



**Republic of Namibia**

**MINISTRY OF EDUCATION, ARTS AND CULTURE**

**ALL PHASES**

**SCHOOL CULTURE CLUBS FOR  
DEVELOPMENT**

**NATIONAL POLICY GUIDE  
GRADES 1 - 12**

**For implementation in:**

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Ministry of Education, Arts and Culture  
National Heritage and Culture  
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*School Culture Clubs for Development; Grades 1-12*

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*School Culture Clubs for Development; National Policy Guide Grades 1-12*

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## 1. INTRODUCTION

Culture Conveners (CC) should regularly consult this document as well as the *Broad Curriculum for Education, National Policy Guide for School Culture Clubs for Development (SCCD)* to ensure that they teach within the guidelines of the Ministry of Education, Arts and Culture (MEAC).

The success of facilitating SCCD to a large extent depends on effective management of culture activities in schools. The purpose of this SCCD policy document is to guide the CC in the school. It simultaneously strives to leave scope for each CC to take initiative, especially in presenting subject content and facilitating participation.

## 2 AIMS OF THE NATIONAL SCCD POLICY GUIDE

This document is the official subject policy guide for SCCD and aims to:

- provide guidelines for CC in controlling teaching and learning activities
- guide CC in organising their administrative duties and in planning teaching and learning to meet the expectations of the national standards and performance indicators

## 3 CULTURE SPECIFIC ISSUES

The time allocation for SCCD is 45-60 minutes per cycle for grades 1-12.

The SCCD activity must appear on the extra mural time table of the school.

The SCCD activity must be assessed every term.

The SCCD is a concise and general statement of intended learning which describes the following:

- the *purpose* of the activities - these are the rationale and aims which give the reason for and direction of the course
- the *content* of the activities - this is described in terms of domains and topics
- *objectives*, defined in terms of what learning is intended to happen at the level of the activities
- *competencies/specific objectives* are the significant cognitive operations, skills, attitudes and values which all activities should be able to reflect which can be assessed and evaluated

CC should be well-acquainted with the syllabus content and teach according to the topics and activities in the syllabus

### **3.1 Year Planner**

A year planner is used by the CC to plan activities for the year and is divided into terms. Each year planner should be kept in the Preparation File and a blank copy in the SCCD File.

### **3.2 Schemes of Work**

The scheme of work must be developed from the year planner. Target dates must be set on the schemes of work at the beginning of the year. The scheme of work should be kept in the Preparation File and a blank copy in the SCCD File. Completion dates need to be indicated **after** a topic was covered.

### **3.3 Written Lesson Preparation**

Preparation should be done on the template provided in this document. When preparing for a lesson the learning styles of different learners should be catered for. Attention also should be given to learners in need of learning support, e.g. learners with reading and writing difficulties as well as **gifted learners**.

### **3.4 Projects**

Formal projects will be given. The CC may task learners to collect materials, mount displays, gather information, do planning or do research on culture related activities. Learners will be given projects as required in the themes, topics and activities in societies.

### **3.5 Maximum time on task**

Success in facilitating SCCD depends on maximum time on task and it is expected that:

- the CC and learners attend every session as indicated on the timetable (learners should not be allowed to roam around on the school grounds)
- the CC and learners arrive punctually for every session
- activities are planned so that there is as much time on task as possible
- the SCCD session must **not** be used for any other purpose than Culture activities

### **3.6 Teaching and Learning Materials**

The CC should strive to accommodate different methods of facilitating and learning styles. CC should be creative and innovative to produce their own teaching and learning materials.

#### **3.6.1 OBJECTIVES**

- To encourage learners to discover, appreciate, promote, and preserve our tangible and intangible culture heritage
- To enhance learners confidence and knowledge in culture in order to better their quality of life
- It will also provide learners with opportunities that will assist them in unlocking their full potential in life
- To have pride in their culture
- To have pride in the practicing of their culture
- To embrace cultural diversity
- To strive towards achieving gender balance in practice of culture activities
- To equip learners with the necessary skills and knowledge to engage in culture industries and tourism

#### **3.6.2 AIMS**

- To develop guidelines for culture conveners, teachers and learners, to establish SCCD
- To guide learners to engage in different culture activities
- To widen the scope of understanding of our own culture and heritage and those of others
- The National SCCD Policy Guide aims to strengthen holistic education and development of learners
- It will be used as a guide for conveners and learners to become aware of the importance of culture and heritage in the global village

#### **3.6.3 DEFINITION OF SCHOOL CULTURE CLUBS FOR DEVELOPMENT (SCCD)**

SCCD's are a collective of Heritage and Culture activities practiced by learners. These activities are *incorporated into* societies depending on the scope and nature of activities.

#### **3.6.4 HOW TO START YOUR SCHOOL CULTURE CLUBS FOR DEVELOPMENT (SCCD)**

- The CC at any given school will obtain information and documents as well as receive training on the SCCD National Policy Guide from the regional culture officials
- Learners will then register to different societies of the SCCD
- Each society will then choose a chairperson (learner) that will represent their society on the club executive committee
- Societies in the club will make their first presentation or performance of their chosen activity, topic or theme within the one week after election of the SCCD executive committee
- The societies will initiate attendance registers and name lists and forward it to the culture office on a trimester basis
- Each member will fill in a registration form at the beginning of the year and it will be updated every trimester or when required

#### **3.6.5 THE STRUCTURE OF THE SCCD EXECUTIVE COMMITTEE WILL BE AS FOLLOWS:**

- Chairperson
- Vice chairperson
- Secretary
- Treasurer
- Additional members (each society will have at least one representative in addition to the convener)
- Ex officio member – School principal/School board chairperson

#### **3.6.6 MODEL CONSTITUTION FOR SCCD**

- This model constitution only serves as a guideline and should be adjusted according to the particular circumstances of schools.

##### **Article I**

##### **a) Name**

The name of the club shall be *(name that members propose collectively)*

##### **b) Purpose**

To promote and preserve culture heritage at school level

## **Article II**

### **a) Executive Committee Members**

The Executive Committee shall comprise of the Chairperson, Secretary and Treasurer from each Society of the SCCD.

The Executive Committee shall elect its Chairperson, Vice chairperson, Secretary and Treasurer.

### **b) Election Process**

Society members will nominate possible candidates to be elected to the executive committee. Elections shall be held within the first three (3) weeks after registration or soon there after.

The convener delegated or designated by school management to coordinate culture activities at the specific school will preside over elections of the societies management and the SCCD executive committee.

A minimum of one week (5 school days) notice of the election meetings shall be provided to the learners by the convener verbally and by posting a visible notice.

Nominees shall be elected by a majority vote of members present at the meeting. If no candidate receives a majority of votes, runoff elections will be held at the same election meeting.

Elected members shall assume office immediately.

The term of office for all elected members shall be one (1) year. Office bearers may only serve in society management and SCCD executive committee not more than 2 office terms.

### **3.6.7 MEMBERSHIP**

- Learners must register to different societies in the club within the first week of the first term
- Each school will only have one School Culture Club for Development, under which societies will affiliate
- The SCCD will therefore constitute multiple societies performing different culture activities
- Each society in the SCCD may have as many members as possible

- Members are free to participate in more than one society, but may not serve on more than one management committee of societies

### **3.6.8 SCCD EXECUTIVE COMMITTEE**

#### **The roles and responsibilities:**

- The Executive Committee shall be responsible for implementing rules and regulations of the club's constitution as well as carry out administrative and executive functions
- The chairperson of the SCCD shall preside at general meetings and at meetings of the Executive Committee and shall serve as chief spokesperson for the club
- The Treasurer shall be responsible for providing financial reports at every SCCD meeting. The Treasurer is also responsible for requesting funds from the school development fund
- All transactions on SCCD vote on School Development Fund account should be authorized by the convener, chairperson and the treasurer
- The Culture Convener may be teachers, school hostel matrons, cleaners or community members that will lead the learners in culture activities

### **3.6.9 MEETINGS**

- Meetings of the SCCD executive committee must be held once per term
- If need arises, an extraordinary meeting may be called
- The SCCD executive committee will compile a year plan of activities
- General meetings of the SCCD must be held once per term or as the need arises
- Notification of meetings will be made at a minimum of one week to the members, verbally and by posting a visible notice
- General and Executive Committee meetings can only take place if half of the members are present

### **3.6.10 AMENDMENTS**

- Amendments to the Constitution of the SCCD must be discussed at the general meeting where all SCCD members are present
- Amendments shall be accepted and adopted by two-thirds (2/3) of members present

### **3.6.11 AGREEMENT**

- The SCCD constitution must be accepted collectively. It will then become the SCCD constitution

### **3.6.12 FINANCES**

- The societies in the SCCD will organize fundraising activities such as (bazaar, festivals, exhibitions, expo's and any other activities)
- The Treasures of SCCD and societies will be responsible for bookkeeping, commitment register and general accounting but they will not be responsible for safe keeping of cash or cheques

### **3.6.13 POSSIBLE SOCIETIES TO COMPRISE THE SCCD'S**

- Craft and culture collections
- Environment
  - Orature and History
- Culture performances

### 3.6.14 TYPES OF SOCIETIES

The CC and learners must take note of the following:

- When they discover or unearth artifacts of National Heritage and Culture value not to touch or remove it e.g. the fossils of prehistoric animals (Dinosaur), objects made out of Ivory, Gold, semi precious stones, and artifacts from Shipwrecks etc.
- To report it as soon as possible to the National Heritage Council, National Museum of Namibia, Local Museums, Culture Offices, Traditional Authorities or Police in your area

#### i) **CRAFT AND CULTURE COLLECTIONS**

Collecting items of traditional value

- Learners will go out in communities and gather artifacts e.g. pots, baskets, traditional attire, food and other items
- Learners are encouraged to collect items that will be educative and entertaining

Collecting items of historic value

- Learners will go out in communities and gather original objects if possible or replicas of artifacts such as pots, baskets, traditional attire, weapons and other objects that our forefathers used
- Learners are encouraged to collect objects that will be educative and entertaining

Classification and exhibition of items of traditional and historic value

- Learners will identify and label objects that they collect
- Learners must complete the object catalogue sheet
- Learners must mount an exhibition at the school to display the collected items
- Learners can build models such as traditional huts/structures as part of their exhibitions
- Learners must mount or display their exhibitions in a secure place on school premises

Producing and replicating items of traditional and historical value (selling, exhibiting and skills transfer)

- Learners are encouraged to learn from elders or people with skills and knowledge
- Learners are also encouraged to replicate objects they collect from communities (with the help of an original photo or object)

## ii) ENVIRONMENT

A study of traditional historical places

- *Learners should visit places like traditional courts, chief's houses, historical trees, museums, traditional festivals etc.*
- *Learners should write essays, articles and poems about the places*
- *Learners should draw up timelines (timelines means to explain sequence of historical events)*
- Learners should also relay their experiences to others

Study of indigenous fauna and flora

- Learners are encouraged to learn indigenous names of local fauna and flora
- Learners should study the cultural importance of local fauna and flora
- Learners should identify the products derived from the local fauna and flora and other resources from the environment.
- They are encouraged to preserve them for future use e.g. planting seeds

## iii) ORATURE AND HISTORY

### Storytelling and folklore

- The society should invite community members to come and tell stories or ask their parents to tell them stories which they will write down or record.

Tales, myths and poems

- Learners in the societies will recite poems, relay tales and myths to each other.

### Literature

- Learners are encouraged to collect or find books on traditional topics and stories
- Learners are encouraged to read to their peers
- Learners could design exhibitions on the content of the selected literature

### Debate

- Learners propose and introduce a topic for discussion. Learners will be divided into 2 groups, where one is for and the other one is against the opinion

- The groups must try to convince their opponents that their opinion is the correct one
- There must be a facilitator to preside over proceedings
- A panel of judges will adjudicate the contest

**Some possible debate topics**

- Polygamy vs. monogamy
- Traditional food vs. modern food
- Traditional vs. Modern medicines

**iv) CULTURE PERFORMANCES**

Plays and Drama pieces

- Plays and Drama's should be related to cultural and traditional rituals and norms

Traditional games

- Learners should learn and play traditional games

Traditional dance and songs

- Learners are encouraged to learn, practice and perform traditional dances and songs
- Learners should identify and practice songs and dances for different occasions/ceremonies

**v) Developing Concepts and Ideas for Projects and Activities**

- Learners are encouraged to be vocal and creative in all activities that they practice
- The Societies are encouraged to choose topics and themes that are realistic and relates to the immediate physical, social and economic environment that they find themselves in
- Learners are encouraged to make use of internet and library and other media sources to research and study their topics
- The sources of culture information, skills and products must be relevant to learners and local communities
- Topics, themes, projects and activities must not be too broad
- Learners must be able to understand the requirements and procedures of any given topic, theme, project or activity in order to be able to complete the tasks in the given period of time

### **3.6.15 GENERAL RULES AND REGULATIONS**

- To be part of the SCCD activities, all members must be registered
- All SCCDs must forward their registered societies to the Regional Culture Office
- Registered members must abide to the SCCD constitution
- Each society may have as many members as possible; however some activities and invitations may require participation of a limited number of learners
- Registered members are encouraged to attend all activities of the SCCD
- All SCCD must submit reports every trimester to the Regional Culture Office
- Learners are expected to adhere to school rules and behave accordingly

### **3.6.16 PROPOSED PROJECTS AND ACTIVITIES FOR SOCIETIES IN THE SCCD**

#### **EXAMPLES OF ACTIVITIES**

##### **i) Craft, Culture collections and Exhibitions**

- Craft:  
Leather/hide works  
Wood/seed carvings  
Pottery  
Patch Work  
Sand stone carvings and engravings  
Bead work  
Paintings and drawings  
Basketry  
Wire work  
Weaving  
Traditional dress making
- Culture Collections:  
All items that are collected must be of historical and cultural importance  
E.g. Photos, medicines, food, attire, etc.  
Tools, household utensils, cultivation implements  
Weapons, decorations, jewellery Religious objects, means of transport and Totems

### **Exhibitions and School Displays**

- Research, plan, design and display collected items (research is gathering of information)
- Pictures, wall charts and artefacts/objects must be displayed on the walls and exhibition corners to make learning interesting
- SCCD displays will contribute to a conducive and creative learning/exploring atmosphere and stimulate learners
- Pictures should be selected to stimulate learners to ask questions or begin working
- Learners must be encouraged to make the displays themselves
- Wall displays can be combined with Arts corners consisting of books and other Arts related items.
- Displays can be changed at least once per term

### **ii) Environment**

- Indigenous trees and plants (food/medicine)
- Traditional medicines and cosmetics
- Traditional architecture
- Rock paintings, drawings and engravings
- Historical and Holy sites (cleaning campaigns)
- Indigenous Animals for medicine, cosmetics, food and clothing

### **iii) Orature and History**

- Debate
- Story telling and folklore
- Tales, myths and poems

### **iv) Culture Performance**

- Plays and Drama pieces (depicts all aspects of culture)
- Traditional games
- Games that most of the learners know in the society and those that they learn from elders e.g. Owela, //hús, Onyune, mulabalaba
- Traditional Dances
- Dances that most of the learners know in the society and those that they learn from elders. Groups will participate in Culture Festivals. Groups and societies are encouraged to perform at school and community organized activities and events

- Traditional Songs
  - Songs that most learners know in their society and those that they learn from elders.
- Groups will participate in the Culture Festivals. Groups and societies are encouraged to perform at school and community organized activities and events.

### **3.6.17 Teachers' Manuals/Guides**

The SCCD Policy Guide and other relevant publications remain the **property of the school**.

### **3.6.18 Other Resources and Specialised Equipment**

The CC will be responsible for accessing, returning and storing of resources (musical instruments, equipment, props, materials, etc.) provided by government and other organisations, community or schools. A list of available items should be part of the school inventory and be updated regularly.

### **3.6.19 Portfolios**

An A4 72 pages exercise book or a file can be used as a portfolio. Portfolios should be neatly covered. The society members must be educated to look after their portfolios and respect them as very important resources. Only grades 4-12 will have a portfolio/resource books. Portfolios should contain learners 'planning, written and creative work.

### **3.6.20 Assessment**

Societies must be assessed through informal continuous assessment methods.

## **3.8 Learner-Centred Education (LCE)**

Learner-centred education sometimes requires that learners have space to move around and/or work in small groups. This might be challenging in overly large societies, and the CC will need to be creative to ensure that facilitating and learning is learner-centred.

Principles for learner-centred education can be found in the following publications:

- Teaching and Assessment Guidelines
- Learner-Centred Education: A Conceptual Framework
- How Learner-Centred are you?

### **3.9 Continuous Professional Development**

The SCCD should share in the responsibility for in-service training of CC. Workshop materials and handouts must be kept in the SCCD Resource File and remain the property of the school. Applicable parts should be kept in the Administration File of the CC. The CC should share information, experiences and strategies they were equipped with during training. In the SCCD Subject File a record sheet will indicate the dates, venues and names of CC who attended workshops in SCCD.

## **4 SUBJECT MANAGEMENT ISSUES**

### **4.1 Line Management**

The principal is accountable for the effective management of SCCD in the school and the attainment of satisfactory results. The principal may, by way of delegation, assign managerial responsibilities for the SCCD to the Subject Head (HOD/phase head/CC).

The principal is responsible for the establishment and maintenance of proper SCCD administration and is accountable for the completion of the SCCD Monitoring and Evaluation form.

### **4.2 Culture Convener (CC)**

The CC is responsible to ensure that regular SCCD meetings are conducted and should attend these meetings.

The CC as the one responsible for culture activities at the school has the following responsibilities:

- strive towards the achievement of the objectives contained in the SCCD Policy Guidelines
- create a conducive environment for quality teaching and learning;
- meet the requirements of the syllabus
- facilitate teaching and learning both inside and outside the classroom in order for the learners to acquire the necessary knowledge, skills, values, competencies and attitudes
- compile a year planner
- complete an effective and efficient scheme of work
- establish positive attitudes among society members
- promote the establishment of project work
- be creative and innovative in lesson preparation and the production of own teaching and learning materials
- communicate with parents and community members

**Take note:** CC need to indicate grammar and spelling mistakes. However; the focus of assessment of tasks will be about learners' comprehension of the tasks and not necessarily about correct spelling or grammar used.

#### **4.3 SCCD Programme Meetings (Culture Officer and CC's)**

Programme meetings for SCCD must be held at least once per term. An agenda will be compiled; minutes must be kept and stored in the Administration and SCCD Files. The purpose of the meetings will be informative, administrative, and may include activities such as planning, guest speakers/demonstrators, sharing of ideas, improvement of methodology, feedback on workshops, etc.

#### **4.4 SCCD Cluster Groups**

The purpose of SCCD/CC cluster group meetings is to improve efficiency, build capacity and empower CC's. Attending and participating in CC cluster activities can play a positive role in collaborative development and improving quality teaching and learning.

#### **4.5 Teachers' Resource Centre (TRC) and School Library**

The CC's are encouraged to utilise the resources and facilities offered at TRCs and School Libraries. If a certain item is not available at the local/regional TRC or School Libraries, it is possible to make inter-library or inter-TRC loans with the help of the TRC manager.

### **5. WORKING FILES**

#### **5.1 Preparation File**

**(Responsibility: CC)**

Written lesson planning is compulsory for all CC in Namibia. It is the responsibility of regional culture office to monitor these files regularly. CC may keep all the documents of societies they facilitate in one file.

##### ***Content of the Preparation File***

- File monitoring form
- Table of contents
- Year planner for the society

- Completed schemes of work for the society
- Up-to-date written lesson preparations

## **5.2 Administration File**

**(Responsibility: CC)**

The Administration File is the file that every CC must have with important society information and any other school-related information.

### ***Content of the Administration File***

- File monitoring form
- Table of content
- Organisation:
  - List of reference books for teachers
- Policies:
  - The Code of Conduct for the Teachers (this is applicable to all CC)
  - The Code of Conduct for Learners
- Additional documents
  - Year Planner(s)
  - Scheme(s) of Work
- Monitoring
  - Observation reports
  - monitoring and evaluation form for the teachers (this is applicable to all CC)
- Meetings
  - Agendas and Minutes of societies, CC/SCCD cluster meetings for all the societies facilitated
- Circulars
  - Roles and responsibilities of CC
  - Other circulars
- Workshop hand outs
- Correspondence
- Catalogue of artefacts/objects

### **5.3 Society File**

#### **(Responsibility: CC)**

For any society to be facilitated and administered successfully it is essential to be well organised. A functional SCCD File should be put in place. The file should be used regularly and kept up to date continually, and be accessible to all SCCD Conveners.

The Society File is the property of the school.

#### ***Contents of the Society File***

- File monitoring form
- Table of content
- CC information
  - Names and the societies they facilitate
  - Timetables of the facilitators/CC
- Policies
  - National Curriculum for Basic Education
  - National SCCD Policy Guide
- Year planner (blank copy)
- Scheme of work (blank copy)
- Monitoring and Evaluation form (blank copy)
- Minutes of society, cluster, constituency, regional and national meetings
- Society Observation Report Form (completed)
- Circulars and correspondence
  - Roles and Responsibilities of the CC
  - Other circulars (SCCD and Culture related)
- General Information

#### **5.4 SCCD Resource File**

**(Responsibility: CC and the SCCD)**

- File monitoring form
- Table of content
- List of relevant material and other resources available at the school, local Teachers' Resource Centre, Museums, Libraries and Culture Centres
- Names and addresses of resources (people and institutions)

**Annexe 1: Year Planner**

**YEAR: 20....                      SOCIETY.....                      CULTURE CONVENER: .....**

**(Teaching Time = 22-30 weeks)**

<b>TERM 1</b>	<b>Week .....</b> .....						
	<b>Week .....</b> .....						
	<b>Week .....</b> .....						

<b>TERM 2</b>	<b>Week .....</b> .....						
	<b>Week .....</b> .....						
	<b>Week .....</b> .....						

<b>TERM 3</b>	<b>Week .....</b> .....						
	<b>Week .....</b> .....						
	<b>Week .....</b> .....						







**Annexe 3: Activity Plan**

CC: .....	Society: .....	Date: .....
Activity: .....		Time: .....
Activity objectives: Learners will: ..... ..... .....		
Competencies: Learners should be able to: ..... ..... ..... ..... .....		
Presentation of the activity: 1. An appropriate short introduction: ..... ..... ..... ..... ..... 2. Learners activities: ..... ..... ..... ..... ..... ..... .....		

3. Assessment task/ comments:

.....

.....

.....

### Object Label Guide

The object label provides key information and helps visitors understanding of the objects on display or exhibition.

Each object label should provide short factual information about the object and its creation.

This includes information such as:

- What is it?
- Where, when and by who it was made.
- What is the object used for?
- Any inscriptions on it.
- Its catalogue number

**Annexe 4: Catalogue Sheet**

**CATALOGUE SHEET**

Object Name: \_\_\_\_\_

Classification (Material): \_\_\_\_\_

(Wood, Glass, Plastic, Metal, Iron, etc.)

Maker, Manufacturer: \_\_\_\_\_

(Write name if you know, if not please write unknown)

Object Number: \_\_\_\_\_

(This will be the number that you assign to the object e.g. traditional attire = TA001)

**(When possible please take photographs of the objects (with the objects label) as they are vital for tracking in case objects are lost / stolen)**

Photographs of object taken Yes  No

Date of photograph: \_\_\_\_\_

Name of photographer: \_\_\_\_\_

Object Received from: \_\_\_\_\_

Date received: \_\_\_\_\_

Name of Receiver: \_\_\_\_\_

Address (Place where received): \_\_\_\_\_

Remarks (Comments about the object): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Was this object:

A purchase (bought)  
 Manufactured/self made

A gift/donation  
 An exchange for another object

Condition of object:

Good

Fair

Poor

Current Location: \_\_\_\_\_  
(where the object is now)

Date of entry: \_\_\_\_\_ Entered by: \_\_\_\_\_

**CLASSIFICATION OF OBJECTS:**

1. Traditional Attire – TA.....(traditional clothing, shoes, jewellery and accessories, etc)
2. Traditional Cosmetics – TC.....(perfume, powders, creams, etc)
3. Traditional Weapons – TW.....(
4. Traditional Utensils – TU.....(
5. Traditional Tools and Equipment – TTE.....(
6. Traditional Food – TF.....
7. Traditional Drinks – TD.....
8. Traditional Medicines – TM..(these are only for educative purposes not for selling or use)
9. Traditional Musical Instruments – TMI...(Drums, Marimba, etc.)
10. Traditional Toys – TT....(
11. Fossils and bones- FB.....( bones of
12. Historical Objects – HO.....(
13. Ritual Objects – RO....(

**Object Label**

The artifact label provides key information and helps visitors understanding of the artifacts on display or exhibition.

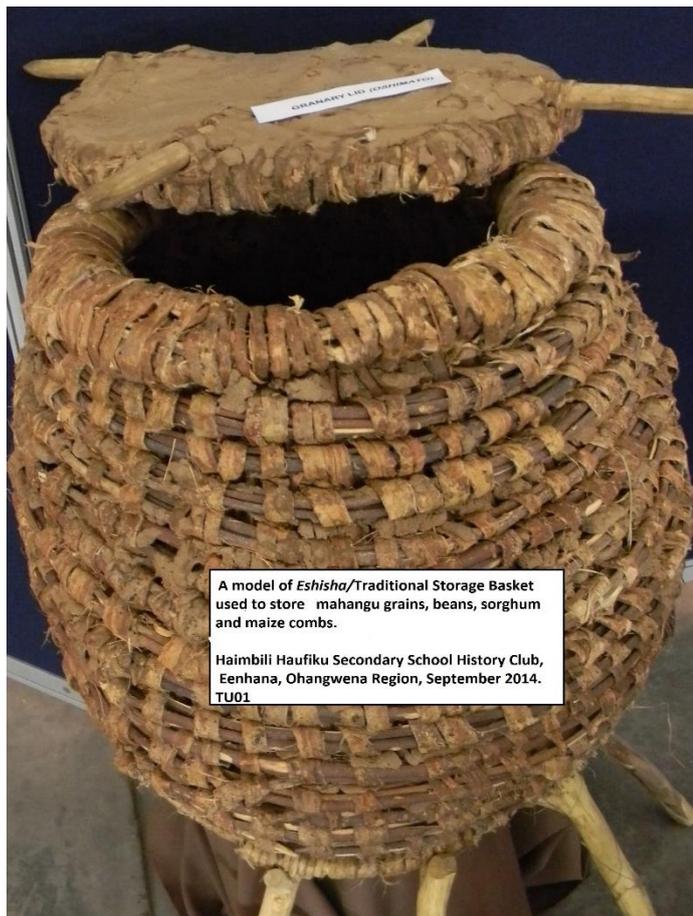
Each artifact label should provide minimum information, what is known as a “Tomb Stone”.

Short factual information about the object and its creation.

This includes information such as:

- What is it?
- Where, when and by who it was made.
- The purpose of the object.
- What is the object used for?
- Any inscriptions on it.
- Its catalogue number

### Annexe 5: An example of a completed Object Label



- **What is it?** A model of *Eshisha/ Traditional storage basket*
- **Where, when and by who it was made?** The model was made by Hambili Haufiku Secondary School History Club, Eenhana, Ohangwena Region, September 2014.
- **What is the object used for?** To store mahangu grains, beans, sorghum and maize combs
- **Any inscriptions on it?** None
- **Its object number:** TU01

A model of *Eshisha/ Traditional storage basket*  
Used to store mahangu grains, beans, Sorghum and maize combs.

Hambili Haufiku Secondary School History Club, Eehnana,  
Ohangwena Region, September 2014.

TU01

## Annexe 6: Registration Form

### SCHOOL CULTURE CLUBS FOR DEVELOPMENT

#### Learner information

Region \_\_\_\_\_

Name of school \_\_\_\_\_

Name of society \_\_\_\_\_

Name & Surname \_\_\_\_\_

Date of birth: \_\_\_\_\_

Gender: \_\_\_\_\_

Grade: \_\_\_\_\_

Residence: \_\_\_\_\_

#### Parent/Guardian Contact Information

Name: \_\_\_\_\_

Postal Address: \_\_\_\_\_

Cell: \_\_\_\_\_

Tel: \_\_\_\_\_ Fax: \_\_\_\_\_

Email Address: \_\_\_\_\_

Residential Address: \_\_\_\_\_

Parent/Guardian's signature:

\_\_\_\_\_

Date:

\_\_\_\_\_

REGISTRATION FORM 20.....

Annexe 7: Monitoring and Evaluation Form

SCHOOL CULTURE CLUBS FOR DEVELOPMENT

- 1. Region \_\_\_\_\_
- 2. Name of school \_\_\_\_\_
- 3. Culture Convener Name \_\_\_\_\_

4.Working files	Unsatisfactory	Poor	Average	Good	Excellent
4.1 Preparation File					
4.2 Administration file					
4.3 Society File					
4.4 SCCD Resource File					

Comments/Recommendation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_





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*School Culture Clubs for Development; National Policy Guide Grades 1-12*

