that an institution should ensure that all school/college staff of an institution and their labour turn over are closely followed up and amendments made immediately.
Salaries/wagebill/increase or decrease	It is important for school/college authorities or those of any other institution to observe the monthly payroll. This can be done by checking through the labour register and monthly pay-slips. Any difference of the name on a payroll which does not appear in the labour register should be queried and a stop order issued for withholding such a salary.
Investigations	Any foreign transaction such as names of new staff, increase or decrease on the pay roll should be investigated immediately.
Returned salaries	Ensure that all returned salaries are receipted. The wage sheet should only be acquitted by the recipient of the money. A receipt of returned salaries must be issued to MOE Headquarters accounts immediately.



Loan revolving funds and allowances	<p>The Ministry of Education will release revolving funds to the Education Boards in the form of grants. This means that Boards will pay for the following:-</p> <ol style="list-style-type: none">1. All types of loans such as:-<ol style="list-style-type: none">a) House hold.b) Car.c) Motor cycle.2. All types of advances such as:-<ol style="list-style-type: none">a) First appointment.b) Tuition.c) Salary advance.3. All types of allowances such as:-<ol style="list-style-type: none">a) Long service bonus.b) Leave travel benefits.c) Out of pocket.d) Subsistence.4. It is important to note that the Ministry of Education headquarters will not pay teachers and lecturers any of the above mentioned allowances and loans.5. After the grants have been released to the Board it is the responsibility of the Board to apportion such releases according to its areas of priority.
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<p>Allowances to be paid by the Ministry of Education Headquarters</p>	<p>The following types of allowances will still be paid by the Ministry of Education Headquarters:-</p> <ol style="list-style-type: none"> a) Double class allowance: This will be paid to eligible officers on tremble basis. b) Extra duty allowance: this type of allowance is paid to teachers and lecturers as follows:- <ol style="list-style-type: none"> (i) Primary school teachers seconded to teach in high schools. (ii) When a teacher or lecturer is given extra duties such as house master, production unit Co-ordinator, sports master etc. c) Rural Hardship Allowance: This is paid to teachers and lecturers working in the remote parts of the country. The allowance will be renewable every year. d) Special Education Allowance: This is paid to qualified Special Education teachers/lecturers handling pupils/students with special needs. e) Retention allowance: Paid to graduate teachers and lecturers upon approval by Cabinet Office. <p>7. Payment will only be made upon completion of relevant documents which should be signed by the following officials:-</p> <ol style="list-style-type: none"> a) The Board Secretary or Headteacher. b) The DEO, EO or District Standards officer. c) The PEO, Senior Education Officer, Principal Standards Officer, or Senior Standards officer. <p>Note that forms signed by clerical and other junior officers will not be approved for payment.</p>
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Recovery of loans	<p>The Education Board accounting unit will ensure that:-</p> <ol style="list-style-type: none"> 1. Appropriate forms are filled by those paying loans and sent to the Ministry of Education headquarters to facilitate the recovery of such loans. The submission of such deduction forms shall be made as soon as such transaction takes place but not later than 1st week of the following month. 2. No person will be given a loan by the Board unless the previous one had been paid in full. Board Secretaries and Accounting officers who authorise payment of a loan and advances to an officer who has not paid the previous one in full will be surcharged and disciplined. 3. Continued funding for the loans facilities in the Board will depend on the recovery rate.
Hire-purchase arrangements	<p>The Education Board may guarantee teacher's/lecturer's hire purchase transactions. The Ministry of Education headquarters except pension which is paid by the Pensions Board.</p>
Payment of salaries and terminal benefits	<p>The following payments will continue to be paid by the Ministry of Education Headquarters except pension which is paid by the Pensions Board.</p> <ol style="list-style-type: none"> 1. Salaries and wages. 2. Leave dues. 3. Rural hardship. 4. Double class. 5. Extra duty.

Overpayment of salaries	<ol style="list-style-type: none"> 1. Overpayment of salaries arising from wrongful draw of salaries and wages must be reported to the Ministry of Education Headquarters for recovery measures to be effected. 2. All salaries and wages for the deceased and retired officers should not be spent by the board but should be disallowed receipted and banked into the government bank account.
Determinants	<ol style="list-style-type: none"> 1. No payment of leave dues can be paid out if the retired or deceased officer is still drawing a salary. 2. No payment of terminal benefits shall be processed if clearance form has not been done.
Assets of the school or college	<p>Assets are categorised into two namely:-</p> <ol style="list-style-type: none"> 1. Fixed assets which include the following:- <ol style="list-style-type: none"> a) School buildings. b) Furniture. c) School books. 2. Current assets and stocks. These are stores items procured by an institution.
Debtors	<p>These are people who owe the school or an institution. It is important to monitor debtors turn over. Slow paying debtors must not be entertained by the school.</p>
Cash on hand	<p>This is the money which the school keeps in an authorised place such as a cash box and a safe. The maximum period in which such money must be kept is seven days.</p>

Cash at bank	<ol style="list-style-type: none"> 1. This is the money which the school or an institution has in the bank. 2. The school/college should always demand for a bank statement from the bank on monthly basis. 3. In the case of a savings account, it is important for the school/college authorities to check with the banks the ledger card on monthly basis.
Care of school/college assets	<ol style="list-style-type: none"> 1. The responsibility of caring for school or college assets lies with the headteacher or the principal. 2. At the district board level this responsibility lies with the DEO.
Use of school/college funds and property	School/college funds and property should be used for the benefit of the institution.
Fund raising	<ol style="list-style-type: none"> 1. Pupils and students are not allowed to beg for money or any other items in public or in offices. 2. Fund raising through activities such as civilian day is not allowed. 3. Fund raising activities should be agreed upon by all the parties concerned i.e. teachers, parents and the Board members. Minutes of the meetings held for this purpose should be made available to Standards officers and other stake holders if and when required.

2. Procurement of school/college resources and requisites

Schools and colleges purchase goods and services for their use from time to time. For this purpose, we have included in this chapter some of the important stages in the process of procuring, storing and use of the purchased items.

ITEM	INDICATORS
Procurement of goods and services and stores	<p>School/college procurement is:-</p> <ul style="list-style-type: none"> a) The acquisition of goods and b) The purchase of services such as electricity or water. This type of service is usually paid for after services have been rendered. c) Plans must always be made far in advance for the payment of water, electricity and telephone bills to avoid disruptions in the school/college routine.
School/college stores	In this context this refers to all items bought, delivered and received.
Procurement and Stores Units	In order to ensure that a control mechanism is put in place, schools should establish separate procurement and stores units.
Headship of the procurement Unit	The procurement unit is normally headed by a procurement officer.
School/college stores unit	This is usually manned by a stores officer whose main duties include receiving and storage of the goods procured.
Stages involved in the procurement of school/college goods and services	Before a school or college think of procuring goods, the following steps need to be taken into account:



	<p>department should request for such goods on an internal requisition form to the procurement unit.</p> <ol style="list-style-type: none">2. The procurement unit in turn will source the supply from the cheapest would be supplier through a letter of inquiry.3. The would be supplier in turn issues a proforma invoice or a quotation to the school quoting the:-<ol style="list-style-type: none">a) Price.b) Quantity.c) Quality of goods.d) Other terms such as delivery period or guarantee of the goods.4. The school may choose the cheapest quoted supplier and arrange for the delivery of such goods.5. The supplier may deliver goods before payment or afterwards depending on terms agreed upon.6. If goods are delivered before payment the supplier will issues an invoice to the school demanding payment for the goods delivered.7. The supplier will also issue a delivery not indicating the quality, quantity and condition of goods delivered to the school/college.
Stages involved in receiving, storage and issue of school/college stores	<p>The following are the stages involved in receiving, storage and issue of school stores:-</p> <ol style="list-style-type: none">1. The school stores unit will sign the delivery note confirming the condition and state of goods so delivered to school. Any unusually observation may force the school reject the goods.2. If goods meet the required specifications, the Stores Officer will sign the delivery note.

	3. Stores will immediately record such goods in the stores ledger.
Storage of goods	Good received must be kept in an appropriate store room.
Issue	<ol style="list-style-type: none"> 1. The school/college is expected to issue stores only to a user department upon receiving a request. 2. Random issue of stores to any given department(s) may lead to theft, and loss of money and property. 3. Excess issue of stores may lead to wastage.
Security	<ol style="list-style-type: none"> 1. It is important for a school/college store room to have physical security to avoid break-ins. 2. Storerooms should always be locked and must be out of bounds to unauthorised persons.

3. Auditing books of accounts for Education Boards.

All school/college accounts are subject to the government's financial regulations. Each school or college account will be audited from time to time. This will be done in order to ascertain the correctness of the financial transactions carried out by the Board.

The financial status of the Board should be known by all stake holders such as teachers, parents, Education Board members and other Ministry of Education Officials such as Auditors and Standards Officers.

attended to promptly to avoid these turning into es. The Controlling Officer will take disciplinary ary and the Board Accounting Officer who fail to

provide factual answers.

ITEM	REQUIREMENT
Auditing of school/college books of accounts	The Financial Statements should be audited by the Auditor-General on an annual basis. However, such financial statements are also open to be pre and post audited by internal auditors on a daily basis.
Audit report and analysis	The Auditors reports are based on the existing financial records and information from other sources. It is important therefore, to keep all financial records carefully.
Answering audit queries	<ol style="list-style-type: none"> 1. Understand the audit query. 2. Check for the period to which the query relates. 3. Analyse the audit range of coverage. 4. Summarise the query. 5. Provide answers based on realistic facts. 6. Your answers should be clear and precise. 7. React to audit queries promptly.

Payroll audit	<p>The following accounting documents must be availed to auditors:-</p> <ol style="list-style-type: none"> 1. Acquitted salary/wage sheet. 2. A letter of Attorney should be attached to the wage sheet/salaries schedule. 3. General receipt for disallowed wages or salaries must be attached.
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I audited salaries/wage sheet carefully for reference.	
Revenue audit	<p>Produce the following books of accounts:-</p> <ol style="list-style-type: none">1. Receipt Book both unused and used.2. Cash Books for all activities such as PTA, PU, GPF and Donors.3. Bank Statements. All bank statements relating to the period being audited should be presented to the auditors.4. Bank Reconciliation Statements.5. Cheque Books both unused and used.6. Cash on hand.7. Ledgers.
Audit of the Fixed Assets	<p>Ensure that the following records are maintained:</p> <ol style="list-style-type: none">1. Asset register. This must be kept in a manner that is acceptable. Some of the information expected to be revealed include the following:-<ol style="list-style-type: none">a) type of Assets.b) Date of purchase.c) Value.d) Rate of depreciation.

Auditing the Current Assets	<p>The auditing of Current Assets will include the following:-</p> <ol style="list-style-type: none">1. Stock.2. Debtors.3. Cash and Bank.
Auditing of Stores	<p>The following documents must be made available for audit verification:-</p>

	quisition.
	<ol style="list-style-type: none"> 2. Stores issue. 3. An up to date or well recorded Stores Ledger. 4. Used and unused Local Purchase Order book. 5. Copies of delivery notes.
Care of Stocks	All stocks should be kept carefully as Auditors will need them to check physically.

CHAPTER TWENTY

CURRICULUM QUALITY: BASIC EDUCATION LEVEL

Since independence in 1964, many curriculum reviews have taken place with at least one major reform in 1977. The latter attempted to reduce emphasis on **academic education** and place it on **education with production**. However, attempts to introduce a more practical curriculum in the system has largely failed due to the traditional dominance of academic disciplines and the electives - options

Introduction of the economies of scale in the nation has changed the attitude of many a Zambia not ably concerned. With the subsidies (including meal coupons) removed and formal employment opportunities dwindling all the time, Zambian parents have realised that practical skills constitute economic empowerment for their children later in life.

It is the context of the foregoing that the 1996 **National Policy on Education: Educating Our Future** called for a curriculum that is diversified, practical, integrated and in which life skills and the entrepreneurship culture are given as much prominence as the academic subjects. The undue emphasis placed on summative evaluation over the years is now being challenged by competency-based assessment procedures which are under preparation as at 1997.

From a professional education standpoint, there is the realisation that no significant changes in the curriculum can take place without first and foremost reconceptualising the same. Thus far, the average learner in Zambia has been made to believe that learning is about **knowing** i.e. acquiring knowledge through schooling. Hence, practical skills-based subjects (usually presented to the learner as options or objectives) are seen as inferior. Attitude formation and value-related subjects aimed at educating the **heart** and encouraging communication and sharing among human beings are considered to be a responsibility of the Church other than the school. The dimension of life skills i.e. learning how to live better or improve the quality of life is largely seen as merely over-loading an already congested time table of traditional subjects notably English, Mathematics, Science, History and Geography.

The foregoing suggests that Zambia's curriculum for the 21st Century needs first and foremost to liberate itself and hence our mind from the school-subject imprisonment. Secondly, the child should no longer be content with only learning to know (for the sake of knowing) but also to do, to be (etiquette), to become and live a better life. The concept of core and optional subjects as a classification of "Important" and "less important" subjects is to give way to **programme areas** which integrate the essence of being knowledgeable with what to do and how to do it better, how to be, become and lead a more qualitative life style. Knowledge will no longer be perceived as necessarily leading to or facilitating the acquisition of skills in the absence of a positive attitude of purpose, commitment, perseverance and discipline.

In order to free our mind from school-subject categorisation, teaching and learning at Basic level will be organised according to a number of board **performance and outcomes areas** as follows:-

PROGRAMME AREA	INDICATOR
Language and communication	1. Language learning. 2. Literacy. 3. Communication Skills.



library.

psychological counselling.

Understanding and applying mathematical and statistical concepts/principles	<ol style="list-style-type: none"> 1. Planning and making decisions using mathematical and statistical data. 2. Organising information mathematically and statistically. 3. Informing/explaining phenomena using figures and statistics. 4. Solving problems in a numerate, statistical and mathematical manner.
Understanding and applying Scientific Concepts/Principles	<ol style="list-style-type: none"> 1. Study of life systems and life sustenance. 2. Preservation of life:- <ol style="list-style-type: none"> a) Personal and community life. b) Environmental well-being. 3. Computer applications.

	<ol style="list-style-type: none"> 4. Collection, analysis, organisation and evaluation of information in a scientific manner. 5. Providing scientific explanations of phenomena.
Attitude formation, values and ethics	<ol style="list-style-type: none"> 1. The Christian (religious) way of life. <ol style="list-style-type: none"> a) Making space for god. b) Desiring god's guidance. c) Parenting.



	one's own values and direction/purpose of
	<ol style="list-style-type: none">3. Citizenship - rights and obligations.4. World citizenship.5. Human and social sciences and applications.6. Moral education and the human conscience.
Survival and life skills	<ol style="list-style-type: none">1. Coping with one's own and other peoples' needs.2. General stress management:<ol style="list-style-type: none">a) Finding social support.b) Mooting out relationships.c) Conflict resolution.3. Management of feelings:-<ol style="list-style-type: none">a) Development and management of joy and happiness.b) Management of anger, frustration and emotional uncertainty.c) Taking responsibility.

	<ol style="list-style-type: none">4. Entrepreneurship.5. Innovation, inventiveness and initiative taking e.g. as applied to business and other work situations.6. Maintenance of one's health and that of the environment.7. Management of the self and others (access, equity and quality of life for all).
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		ent of the socio-economic environment.
		ent of financial resources.
		10. Procurements.
Technological Activities and Applications		1. Design technology. 2. Technical realisations. 3. Manufacturing.
Plastic and Expressive Arts		1. Art (including drawing, painting moulding, sculpture etc.) 2. Making music, singing and playing musical instruments. 3. Body language. 4. Practising relaxation. 5. General body exercise, physical education and sport.

The foregoing programme areas suggest that as Zambia prepares for the 21st Century, teacher training is to be aligned with the current reconceptualised curriculum. Teachers will be made aware of the fact that personal, community and national development are all dependent on the acquisition of appropriate forms of knowledge and attitudes; while the two combined lead to the mastery of appropriate skills. They will also be made to realise that self management and that of others is not just about teaching the skills of the mind (reasoning, analysis, planning etc.) or the body (ability to mould, paint, physical exercise etc.) but also teaching the skills of managing the feelings (e.g. of stress and emotion) and the skills of spiritual growth.

Further, they will be made to understand, appreciate and apply the latest curriculum development concepts such as:-

- a) Management of numbers and statistics.
- b) Information management.
- c) Design technology.
- d) Communication skills and strategies.
- e) Innovativeness and the entrepreneurship culture.
- f) Achievement through team work.

hence, focus will no longer be on mastery of content for reproduction in an examination but rather on the attainment outcomes. They will need to describe learning goals as well as define/indicate specific attainment targets within a given learning or programme area. Pupils will therefore be assessed on the basis of performances accomplished (at the various grade levels) other than on what they merely know.

CHAPTER TWENTY ONE

ASSESSMENT OF PUPILS'/STUDENTS' PERFORMANCE, EXAMINATIONS AND CUT-OFF POINTS.

1. Assessment of pupils' performance

ss of measuring the performance of a learner. Pupils' work is evaluated using clear criteria which the curriculum. Assessment is normally linked to the awarding of grades. Grades express the extent to which the individual pupil has attained the goals that are stated in the National Curriculum and in the syllabuses for different subjects or programme areas.

For assessment to be meaningful a teacher should plan in such a way that schemes of work and the lesson plans should clearly state the statements of **attainment** commonly known as **specific objectives**. The **statement of attainment**, defines what a pupil/student must know, understand and be able to do in relation to each **attainment target** or **specific objective**.

Assessments systematically used and recorded to support learning. Therefore teachers/lecturers should always maintain individual pupils' achievements. On the other hand pupils/students should be encouraged to use assessment as an indicator for improving their performance.

Each Board should ensure that parents or guardians of pupils/students in school/college receive and are invited to comment on reports which provide full and accurate statements of learners' achievements on a regular basis and in a language that is easy to understand.

PROGRAMME AREA	DESCRIPTION
1. Types of assessment	<p>There are two main types of assessment as follows:</p> <ol style="list-style-type: none"> 1. The Criterion Referenced Assessment or Formative Evaluation. 2. The Norm-Referenced Assessment or Summative Evaluation.

The Criterion Referenced or Formative Evaluation	<p>This is the type of assessment which is conducted during the course of a programme. It gives the teacher and the learner an immediate feed-back on the progress made by on a given topic. This involves:-</p> <ol style="list-style-type: none"> 1. Class activities both oral and written exercises.
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	<p>sts.</p> <ol style="list-style-type: none">4. Assignments.5. Project work. <p>Teachers should use this types of assessment to:-</p> <ol style="list-style-type: none">1. Motivate pupils to improve their performance.2. Identify individual pupils' problems and weaknesses.3. Keep parents informed about their children's work through school reports.4. Identify weak areas in the learning and teaching process as well as devise remedial measures. This type of evaluation is popularly known as continuous assessment. Current pupils'/students' performance of the same pupil/student in a given area or subject.
The Norm-Referenced or Summative Evaluation	<p>This type of evaluation is given to a pupil or student at the end of a given programme. It may involve the following:</p> <ol style="list-style-type: none">1. Termly tests.2. Mock examinations.3. Promotion examinations.4. Final examinations. A pupils'/students' performance in this type of assessment is ranked and compared to that of other pupils/students.

2. Policy on assessment	<p>All schools are in involved in conducting the norm-referenced assessment because pupils/students sit for final or end of year examinations. On the other hand not all schools/colleges regularly conduct the criterion referenced assessment. It is now the policy of the Ministry of Education that all schools and colleges should conduct this type of assessment as a matter of routine.</p>
-------------------------	--



	<p>Education Boards are expected to ensure that pupils in all subject areas being offered are regularly and effectively assessed.</p> <ol style="list-style-type: none"> Assessment should be conducted at the end of each key stage of a given unit or topic for the purpose of ascertaining what the pupils/students have achieved in relation to attainment targets for that stage. Assessment should also reflect the achievement made by a pupil or student in some key areas of attitude formation, knowledge and skills acquisition. Through role plays and simulations, learners should be given an opportunity to demonstrate their competence in problem solving, inquiry, discovery and situation analysis. They should also be assessed on behaviours (or conduct) exhibited in given situations of human interaction. Further, learners should be assessed for their practical competence in doing certain things e.g. making music or manufacturing (a) and product(s).
Records	Schools and colleges must keep records on every pupil/student regarding the latter's accomplishment in school/college.
Reports	<p>Each Education Board should ensure that:-</p> <ol style="list-style-type: none"> A school/college provides a written report to the parents or guardians of each pupil/student and in the case of college students, to the student as well - at least twice in a school/college year. The report must contain brief particulars about the pupils'/students' progress in all subjects and activities done as part of the school programme in the curriculum.

	<ol style="list-style-type: none"> School, district, provincial and national comparative information on performance in all national and public examinations is kept. This should include all other vital school statistics and records.
3. Role of teachers, head teachers, lecturers and principals in assessment	Education Boards should ensure that teachers and school/college managers are concerned not only with teaching and learning but also with quality assessment.



Lecturer shall:-

1. Through personal interviews further pupils'/students' development in terms of knowledge, skills and social awareness.
2. On the basis of the requirements stipulated in the syllabuses, comprehensively assess each pupil's/student's learning and report this orally and in writing to the pupil/student and parent or guardian as well as to the head teacher.
3. When awarding grades, make use of all the available information on the pupils' knowledge, skills and attitudes in relation to the requirements of the syllabus.

Being both a manager and head of staff the head teacher/principal has overall responsibility for making sure that all the activities of the school/college are focused on attaining national goals as stipulated in the National Education Policy. The head of each educational institution does not only draw up the local work plan but also makes follow-up activities and evaluates school results in relation to both national goals and those specified in the local work plan.

The head teacher/principal is responsible for the schools' results and thus has, within certain limits, special responsibility for:-

1. The organisation of the school's working environment so that pupils/students have access to supervision, good quality teaching materials and other kinds of support e.g. libraries and computers.

2. Co-ordinating teaching in different subjects so that pupils/students are provided with an opportunity to understand knowledge areas in a broader context.
3. The development of a structure for effective partnerships between the school, the Board, PTA and for providing parents with the information on the goals of the school, its functions and the range of subject choices that exist.

ing contacts between the school and the
of the pupils/students as may be necessary.

5. Adjusting the allocation of learning resources and remedial measures as may be recommended by teachers.
6. The organisation of study and vocationally oriented activities so that pupils/students receive guidance before selecting from the range of subject options that a school/college has to offer.

2. Examinations

Examinations are essentially used to test the proficiency of knowledge of pupils/students or other candidates for a qualification by oral or written questions. In the Zambian Education system, examinations are used as a means for identifying those pupils/students who will proceed to the next level of their education. National examinations are as at 1997 conducted at Grades Seven, Nine and Twelve levels.

At the lower levels, there is very little articulation between the ongoing assessment procedures (conducted by schools) and the highly formalised Grade twelve public examinations. Examinations will continue to exist for some time to come. However, the long term plan of the Ministry of Education is to make the school-based assessment mentioned above a component of overall assessment. This is working well at the University of Zambia where continuous assessment has been given an equal weighting as the final examinations.

PROGRAMME AREA	DESCRIPTIONS
Grade 7 examinations	1. As Education Boards expand their schools to meet the target of turning all primary schools into basic schools (running from Grade One to Nine) the government will do away with Grade Seven examinations.
	2. At Grade Seven level the final examination will be replaced by the use the formative or competency based evaluation as enough Grade Nine places are created.
Grade 9 examinations	1. Examinations which are held at this level help the Ministry of Education to select pupils who will proceed to Grade Ten. 2. Like the current Grade Seven examinations is has a

		point used to decide who proceeds to the places at the next level.
		3. This type of examination will be replaced by the criterion referenced assessment in which the final examination will account for 50% of the marks while the other 50% will come from continuous assessment. This form of assessment is already being used in some subjects at Grade 9 level.
Grade examinations	12	Grade Twelve examinations will as much as possible be competency-based while emphasising, at the same time its international character.

3. Cut-off points

Cut-off points are used to address the question of access in a situation in which there are too few school places compared to the number of pupils qualifying for the same. Under the current practice each district has its own cut-off point. This means that a pupil who qualifies under a given cut-off point in Lusaka may not necessarily obtain a school place in say Kafue which will have its own cut-off point.

Generally speaking boarding schools have higher cut-off points than day schools. This situation is brought about by the fact that the catchment areas for boarding schools are wider than those of day schools as the former receive pupils from outside the districts and provinces in which they are situated.

The fact that boarding schools receive pupils from other districts as well as provinces, has brought about the problem of pupils in rural areas not having access to schools located close to their places of residence. Whereas pupils in towns and cities have access to boarding schools in rural areas, those in rural areas (where almost all the boarding schools are located, have no means to go and attend day schools in towns and cities. In order to address the foregoing and other imbalances in the system Education Boards will continue to apply the policy of different cut-off points.

PROGRAMME AREA	INDICATORS
Cut-off points	<ol style="list-style-type: none"> 1. Due to lack of sufficient school places for all the qualifying pupils, institutions impose different cut-off points in order to select only, the required number of pupils to grade 8 and 10. 2. For the purpose of encouraging more girls to remain in school and favourably complete with the boys the former have a lower cut-off (pass) point than the latter.



		s will now, also implement lower cut-off in favour of local pupils attending rural boarding schools as day scholars.
	Towns, cities and district cut-off points	The cut-off points for individual cities, towns and districts will continue to apply for as long as the availability of school places is limited.
	Rural areas	<p>Education Boards in rural areas should ensure that local pupils are not disadvantaged in so far as having access to their local schools is concerned. In this regard, the following should be observed:-</p> <ol style="list-style-type: none">1. Every boarding school must have at least one class reserved for local pupils. These will attend school as day scholars.2. The cut-off points for day scholars in each boarding school will be determined by the relevant Education Board in consultation with the PEO.3. Local pupils who meet the provincial cut-off points will be admitted into the boarding school just as any other pupil.4. Education Board members responsible for boarding schools should ensure that this facility is not denied to the local pupils who qualify for a boarding place.5. Arrangements will be made by the boards to allow consenting day scholars to have lunch together with the boarders. Levels of their financial contributions will in each case be determined by the relevant board.

APPENDICES

The appendices given in these guidelines are samples giving information found in the original documents. In other cases reference has been made to relevant forms without the actual samples being provided. All the forms referred to here can be obtained from the offices of the DEO, the PEO or MOE Headquarters.

APPENDIX 1: Inspection report formats

- 1) Action taken form.
- 2) General school/college inspection report form.
- 3) Department/subject inspection report.
- 4) Lesson/teacher/lecturer inspection report form.

APPENDIX 2: Responsibility allowance forms

- 1) Double class allowance.
- 2) Recommendation for post of special responsibility.
- 3) Rural hardship allowance.

APPENDIX 3: conditions of service forms.

- 1) Application for leave other than sick leave.
- 2) Application for appointment.
- 3) Authority to travel.
- 4) Clearance certificate.
- 5) Clearance of service.
- 6) Confirmation in appointment.
- 7) Teaching staff interview form.
- 8) Medical certificate form.

APPENDIX 4: Handing over/taking over of schools/colleges.

APPENDIX 5: Twinning of schools/colleges form.

APPENDIX 6: List of acronyms

APPENDIX 7: Some documents used in schools and colleges.

APPENDIX 8: Some school/college reference materials.

APPENDIX 9: Suggested school/college requirements.

APPENDIX 1

INSPECTION REPORT FORMATS

1. ACTION TAKEN FORM

Appendix to accompany:

School/College file No.

1. General Inspection Report P.E.O.:õ õ õ õ õ õ õ õ õ ..
2. Department/Subject Inspection Report D.E.O.:õ õ õ õ õ õ õ õ õ .
3. Lesson/Teacher Inspection Report Head:õ õ õ õ õ õ õ õ õ ...
4. Project Inspection Report.

Name of Institution:			
Problems	Recommendation(s)	Implementing Officer	Time Frame

Inspector's particulars:

Name:..... Title:.....

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

- v) Projects undertaken by the school/college:õ õ õ õ õ õ õ õ õ õ õ õ õ .
- vi) Preventive Maintenance:õ õ õ õ õ õ õ õ õ õ õ õ õ
- vii) Careers Master:õ õ õ õ õ õ õ õ õ õ õ õ õ õ
- viii) Schemes and records of work:õ õ õ õ õ õ õ õ õ ..
- ix) In-service programmes:õ õ õ õ õ õ õ õ õ õ õ õ ...
- x) Examination Performance:
- a) Grade 9/1st Year.
- b) Grade 12/2nd Year.

- xi) Administration problems
- a) Teacher/lecturer performance.
- b) Financial constraints.
- c) Delegation of authority.
- d) Vandalism.
- e) Community attitudes.

7. Recommendations:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
- õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
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- õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ...

Inspector's Particulars

Name:õ õ õ õ õ õ õ õ õ õ õ .Title:õ õ õ õ õ õ õ õ õ õ .

Signature:õ õ õ õ õ õ õ õ õ ..Date:õ õ õ õ õ õ õ õ õ õ .

3. DEPARTMENT/SUBJECT INSPECTION REPORT

1. To be given to the Head of Department

School/college:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
Subject:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
Date of inspection:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
Head of Department:õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..

2. Staff and other matters

Name	TSC No.	No. of Periods	Grades	Qualifications
1.				
2.				
3.				
4.				

2.

Department roomõ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
3.

Booksõ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
4.

Schemes of workõ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
5.

Records of workõ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
6.

Work forecastsõ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
7.

Stock bookõ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
8.

Filesõ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
9.

Teaching materials and aidsõ õ õ õ õ õ õ õ õ ..
10.

Libraryõ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
11.

Departmental meetingsõ õ õ õ õ õ õ õ õ õ ..

programmesõ õ õ õ õ õ õ õ õ õ õ õ .
õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
(ii) õ ..
(iii)õ ..

14. Conclusion.....

Inspector's Particulars

Name:õ õ õ õ õ õ õ õ õ õ .Title:õ õ õ õ õ õ õ õ õ .

Signature:õ õ õ õ õ õ õ õ õ ..Date:õ õ õ õ õ õ õ õ õ .

4. LESSON: TEACHER/LECTURER INSPECTION REPORT FORM

Teacher's/lecturer's inspection report.

To be given to the teacher/lecturer.

1. Teacher's/lecturer's and school/college particulars.

School/collegeõ õ õ õ õ õ õ õ õ õ TSC NOõ õ õ õ õ õ õ õ ..
Name of Teacher:õ õ õ õ õ õ õ õ õ . Grade/Year taught:õ õ õ õ
Date of Inspection:õ õ õ õ õ õ õ õ õ Subject taughtõ õ õ õ õ
Post of responsibility held:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ .
Date teacher lecturer first came to the school/college:õ õ õ õ õ õ .

2. Lesson particulars

i) Lesson Title:
õ ..



..

õ ..

b) õ ..

c) õ ..

iii) Observations:

a) õ ..

b) õ ..

c) õ ..

iv) Recommendations:

a) õ ..

b) õ ..

c) õ ..

v) Conclusion:

i) õ .

ii) õ .

iii) õ .

Inspector's Particulars

Name:õ õ õ õ õ õ õ õ õ õ .Title:õ õ õ õ õ õ õ õ õ õ .

Signature:õ õ õ õ õ õ õ õ õ ..Date:õ õ õ õ õ õ õ õ õ õ

RESPONSIBILITY ALLOWANCE FORMS

1. DOUBLE CLASS ALLOWANCE FORM

MSS 5
50m M57 7/84 P/F4

THE PERMANENT SECRETARY
MECHANISED SALARIES UNIT
MINISTRY OF EDUCATION
P.O. BOX 50093
LUSAKA.

EDUCATION BOARD NAME:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ .
NAME OF SCHOOL:õ .
NB-Rate is Kõ õ õ õ ..per year (Kõ õ per term)
(Minimum rate for 30 consecutive days 15%) of salary

NAME	MAN NO.	PAY POINT	TERM	YEAR	AMOUNT

1. Board Secretary's name õ õ õ õ õ õ õ õ õ õ õ õ õ õ .. Signatureõ õ õ õ õ õ õ õ õ õ .	Approved/Not Approved õ õ õ õ õ õ õ õ õ õ õ õ õ õ .. Dateõ õ õ õ õ õ õ õ õ õ õ õ õ . DATE STAMP
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5. Mechanised Salaries Unit	Approved/Not Approved
Name of Accounts Officer	õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..	Dateõ õ õ õ õ õ õ õ õ õ õ õ õ õ õ .
Signatureõ õ õ õ õ õ õ õ õ õ õ õ .	DATE STAMP

156

2. RECOMMENDATION FOR THE POST OF SPECIAL RESPONSIBILITY

The Permanent Secretary
Mechanised Salaries Unit
Ministry of Education
P.O. Box 50093
LUSAKA.

EDUCATION BOARD NAME:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ

NAME OF SCHOOL:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ

I recommend that the teacher named be paid the allowance for his post of
special Responsibility as õ õ õ õ õ õ õ õ õ õ õ of the
õ õ õ õ õ õ õ term(s)õ õ õ õ õ õ õ õ õ õ õ 19õ õ õ õ õ õ ..

Approval for his appointment was conveyed in minute Noõ õ ...Conf.
Dated õ õ õ õ õ õ õ õ 19õ õ õ

TSC NO.	NAME	QUALIFICATIONS	SPECIAL RESPONSIBILITY	AMOUNT PER YEAR	AMOUNT CLAIMED

<div> <div> <div>Signature</div> <div> <div>õ õ õ õ õ õ õ õ õ õ õ</div> <div>õ õ õ õ õ õ õ õ õ õ õ</div> </div> </div> <div> <div>õ õ ..</div> </div> </div>	<div> <div>Approved/Not Approved</div> <div>õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..</div> </div> <div> <div>Date</div> <div>õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ</div> <div>DATE STAMP</div> </div>
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<div> <div>2. The D.E.O.'s name</div> <div>õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..</div> </div> <div> <div>Signature</div> <div>õ õ õ õ õ õ õ õ õ õ õ</div> <div>õ õ õ õ õ õ õ õ õ õ õ</div> </div>	<div> <div>Approved/Not Approved</div> <div>õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..</div> </div> <div> <div>Date</div> <div>õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ</div> <div>DATE STAMP</div> </div>
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<div> <div>3. The P.E.O.'s name</div> <div>õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..</div> </div> <div> <div>Signature</div> <div>õ õ õ õ õ õ õ õ õ õ õ</div> <div>õ õ õ õ õ õ õ õ õ õ õ</div> </div>	<div> <div>Approved/Not Approved</div> <div>õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..</div> </div> <div> <div>Date</div> <div>õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ</div> <div>DATE STAMP</div> </div>
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<div> <div>4. The Chief Inspector of Schools</div> <div>õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..</div> </div> <div> <div>Signature</div> <div>õ õ õ õ õ õ õ õ õ õ õ</div> <div>õ õ õ õ õ õ õ õ õ õ õ</div> </div>	<div> <div>Approved/Not Approved</div> <div>õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..</div> </div> <div> <div>Date</div> <div>õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ</div> <div>DATE STAMP</div> </div>
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<div> <div>5. Mechanised Salaries Unit</div> <div> <div>Name of Accounts Officer</div> <div>õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..</div> </div> </div> <div> <div>õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..</div> <div>Signature</div> <div>õ õ õ õ õ õ õ õ õ õ õ</div> <div>õ õ õ õ õ õ õ õ õ õ õ</div> </div>	<div> <div>Approved/Not Approved</div> <div>õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..</div> </div> <div> <div>Date</div> <div>õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ</div> <div>DATE STAMP</div> </div>
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N.B.: Applicant completes 4 copies, and retain 1 and submits 3 to D.E.O., who also retains 1 copy.

3.
RURAL HARDSHIP ALLOWANCE

The Permanent Secretary
Mechanised Salaries Unit
Ministry of Education
LUSAKA.

EDUCATION BOARD NAME:

NAME OF SCHOOL:

TOWN/BOMA:

I recommend Mr./Mrs./Miss
for rural hardship allowance with effect from

The school is
kilometres from nearest town/district
headquarters which is

1. Board Secretary's name	Approved/Not Approved
Signature	Date



DATE STAMP

2. The D.E.O.'s name

õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..

Signatureõ õ õ õ õ õ õ õ õ õ õ .

Approved/Not Approved

õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..

Dateõ õ õ õ õ õ õ õ õ õ õ õ .
DATE STAMP

3. The P.E.O.'s name

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Signatureõ õ õ õ õ õ õ õ õ õ õ .

Approved/Not Approved

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Dateõ õ õ õ õ õ õ õ õ õ õ õ .
DATE STAMP

4. The Chief Inspector of Schools

õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..

Signatureõ õ õ õ õ õ õ õ õ õ õ .

Approved/Not Approved

õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..

Dateõ õ õ õ õ õ õ õ õ õ õ õ .
DATE STAMP

5. Mechanised Salaries Unit

Name of Accounts Officer

õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..

Signatureõ õ õ õ õ õ õ õ õ õ õ .

Approved/Not Approved

õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..

Dateõ õ õ õ õ õ õ õ õ õ õ õ .
DATE STAMP

APPENDIX 3

CONDITIONS OF SERVICE FORMS

Ts form 13B (Rev)

ZAMBIA CIVIL SERVICE

1. APPLICATION FOR LEAVE (OTHER THAN SICK LEAVE) FOR A PERIOD OF LESS THAN THIRTY DAYS.

(officers in Division I,II and III)

To be completed and forwarded in TRIPLICATE to Provincial Education
Officer or Education Officer as early as possible before the proposed date departure.

PART I

(To be completed by applicant)



PDF

Complete

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TS/No:

Station:

Date of commencement of present of qualifying service:

19

(a)

Service in months since (a) above at date of proposed leave

Division in which serving

..

Rate of leave:

days a month

Leave applied for

days, the first of which is to be

19

Duty to be resumed on:

..19

Address during leave:

...

Date:

Signature of Applicant

PART II

(To be completed by Provincial Education Officer or Education Officer)

Leave approved

days

Signature:

Date:

..

Designation:

APPLICATION FOR APPOINTMENT TO DIVISION II/III OF THE SERVICE

Reference No. _____

TEACHING SERVICE
APPLICATION FOR APPOINTMENT TO DIVISION II/III OF THE SERVICE
PART I
(To be completed by all applicants in triplicate)

- A. Personal details (all relevant sections to be completed):
- SURNAME (Mr./Mrs./Miss:) _____
 - CHRISTIAN NAMES, in full _____
(1 and 2 to be completed in block capitals)
 - Date of birth _____
 - Place of birth _____
 - Religious denomination _____
 - Marital status _____
 - Children: Male: _____ Aged: _____ Years
Female: _____ Aged: _____ Years
 - Nationality: _____
 - Passport/NRC No. _____
 - Tribe: _____
 - Chief: _____
 - Village: _____
 - District: _____

B. Education and Training:

DATES					
FROM			TO		
WHERE EDUCATED AND TRAINED	Month	Year	Month	Year	STANDARD PASSED AND CERTIFICATE/S OBTAINED

C. Previous Experience:

DATES					
FROM			TO		
NAME/S OF PREVIOUS EMPLOYERS	Month	Year	Month	Year	REASON FOR LEAVING

D. I fully understand:-

- that under TS Regulation 37, I will be posted where my services are needed and not necessarily to the Province of my choice;
- *that as a member of the Teaching Service my official names and the only names to be used by me will be the ones on this form.



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õ õ õ õ õ õ ..
õ .

*A female employee who marries during the course of her service and is re-engaged will be course take her married name on re-engagement.

TOUR AND APPLICATION FOR THE PAYMENT OF IMPREST

MINISTRY OF EDUCATION HEADQUARTERS

AUTHORITY TO TRAVEL ON TOUR AND APPLICATION FOR THE PAYMENT OF IMPREST

SECTION 1 (To be completed by applicant)

- Name:õ .
 - Rank:õ ..
 - Place to be toured:õ õ
 - Nature of Duty:õ ..
 - Mode of travel (air/rail/road):õ õ
 - Duration of Tour From:õ .
 - I wish to claim imprest for:õ
õ õ õ õ õ õ õ õ õ õ .per night and õ õ õ õ õ for petrol/transport.
which in total amounts to Kõ .
- Signature:õ õ õ õ õ õ õ õ õ õ õ Date:õ õ õ õ õ õ õ õ õ .

SECTION 2 (To be completed by the Head of Department)

- Application recommended/not recommended with/without imprest
Signature:õ õ õ õ õ õ õ õ õ . Date:õ õ õ õ õ õ õ õ õ ..
NAME OF OFFICER:õ ..

SECTION 3 (To be completed by Accounts Section)

- The officer has no outstanding/outstanding loans/imprest.
Signature:õ õ õ õ õ õ õ õ õ .. Rank:õ õ õ õ õ õ õ õ õ ..
Designation:õ õ õ õ õ õ õ õ .. Date:õ õ õ õ õ õ õ õ õ .

SECTION 4 (To be completed by Accounts Section)

- I certify that the Officer has/has no outstanding imprest
õ õ õ õ õ õ õ õ õ õ õ õ .Approved/not approved
õ ..
Signature:õ õ õ õ õ õ õ õ õ .. Rank:õ õ õ õ õ õ õ õ õ õ õ õ .
Name of the Officer:õ õ õ õ õ . Date:õ õ õ õ õ õ õ õ õ õ õ õ .

4. CLEARANCE CERTIFICATE

The Permanent Secretary
Ministry of Education
LUSAKA.

Attention: Personnel Section

CLEARANCE CERTIFICATE

- Please note that Mr./Mrs./Miss_____ .
File No_____ was employed in this Ministry at this College as
a_____ with effect from _____ ..(date).
- The officer owes the following to GRZ which must be recovered or
withdrew from his terminal payments pending finalisation of pending cases.

ITEMS	AMOUNT	DETAILS
1. Water and Electricity charges		
2. College/School Fund		
3. College/GRZ property		
4. Loans/Advances		
5. Imprest		
6. Other (specify)		
<p>I certify that the above information is correct.</p> <p>Signature of the Bursar_____ . File Name and File No_____ ..</p> <p>Note: Please prepare this form in 4 copies.</p>		
<p>I certify that the above information is correct.</p> <p>Signature of the Vice Principal:_____ .. Full Name:_____ .. Remarks, if any_____ ..</p>		

Information is correct.

Full Name:õ ..

Note: Please check especially whether the office was involved in any loss of public property or money and send 2 copies with a covering minute with your comments.

5. CERTIFICATE OF SERVICE

PS Form B27

REPUBLIC OF ZAMBIA

CERTIFICATE OF SERVICE

Name of officerõ ..
National Registration Card Numberõ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
Personnel Division File Numberõ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
Current Position Heldõ ..
Ministry/Province/Divisionõ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
Overall period of service fromõ õ õ õ õ õ õ õ toõ õ õ õ õ õ õ õ ..
(exclusion of final period of leave, if any)
Cause of termination of Engagementõ õ õ õ õ õ õ õ õ õ õ õ õ ..
Efficiency*õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
General Conduct*õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..

õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..
Permanent Secretary/Secretary to the Cabinet
Date:õ õ õ õ õ õ õ õ õ õ õ õ ..

*Ratings: Very Good; Satisfactory; Poor.

RECORD OF SERVICE

Post held	Dates
õ õ õ õ õ õ õ õ õ õ õ õ ..	õ õ õ õ õ õ õ õ õ õ ..
õ õ õ õ õ õ õ õ õ õ õ õ ..	õ õ õ õ õ õ õ õ õ õ ..
õ õ õ õ õ õ õ õ õ õ õ õ ..	õ õ õ õ õ õ õ õ õ õ ..
õ õ õ õ õ õ õ õ õ õ õ õ ..	.õ õ õ õ õ õ õ õ õ õ ..



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õ õ õ õ õ õ õ õ õ õ õ ..
õ õ õ õ õ õ õ õ õ õ õ .
õ õ õ õ õ õ õ õ õ õ õ
. õ õ õ õ õ õ õ õ õ õ õ ..
õ õ õ õ õ õ õ õ õ õ õ ...

6. TEACHING SERVICE CONFIRMATION IN APPOINTMENT

TS Form 9

TEACHING SERVICE

CONFIRMATION IN APPOINTMENT

Reference No.:õ õ õ õ õ õ

To:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ .

õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ .

I hereby confirm you in your appointment as õ õ õ õ õ õ õ õ õ õ õ
õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ .. in Division õ õ õ õ õ õof the
Teaching Service with effect from the õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ...

Date:õ õ õ õ õ õ õ õ õ õ õ ..

õ õ õ õ õ õ õ õ õ õ õ õ õ .

Permanent Secretary
Ministry of Education.

ORIGINAL: To employee
DUPLICATE: To Manager
TRIPLICATE: Provincial Education Officer

7. TEACHING STAFF INTERVIEW REPORT

1. Name(s) of candidate:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ .
 - a) Surname:õ õ
 - b) First name(s):õ õ
 - c) File number:õ ..

2. Qualifications of candidate:

- a) Academic qualifications

Name of qualification	Year obtained	Main subject	Rating

- b) Professional qualifications

Name of qualification	Year obtained	Main subject	Rating

3. Teaching and other experiences

Institution	Place	Country	Number of years

4. Interview report

Areas of interview

Ratings

a) Qualifications

A B C D E

Areas of interview

Ratings

b) Relevant experience

-

A B C D E

c) Knowledge of subject

-

A B C D E

d) Understanding if questions

-

A B C D E

e) Ability of put ideas across

-

A B C D E

f) Fluency

-

A B C D E

5. Summary of interview.

a) Contents of testimonial

b) Co-curricular activities and hobbies

c) Subjects offered.

6. Recommendation of panelõ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ...

7. Members of the interviewing panel

Name

Designation

Signature

a)õ õ õ õ õ õ õ õ õ .

õ õ õ õ õ õ õ õ ..

õ õ õ õ õ õ

b)õ õ õ õ õ õ õ õ õ .

õ õ õ õ õ õ õ õ ..

õ õ õ õ õ õ

8. Board Chairman's recommendation:õ õ õ õ õ õ õ õ õ õ õ õ õ õ . õ .

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8. FORM OF CERTIFICATE OF MEDICAL EXAMINATION

Date Stamp:

CSR 31

APPENDIX III 9 Vide General Order 9(a)

REPUBLIC OF ZAMBIA

FORM OF CERTIFICATE OF MEDICAL EXAMINATION

I hereby certify that I have this day examined (2) _____
 Candidate for employment as (3) _____
 and in my opinion he/she is (4) _____ for service
 in the Republic of Zambia.

 Medical Officer

_____. Station
 _____. 19____

- (1) To the Head of the Department in charge of candidate.
- (2) and (3) to be filled in by the Department applying for a Medical Certificate.
- (4) Medical Officer to insert "fit" or 'unfit' as the case may be.
- (5) **Reverse to be completed on copy for DMS only.**

This form may be obtained from the Director of medical Service, Lusaka.

TO BE COMPLETED ON COPY FOR DMS ONLY

Age _____ . Height _____ Weight _____
 Physique _____ . Mental state _____
 Previous Illinesses _____





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õ õ õ Name:õ õ õ õ õ õ õ õ õ õ õ .

õ õ .. Title:õ õ õ õ õ õ õ õ õ õ õ õ

TWINNING OF SCHOOLS/COLLEGES FORM

Twinning of Schools Form.

1. Particular of schools/colleges

(a)

Name of School:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ

Proprietor/Agency of School:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..

Address of School:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ

(b)

Name of School:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ

Proprietor/Agency of School:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..

Address of School:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ

2. Purpose of twinning

(a) Projects to be undertaken jointly or singly:

(i) õ

(ii) õ

(b) Cultural activities to be undertaken:

(i) õ

(ii) õ

(c) Academic pursuits to be undertaken:

(i) õ

(ii) õ

(d) Sporting activities to be undertaken:

(i) õ

(ii) õ

3. (a) Ceremonial twinning procedures

(i) Name and signature of School/College representative or
or Head:

(ii) Name and signature of witness

176

Signature of School/College representative.

Or Head

(ii) Name and signature of witness.

4. Ministry of Education Representative

(i) D.E.O./P.E.O.:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ

Name:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ ..

Signature:õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ õ

Note: A copy of this form must be sent to the Permanent Secretary, Ministry of Education, after completing all formalities.



APPENDIX 6

SOME DOCUMENTS USED IN SCHOOLS AND COLLEGES

The following are among the documents used in schools and colleges. Boards are requested to have enough stock of these forms as they are important in school and college administration:-

1. Accounts Form 135, Notification of change of quarters.
2. Accounts Form 133, Application for exemption from payment of rent.
3. Accounts Form 144, Claim for subsistence and kilometre allowance.
4. Accounts Form 81, Arrival advice and payment of salary.
5. Accounts Form 92, Loss Report.

Voucher.

sheet over emoluments.

8. Accounts Form 15, Stores demand, issue and receipt voucher.
9. Admission register.
10. Responsibility allowance.
11. Rural hardship allowance.
12. Application for exemption from payment of user fees.
13. Application form for Grade 1 enrolment.
14. Application for Registration of a private school/college.
15. Application form to transfer from one school to another.
16. Application for re-registration of a private school/college.
17. Application Form for request to transfer from one school to another.
18. Application Form for a Grade 7,9,12 and G.C.E. examination centre.
19. Application for an advance salary.
20. Application form for a household/furniture loan.
21. Application Forms for a bicycle, motorcycle and motor vehicle loan.
22. Class register.
23. Classroom stock book.
24. Daily forecast format for use by teachers.
25. Department equipment record form.
26. Examination entry forms Grades 7, 9 and 12.
27. Department inspection report format.
28. Expenditure record form - school finances.
29. Establishment register format.
30. General school revenue form.

Section report format.

Examination code numbers.

33. Grade 9 subjects and examination code numbers.
34. Grade 12 subjects and examination code numbers.
35. Grading of schools/colleges.
36. Handing over and taking over certificate (schools).
37. Inventory form.
38. Lesson observation form format.
39. Lesson inspection report format.
40. Mark schedules: Primary, Basic and Secondary School Examinations.
41. Miscellaneous Form 1: Local Purchase Order.
42. Mechanised Salaries Form 4: Double class allowance.
43. Periods per week subject for primary schools.
44. Periods per week per subject for secondary schools.
45. Pupil's contributions - finances.
46. Pupil Record Cards - primary and secondary.
47. Records of work done format.
48. Recommendation and performance format.
49. Report form B.96 - Annual Confidential report.
50. Schemes of work format.
51. School Report - all grades.
52. School stock book.
53. S.F. 600 FORM - requisition, issue and receipt book.
54. Statistical returns.
55. Teacher's interview form.

appointment as a secondary school teacher

appointment as a primary school teacher.

58. TS Form 3 - Letter of appointment.
59. TS Form 6 - Annual confidential report.
60. TS Form 8 - Recommendation for confirmation.
61. TS Form 9 - Confirmation letter.
62. TS Form 11B - Local leave form.
63. TS Form 13A - Vacation/maternity leave.
64. TS Form 17 - Sick leave.
65. TS Form 18 - Application for sick leave.
66. TS Form 21 - Certificate of Service.
67. TS Form 23 - Records of service.
68. TS Form 26 - Rent contribution.
69. Twinning of schools/colleges form.
70. ZPC 11 Form, 1976, Vacation, maternity leave.

APPENDIX 7

SCHOOL/COLLEGE REFERENCE MATERIALS

The following reference materials are also useful to the board.

1. Catalogue of Educational Materials for schools, 1996.
2. Catalogue of recommended books.
3. Chief Inspector of Schools Circulars.
4. Department of Social Welfare: proposals for Education Support.
5. Programme for Vulnerable Children, 1995.
6. Various circulars from the Ministry of Education Headquarters.
7. Education reform document, 1977.
8. Education Act 1996.
9. Educating Out Future 1996.
10. Education Sector investment programme.
11. Focus on Learning, 1992.
12. Grade 7 Composite Examinations: regulations and procedures, 1996.
13. Guidelines on the function of Education Boards, 1995.
14. Guidelines on Accounts.
15. Guidelines on Policy.
16. Guidelines on Curriculum Development.
17. Guidelines on Human Resource Development.
18. Guidelines on Procurement.
19. Guidelines on Record Keeping.
20. Guidelines on the use of government Transport, 1995.

Heads of Secondary Schools, 1975.

Leaving Certificate Examination.

Regulations and Procedures, 1996.

23. National Education Statistics Information Systems School.
Data Collection Manual, 1995.
24. Planning and Monitoring the Quality of Education in Sub-Saharan Africa,
Ward Heneveld, WB. 1994.
25. Proposed DANIDA Support for Primary Education Development, 1993.
26. Permanent Secretary's Circulars.
27. Report on Donors to African Education, 1994.
28. Standards, Assessment and Evaluation Guidelines, June, 1997.
29. Statutory Instrument No. 43, 1993 - Grant Aided Schools/Institutions
Regulations.
30. Statutory Instrument No. 77, 1992 - Registration of Private Schools.
31. Statutory Instrument No. 84, 1993 - Primary and Secondary Schools
Regulations.
32. Statutory Instrument No. 2, 1994 - Primary and Secondary Schools
Amendment Regulations
33. Statutory Instrument No. 17, 1994 - Schools Accounts Amendments
Regulations
34. Statutory Instrument No. 29, 1992 - Amendment of the Kenneth
Kaunda Foundation Act.
35. Statutory Instrument No. 41, 1995 - Teacher Training Colleges
Boarding Fees Regulations.
36. Statutory Instrument No. 52, 1995 - Staff Tribunal rules.
37. Statutory Instrument No. 76, 1995 - Registration of Private Schools
Regulations.
38. Statutory Instrument No. 130, 1995 - Education Board.
39. School Examinations: Grades 7, 9 and 12 - Administrative Procedures.

SUGGESTED SCHOOL/COLLEGE REQUIREMENTS

1. Abacus
2. Art and craft materials
3. Atlas
4. Bags for carrying books
5. Banjos - music
6. Batteries
7. Bells
8. Blackboard
9. Braille equipment, paper and other materials for special education needs
10. Brooms and mopes
11. Brushes
12. Buckets for carrying water
13. Calendars; school and national
14. Calk; all colours
15. Chalkboard; wall and with stand
16. Clocks; classroom, head, deputy head, laboratories and for sports
17. Cobweb and ceiling dust removers
18. Compass for geography lessons
19. Commercial subjects requisites; typewriters, books ribbon etc.
20. Computers, lap tops and printers
21. Costumes for drama and music
22. Crayons and drawing pencils
23. Date stamp; school
24. Dictionaries
25. Diagrams in all subject areas
26. District maps of Zambia
27. Drawing boards
28. Drawing paper for all subject areas
29. Drawing sets for teachers on the board and for pupils/students in the exercise books.
30. Drum cans in toilets where there is water shortage.

Equipment for SEN pupils/students

33. Examination post question papers
34. Exercise books
35. First aid kits
36. Flannel chars
37. Flower pots, Homecraft
38. Flutes music
39. Flip charts
40. Fraction mathematical kits
41. Gongs/bells
42. Glue
43. Graphs in science, health science, civics etc.
44. Globes for geography lessons
45. Guitars music
46. Historical artefacts
47. Hoes
48. Homecraft equipment and materials
49. Industrial arts equipment and materials
50. Keyboard
51. Knitting needles, wool and cotton
52. Laboratory equipment
53. Laboratory chemicals and other materials
54. Laundry iron
55. Language learning pictures and diagrams
56. Lawn tennis kits
57. Learning and teaching aids
58. Library
59. Lighting facilities
60. Local community map
61. Magnifying lens/glasses
62. Maps of Zambia
63. Maps of the ECOWAS
64. Maps of the EAC

67. Maps of COMESA
68. Maps of the EU and ACP states
69. Maps of the Commonwealth of Independence States of the former USSR
70. Mathematical sets
71. Mathematical tables
72. Mathematical charts
73. Microscopes
74. Motor vehicles; vanes, mini bus or lorry
75. Music drums
76. Organs, music
77. Overhead projector
78. Piano
79. Pens, pencils, erasers etc.
80. Pictures of the Head of State
81. Plasticine for modelling
82. Physical education equipment
83. Pond of water
84. Posters on subject area themes and other issues like HIV, vandalism and crime.
85. Radios for current affairs and general knowledge
86. Radio cassettes
87. Rain gauges for geography lessons
88. Rakes and garden forks
89. Rattles, music
90. Readers - English and Zambian Languages
91. Reading chards for infants and lower grades
92. Reference books and materials - all subject areas
93. Rounds kits and balls
94. Rulers - black boards teachers and pupils
95. Sacks for collecting rubbish and for use as containers
96. Saxophone, music

99. Scrubbing brushes
100. Spring kits for mathematics
101. Sports equipment, attire and other items such as basket balls, baseballs, rugby balls, soft balls, lawn tennis balls, footballs, netballs, cricket balls, and items for track and field activities such as javelins, shot put balls, high jump kits, pole-vault kits and skipping ropes. Gloves of boxing and items for billiards, chess, nsolo and others are also needed.
102. Shovels and spades
103. Slashers
104. Supplementary readers for all subject areas
105. Swimming pools and equipment
106. Templates for lettering and drawing
107. Television/video cassette recorders
108. Textbooks - all subject areas
109. Trumpets and tambourines, music
110. Tuck-shop and items/goods
111. Water
112. Watering cans
113. Watering hose pipe
114. Water paint
115. Wheel burrows
116. Wind vanes for geography lessons
117. Whistles for sports, drama and dance
118. Woodwork items like wood, planes, saws, gorges and rulers
119. Nails, screw drivers, hammers and sandpaper
120. World maps.