

INTRODUCTION

This *TRC Network Policies and Procedures Manual* is designed as a reference document for anyone having anything to do with Teacher's Resource Centres in Namibia, but particularly for TRC Managers. With the network as large as it is and likely to grow, it is necessary for TRC Managers to have a standardised set of policies and procedures for the operation of the TRCs.

The Manual is the result of extensive consultation with TRC Managers and their staff as well as with MBEC Headquarters, NIED and Regional officials. National workshops for the purpose of consultation have taken place, the most recent of which was in late 1994. At that workshop TRC Managers and staff from all over Namibia met in Windhoek to discuss the Draft Manual, which existed at that time, and to bring closure to policies and procedures. This manual is the result of the hard work done at that time.

HOW TO USE THIS MANUAL

As the title of this Manual states, it is a *Policies and Procedures Manual*. A **policy** is a set of principles, which provides overall guidance for decision making within a system. In this case we are talking about policies for the Teachers' Resource Centre system. A **procedure** is an established series of steps, which are followed to implement policy within a system. This manual provides policies and procedures for all critical areas of operation with a TRC namely:

- ◆ administration
- ◆ programming and budgeting
- ◆ acquisition, organisation and lending of materials
- ◆ inventory and maintenance of consumables and non-consumables
- ◆ logistical support, communication and reporting
- ◆ co-ordination and networking

These areas serve as chapter headings for the Manual. To locate policies and procedures related to these areas, simply refer to the Table of Contents and the detailed breakdown of sections within each chapter. Policies appear in shaded boxes. Procedures then follow each policy.

This Manual should be viewed as a working document in that it can be expanded and modified as may be required from changing circumstances and experience.

In line with this idea is a suggested policy which emerged from the National Workshop in late 1994:

The national network of TRCs should meet annually to ensure that planning occurs on a co-ordinated basis and in accordance with the MBEC's *Five Year Development Plan*.

At this annual meeting, the operation of the TRC Network could be reviewed and any necessary and appropriate changes in policies and procedures could be made.

CHAPTER 1

GENERAL INFORMATION

PURPOSE OF THE TRC NETWORK

The overall purpose of the TRC Network is to provide an infrastructure of skilled people, facilities, media and materials to support the education reform process, especially with respect to the professional development, maintenance and upgrading of teachers. It is anticipated that the Network could also provide a similar infrastructure to support other components of the reform process such as Adult and Continuing Education.

In more specific terms, the TRC Network and its individual centres will provide space for on-going in-service training. It will provide resource materials for the enrichment of the educational process. And, it will present teachers with opportunities to interact with each other in a variety of ways for the purpose of sharing resources and exchanging ideas so as to improve the effectiveness of their teaching.

To fulfil the overall purpose, the staff working in the TRC Network should be people of unusually varied talents. They must have the ability to challenge the ordinary and stimulate the exceptional. They should be proactive, therefore always strive to keep abreast of developments in education and be catalytic in bringing about change.

STAKEHOLDERS IN THE TRC NETWORK

The key stakeholders in the TRC Network are as follows:

- ◆ The various Directorates, Divisions and Sub-Divisions in the MBEC, including the Regional Offices and the Colleges of Education
- ◆ The Ministry of Higher Education, Vocational Training, Science and Technology
- ◆ The University of Namibia
- ◆ Other Government Ministries
- ◆ Principals, Teachers and Learners in the Schools

- ◆ Non-governmental Organisations (NGOs)
- ◆ Communities and their leaders and members
- ◆ Churches
- ◆ Unions

FUNCTIONS OF THE TRC NETWORK

The TRC Network will have many functions, the most important of which are:

1. To provide a network of locations where all who are involved in education may meet in a neutral and supportive environment that is conducive to the process of reform in both philosophy and mode of teaching and learning.
2. To support both the current educational reform process and the on-going teacher upgrading programmes in Namibia through two-way systems of communication and monitoring (linked to NIED and the MBEC Head Office) for the introduction of new materials and methodologies into the education system.
3. To establish the widest network that is feasible throughout the country so as to enable the individual TRCs to be linked as closely as possible to the classroom. In this way, the TRC Network may effectively keep its finger on the pulse of the reform process.
4. To facilitate change through exposing teachers to new ideas and more effective teaching practices. This function will take place largely through in-service activities organised at both national and regional levels. However, it will also take place through the spontaneous daily activities of the individual TRCs as they attempt to meet the immediate grass-roots needs of teachers in their service areas.
5. To monitor the reform process and provide feedback to the Regional Offices, to NIED, and to the MBEC as a whole. This function will always be done openly and in collaboration with the teachers so as not to jeopardise the healthy relations and mutual respect that every TRC should strive to foster among its users.
6. To provide teachers with access to the widest range of up-to-date printed and audio-visual educational materials. This would include access to computer-based teaching materials, data-bases, basic desk top publishing facilities, micro-teaching equipment and production facilities for producing teaching and learning aids of all kinds.

7. To provide lecture and conference facilities for teacher groups to meet and exchange ideas, support each other and convene study groups for the enrichment of the profession.
8. To provide office space for a variety of services in addition to regular TRC operations including Teacher Advisory Services, Adult and Continuing Education, Literacy Programmes and Library Services. The eventual plan is to operate the TRCs as “multi-functional centres” supporting both ministerial and NGO initiatives as well as community-based ventures.

STRUCTURE OF THE TRC NETWORK

On page 7 is a diagrammatic presentation of the structure of the TRC Network. This diagram shows the lines of administrative authority as well as the lines of professional and technical communication and support within the network. Below is a description of this structure.

NIED is the Directorate in the Ministry responsible for the technical and professional management and co-ordination of the TRC Network. The Chief Education Officer within the Division of Professional and Resource Development is ultimately responsible for the standards of professional management of all Teachers Resource Centres. He/she is assisted in the responsibility by the Senior Education Officer (SEO) for Professional Development and the SEO for Resource Development.

While NIED is the responsible Directorate technically and professionally, they must be frequent and co-ordinated communication between NIED, the Regional Offices, and the Directorates of Inspectorate and Advisory Services and Library and Archives Services. Each Regional Office is administrative responsible for the TRCs in its Region.

Administratively, the Senior Advisory Teacher (SAT) and/or the Region Education Officer (REO) in the Region is responsible for the day-to-day management and co-ordination of the TRC Network in his/her Region and ensures proper management and timely trouble shooting. The SAT and/or REO communicates with his/her fellow SEO in the Professional and Resource Development Division of NIED, as well as with the other two Directorates mentioned above.

Each TRC has a Manager responsible for the effective and efficient operation of the TRC. He/she is assisted in his/her work by a staff comprised of an Educational Technologist, a Resource Centre Assistant, a Clerical Assistant and a General Assistant/Cleaner.

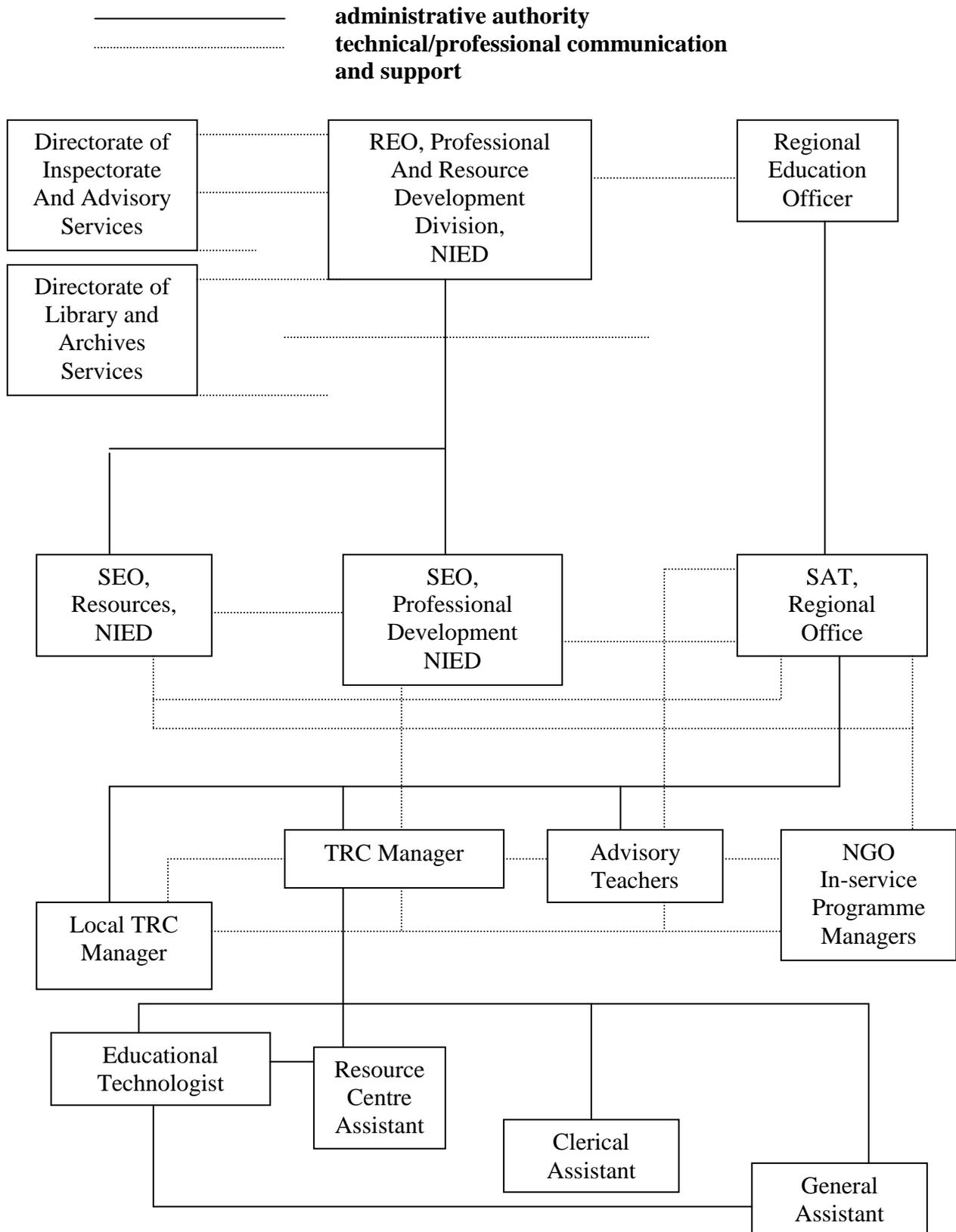
The TRC Manager oversees the professional side of the work of advisory teachers and NGO in-service managers when the TRC is being used as a venue for in-service

teacher training. The TRC Manager is also responsible for the co-ordination as well as the professional development and support of any local TRCs in his/her region.

The Educational Technologist assists the TRC Manager in supervising the work of the Resource Centre Assistant and the General Assistant.

STRUCTURE OF THE TRC NETWORK

(Lines of Authority and Communication)



CHAPTER 2 ADMINISTRATION

PHYSICAL LAYOUT OF A TRC

The size and floorplan for each TRC will of necessity have to vary somewhat, but all TRCs should have space allocated for at least the following:

- ◆ a reception area with display boards
- ◆ an office for the TRC manager
- ◆ a multi-function conference area/room
- ◆ a number of lecture rooms
- ◆ a research/reference area (with filing cabinets and bookshelves)
- ◆ a reading area (with tables and chairs)
- ◆ a work station for the Educational Technologist
- ◆ a computer area (for teacher use)
- ◆ an area for processing books and materials
- ◆ a materials production area
- ◆ a lock-up storage room
- ◆ a kitchen and serving area
- ◆ toilet facilities

TRCs that have available space should also include:

- ◆ additional office space
- ◆ a strongroom
- ◆ an audio-visual room
- ◆ some display areas
- ◆ smaller seminar rooms

Reception Area

This area includes the reception desk where visitors are received and directed to areas of interest. The reception area could also include a photocopier for limited duplication of documents and other materials. A large MBEC organisational chart and a TRC activities calendar could be mounted on the reception area wall. Also in the reception area could be a display case for Ministry educational materials such as new MBEC produced curriculum materials, student artwork, etc. The TRC Assistant would be stationed in this area. Part of the reception area could be utilised for groupwork and displays.

TRC Manager's Office

As the TRC Manager is responsible for administration, programming, and liaison with the Regional Office and MBEC, it is important that s/he have a working space removed from the daily operations of the centre, but accessible to the reception area and to the clerical assistant.

Multi-Function Conference Area/Room

This room, as the name implies, is multi-functional and flexible in its floorplan and includes a working/conference area as well as an audio-visual area. These are described below:

Working/conference area

Near the front of the TRC is the working/conference area. This space has tables seating approximately 15-25 persons. The tables can be used in various configurations depending on the needs of the users; they can be joined for one large group or used separately for individuals or small working groups.

Audio-visual area

Also in the work area are movable room dividers (which can also function as notice or display boards). These dividers can separate the work area from the audio-visual (AV) area, which can be expanded to accommodate more seating or reduced based on activity needs. The AV area consists of a video viewing area with a large TV monitor in a movable and lockable trolley. At the other end of the AV area is a movable set of cubicles (desks with sides for privacy). One could include a slide/tape projector, one a movie box and the third could have an audio-tape player. All three machines would be installed with earphones for individual use without disturbance to the rest of the facility. Depending on the need, the AV area could be expanded to accommodate a large group by moving the room dividers.

Lecture Rooms

Each centre should have additional lecture rooms, which could be used for in-service activities. These should be equipped with tables and chairs, an OHP, white boards and display boards. Each venue should seat 25 – 30 persons.

Research/Reference Area

This room is the information centre of the facility. Here users will have access to books, periodicals, ministerial data and documents, educational research databases, etc. The room is divided into a reading area, periodical display, reference and documentation area, stacks of books, map and chart area, and an area for computer terminals. The Resource Centre Assistant should have a desk in this facility and be responsible for assisting and supporting users.

Work Station for the Educational Technologist (ET)

The ET needs to be accessible to users of the centre and therefore s/he will work behind a counter at an area equipped with a desk and computer. This can either be in the resource area or in an adjacent accessible office. The storage room for materials and audio-visual equipment should be accessible and under his/her supervision.

Reading Area

This is a comfortable seating area close to newspapers, periodicals and documents with a table and some easy chairs. Large maps of posters can be mounted on the wall in the reading area. Current educational periodicals should be displayed on shelves in the reading area.

Computer Area

Users have access to all resources and materials in the centre through the collection database on computers in this area. Also on computers are other education and research databases. The computers will have modem capacity that will allow users to link with other computers and fax machines locally, regionally and internationally. A printer should be available here for printouts of necessary data.

ET Office/Books and Materials Processing Area

This room is used by the centre's ET for classifying and cataloguing as well as processing all incoming materials and preparing them for shelving and distribution. The room can be divided with room-dividers so that it can accommodate two work areas. One work area would serve the ET and the other would be used for the TRC assistant to process books and materials.

Materials Production Area

This room is equipped with large tables and stools for teachers to work on preparing and producing teaching aids. It can be used as a demonstration room and for practicals workshops. Filing cabinets containing examples of teaching and learning aids is available.

Storage Room

This room is used to store extra copies of documents, books and other materials in the centre and for equipment that is not used on a daily basis, e.g. overhead projectors, flowcharts, conference materials, etc.

HOURS OF OPERATION FOR TRCs

A TRC operates during regular GRN working hours; that is, from 08:00 – 13:00 and from 14:00 – 17:00 Monday to Friday. The TRC can also operate on weekends on special request to accommodate the in-service training programmes of the MBEC. TRCs will function on the same timetable as MBEC headquarters and the regional offices.

1. Operating hours for the TRC should be posted somewhere on the outside of the building where they can be seen.
2. Teachers and other users of the TRC should be informed of any changes in operating hours. TRC staff must consent to changes in hours of operation.
3. Any changes to the standard operating times on any centre should be negotiated with both the REO and with NIED.

TRC STAFFING AND JOB DESCRIPTIONS

<p>The staffing structure of the TRC will consist of one TRC Manager, one Educational Technologist, one Resource Centre Assistant, one Clerical Assistant and one General Assistant/Cleaner. All staff working within the TRC will work according to a job description.</p>

1. The TRC Manager will ensure that new staff members understand the job descriptions before starting work in the TRC. Staff members should sign and date their job descriptions to ensure that they are fully aware of their job responsibilities. The staff member should receive a copy of their signed job description and the TRC Manager should file the original.
2. The TRC Manager will review the job descriptions of staff annually to ensure that these job descriptions accurately describe the conditions of their employment.
3. The TRC Manager will use the job descriptions as a basis for evaluating the performance of the TRC staff and identifying training needs.

The following are the **Job Descriptions for the five TRC staff members:**

1. TRC MANAGER

Purpose of the Job: To work with established advisory committees to develop and implement the policies and procedures of the TRC as well as to plan, organise, develop. Co-ordinate, monitor and supervise the centre's activities and other TRC staff responsibilities. To serve as the public relations officer of his/her centre.

Specific Responsibilities:

1. Liase with the schools in the catchment area for assessment and identification of the specific needs of the teachers
2. Visit schools to make informal personal contact with principals and teachers to identify specific needs regarding in-service training
3. Plan and assist with organising in-service training programmes to help address the identified needs of the teachers
4. Provide Advisory Teachers with specific information regarding the in-service training needs of the teachers in order to enable subject advisory services to plan and present courses in an efficient and cost-effective way.
5. Liase with the Directorate of Advisory Services, NGO's and other subject specialists to present in-service training courses according to the needs of the teachers in the catchment area
6. Develop, publish and circulate a monthly programme to meet the identified needs of the teachers in the catchment area
7. Assist with the establishment of subject interest groups
8. Involve and encourage experienced teachers to share their knowledge and skills with less experienced teachers
9. Uphold the aims and image of a TRC by creating and maintaining an atmosphere where teachers feel free to meet and work in a relaxed and professional atmosphere
10. Plan and convene quarterly meetings with advisory teachers and facilitators
11. Plan and convene quarterly meetings with Principals of schools in the catchment area

12. Provide guidance and assistance to the head/s of the LRCs / SRCs in their region in the establishing and managing of these areas
13. Study new resources and articles to gather material for a regularly published information bulletin
14. Enable (TRC) staff to attend courses and workshops in order to ensure professional growth
15. Attend courses and workshops presented by the MBEC
16. Train and assist teachers in word processing on the computer
17. Establish internal policies regarding the use of centre facilities:
 - ◆ the use of consumable supplies by teachers
 - ◆ the lending of audio-visual equipment to schools/teachers
 - ◆ the use of reference works
 - ◆ the lending of audio-visual software
 - ◆ staff management
18. Monitor the inventories of the TRC
19. Compile a yearly report of activities and statistics to be submitted to the REC, NIED and DAS
20. Advise TRC committees and assist in the development of policies and procedures for centre and staff and revise policies and procedures as needed
21. Co-ordinate responsibilities of the Resource Centre staff
22. Supervise the Resource Centre staff in their responsibilities
23. Co-ordinate and support activities (workshops, meetings, orientation to new materials and equipment) with TRC staff and other MBEC officials
24. Prepare and administer a Resource Centre budget in consultation with the Regional Office and with NIED
25. Schedule and facilitate meetings on a regular basis with the various Resource Centre advisory committees
26. Prepare progress reports for advisory committees

27. Supervise the preparation of meeting minutes and reporting back to advisory committees on Resource Centre Committee recommendations and actions
28. Inform TRC staff and other relevant MBEC staff of Resource Centre acquisitions and activities
29. Develop appropriate linkages for resource sharing within the national resource centre network in collaboration with NIED
30. Assist with the establishment of training programmes for other MBEC resource centre personnel
31. Prepare proposals for additional funding sources in consultation with NIED
32. Establish and administer a TRC Development Fund in consultation with the REO to support the activities of the centre not cover by the annual budget.

Reports to: the Senior Advisory Teacher and/or the Regional Education Officer in the Regional Office

2. EDUCATIONAL TECHNOLOGIST

Purpose of the Job: Under the supervision of the TRC Manager and in consultation with Resource Centre advisory committees, procure, select and catalogue TRC acquisitions, develop and maintain information systems in order to render an effective resource information service and carry out established policies and procedures of the TRC.

Specific Responsibilities:

1. Supervise the work of the Resource Centre Assistant and assist the TRC Manager in supervising the Clerical Assistant and Cleaner in their work assignments
2. In consultation with the Directorate of Library and Archive Services, implement and manage the classification/cataloguing system in the TRC
3. Organise a lending system for Resource Centre materials and equipment

4. Order and receive appropriate curriculum materials, equipment, professional journals etc. for use by the TRC staff and visitors
5. Organise displays of relevant educational materials and activities
6. Support conferences and workshops with materials, equipment, etc.
7. Inform and distribute curriculum materials, professional journals, etc. to teachers and other MBEC officials
8. Assist in the instruction and use of equipment and resources in the centre
9. Provide a photocopy service for staff and visitors
10. Ensure that TRC policy and procedures are adhered to
11. Provide training and assistance in the use of TRC computer systems
12. Act as head of centre in the absence of the TRC Manager
13. Assist the TRC Manager in co-ordinating the planning and day to day functions of the centre
14. Assist teachers in the production / working room to produce teaching aids and educational media
15. Provide guidance in areas such as lesson preparation and the making of visual aids
16. Present courses / lectures according to the identified needs of the teachers and according to the training and subject field of the educational technologist (media specialist)
17. Complete yearly orders of consumable supplies and servicing of technical equipment
18. Submit details regarding budgetary requirements for materials etc. to his/her TRC Manager for inclusion in the annual budget
19. Supervise the work of the Resource Centre Assistant

Reports to: TRC Manager

3. RESOURCE CENTRE ASSISTANT (RCA)

Purpose of Job: To assist the Resource Centre Educational Technologist in his/her responsibilities concerning all operations of the TRC. To manage the library of the TRC in liaison with the Educational Library Services.

Specific Responsibilities:

1. Under the supervision of the Educational Technologist and ELS, catalogue and classify Resource Centre materials
2. Prepare books, journals and other materials for shelving and display
3. Assist Resource Centre users in accessing information
4. Assist at the front counter in receiving and lending Resource Centre materials and equipment
5. Assist with the ordering and receiving of materials, equipment, professional journals, etc.
6. Assist with displays of relevant educational materials and activities
7. Support conferences and workshops with materials, equipment, etc.
8. Distribute curriculum materials, professional journals, etc. to centre users.
9. Assist in the use of equipment and resources in the TRC
10. Provide a photocopy service for staff and visitors
11. Ensure that any NIED Resource Centre and Library Services policies and procedures are adhered to
12. Provide training and assistance in the use of Resource Centre computer systems
13. Assist teachers in the production / working room to produce teaching and audio-visual aids and educational media
14. Assist teachers in the production / working room with the use of technical equipment, e.g. the photocopies, transparency maker, duplicating machine, etc.
15. Maintain audio-visual equipment of the TRC
16. Prepare lecture/committee rooms for courses

17. Complete annual orders of consumable supplies and servicing of technical equipment
18. Assist TRC Manager in annual stocktaking
19. Assist CA with the controlling of video tapes, audio tapes, books, transparencies and other equipment by recording in on loan of returned registers
20. Assist ET with production of visual materials
21. Store of all materials in production room
22. Keep inventory up to date
23. Maintain a neat and inviting working environment

Reports to: TRC Manager and the Educational Technologist

4. CLERICAL ASSISTANT (CA)

Purpose of the Job: To assist the TRC Manager with all clerical tasks and duties related to the administration of the Resource Centre and the other TRC staff in the processing and control of materials.

Specific Responsibilities:

1. Assist the TRC manager with all clerical tasks including the typing of reports, correspondence, minutes of meetings, etc.
2. Under supervision of ET, assist with entering catalogue and classification data into computer data base
3. Using established computer programme, assist with making labels for books and materials
4. Assist in the preparation of books and materials for shelving and display
5. Assist Resource Centre users in accessing information from data bases
6. Assist at the front counter when necessary, receiving and lending Resource Centre materials and equipment

7. Assist with keeping computer data-bases updated regularly
8. Assist in the resources sharing network with library services, MBEC Head Office, and other local and international educational institutions
9. Support TRC staff conferences and workshops with data printouts and other computer-based information
10. Ensure that TRC policy and procedures are adhered to
11. Assist Resource Centre Assistant in photocopying and binding of course material
12. Assist in setting up and maintaining a filing system
13. Assist in the provision of refreshments when required
14. Receive revenues, provide necessary receipts (amounts exceeding R5.00) and record transactions
15. Make necessary payments
16. Be responsible for office consumables
17. See to it that the TRC facilities are tidy at all times

Reports to: TRC Manager

5. GENERAL ASSISTANT/CLEANER

Purpose of the Job: To be responsible for the general cleanliness of the TRC building and grounds as well as the arrangement of equipment and furniture and the maintenance of equipment and materials used in the building

Specific Responsibilities:

1. Daily responsibilities include:
 - ◆ open / close windows
 - ◆ wash dishes
 - ◆ prepare for tea and coffee

- ◆ dust furniture, window panes. (all horizontal planes)
- ◆ sweep floors and arrange rooms
- ◆ fetch post form Post Office
- ◆ load/unload car
- ◆ clean reproduction room

2. Weekly responsibilities

- ◆ scrub floors
- ◆ polish floors
- ◆ clean carpets
- ◆ wash car
- ◆ sweep entrance
- ◆ move rubbish bins

3. Monthly responsibilities

- ◆ wash windows
- ◆ clean equipment
- ◆ tidy up store rooms

4. Maintain the garden

5. Perform any other duties assigned by the TRC Manager

Reports to: TRC Manager

RECRUITMENT AND SELECTION OF TRC STAFF

The Regional Office, in consultation with NIED, will recruit and select staff for all professional posts within the TRC. Official appointment of TRC staff will be made by the Regional Personnel Office upon the advice of the Regional Selection Committee and the TRC Advisory Committee.

1. The Regional Offices will have an establishment list, which identifies numbers, types and grades of all approved positions in TRCs. This list will be based upon previously determined personnel needs and will be funded in the Regional Office budget.
2. The need to recruit staff arises when a new position is created or when an existing position on the establishment list is vacated through transfer retirement, death, termination, or resignation. The vacant position can be filled in a number of ways: promoting, transferring, seconding (as a temporary measure) or hiring a new employee.
3. When a vacancy is identified, authorisation to fill the post should be sought from the Regional Personnel Office.
4. Once authorisation is received, the Regional Selection Committee, in consultation with NIED and the TRC Advisory Committee, will decide how best to fill the position. If the position cannot be filled through transfer, redeployment or promotion, action will be taken to recruit a new employee. The job descriptions for TRC staff will be used as the bases for the particulars of job announcements.
5. The position vacancy will be announced in a circular prepared by the Regional Personnel Office. This will be sent to all regions.
6. All applications will be processed and certified by the Regional Personnel Office. The Regional Selection Committee, with a NIED representative, will review applications and arrange for interviews, if necessary.
7. After interviewing and ranking the candidates, the Regional Selection Committee will make the selection and make an official request to the Regional Personnel Office to appoint the candidate who was selected.

TRC ADVISORY COMMITTEES

The planning, implementation, monitoring and evaluation of TRC activities will be advised by a Committee representing the different interest groups in the educational community of the TRC. This Committee will be called the TRC Advisory Committee.

1. Members of the TRC Advisory Committee should be selected from the different interest groups in the educational community. For example:
 - ◆ the TRC manager
 - ◆ Teachers

- ◆ Librarians / Media teachers
 - ◆ Advisory Teachers
 - ◆ Other Available Advisors
 - ◆ Interested people in the community
 - ◆ Local professionals
 - ◆ Learners, parents
 - ◆ Principals
 - ◆ REO's
2. The members of the committee should be: a) committed to the development of Namibian education b) able to give time to their Committee duties c) responsible individuals who are trusted by the education community and d) aware of the work involved.
 3. The Committee should have from five to ten members. If it is smaller than five it may not represent the different groups. If it is larger than ten it will have difficulty in organising and making decisions.
 4. Some of the more established TRCs may want to elect the Committee. Other TRCs can post an announcement of recruitment for the committee members. No matter how a committee is formed, its main responsibilities are to plan, manage and advise the TRC in its development.
 5. The REO or SAT will serve as the Committee Chairperson with the Manager serving as the convenor and record-keeper.
 6. Duties of the committee might include:
 - ◆ Overall planning for the TRC
 - ◆ Setting TRC objectives and policies
 - ◆ Assisting in the selection and supervision of TRC staff
 - ◆ Monitoring and evaluation of the TRC
 - ◆ Ensuring that the TRC is a valued resource in the community and Region
 - ◆ Working closely with the Regional Education Forum

CHAPTER 3 PROGRAMMING AND BUDGETING

TYPES OF PROGRAMMES

One of the major functions of the TRC is to support the MBEC's INSET programme. The Regional Office is responsible for implementing the various courses, workshops, seminars, etc. and the TRC will schedule the activities under Regional Office instructions.

1. Some of the INSET activities will include:
 - ◆ Workshops organised by the MBEC Head Office, NIED or the TRC
 - ◆ Demonstrations
 - ◆ Upgrading/skills development
 - ◆ Material/production development
 - ◆ Exhibitions
 - ◆ Books
 - ◆ Material from Government store (regional) e.g. samples of textbooks and teaching aids.

2. As the TRCs are also seen as community-based, it is possible that activities outside the MBEC may be scheduled. These may include:
 - ◆ Community group projects – environmental, health, etc.
 - ◆ Cultural programmes – art, music, drama, dance, etc.

PLANNING OF PROGRAMMES

Another important function of a TRC is to assist teachers, advisory teachers, facilitators, etc. in their activities. This assistance must be planned in order to be effective and efficient. All TRCs will develop a three-year development plan and an annual work plan of their programmes. They will use a step-by-step approach in their planning. These steps will include: (1) needs assessment, (2) consultation with planning partners, (3) scheduling of programmes, and (4) notification of participants.

Needs Assessment

1. Before planning any activity it is important to find out what the needs of the target group are. This can be done in several ways:
 - ◆ Send questionnaires to teachers, advisory teachers, principals, etc.
 - ◆ Visit schools if possible
 - ◆ Consult with REOs, advisory teachers/inspectors
 - ◆ Liase with NGO's that have established needs assessment protocols
 - ◆ Meet with head teachers at their regular meetings
 - ◆ Liase with various ministries e.g. health and social services
 - ◆ Ask about other TRC needs assessment samples

Consultation with Planning Partners

After assessing the needs, consult with those with whom programming throughout the year will be done.

1. Consult all the relevant parties (i.e. the REO, Senior Inspectorate, Senior Advisory Teacher / Chief Education Planner, Advisory Teachers, etc.) Ascertain what the likely budget guideline amount will be for the TRC.
2. Consult with NIED
3. Consult with NGO projects and their in-service managers
4. Consult with the Directorates of Library and Archive Services and Inspectorate and Advisory Services. In discussions with Advisory Services, there should be some discussion of budget and how Advisory Services can support the programming of the TRC as much of its work will be supportive of advisory services.
5. Inform these partners as to the needs, which have been identified.
6. Find out what plans they have already made for programmes during the year.
7. Together with planning partners, perhaps in a planning forum of some kind, determine what TRC development results are to be achieved over the next three years. Possible areas to consider in addition to specific needs identified are:

- ◆ physical development of the TRC
 - ◆ staff development within the TRC
 - ◆ expansion/consolidation of the local TRC network
 - ◆ improvement of service provision
8. Also consider more short term planning for the next year. Determine the programmes that will take place during the next year to address the next year to address the identified needs. Consider the purpose and results of these programmes as well as the target groups to whom the programmes will be directed.
 9. Develop a work plan that outlines results to be achieved, activities to achieve results, the resources needed to carry out activities, who is going to carry out the activities, by when, and how you will know if the results have been achieved.
 10. Develop a preliminary budget for the plan with specific amounts for each vote or line item such as salaries and benefits, transportation, materials and supplies, training events (workshops, seminars, conferences, etc.) catering, consumables, general administration.

Scheduling of Programmes

Once programmes have been identified and planned in consultation with planning partners it is possible to begin scheduling them.

1. Each TRC will have its individual forms for scheduling activities.
2. When an activity is scheduled, the TRC manager will be notified of all the particulars and the TRC will notify the person/organisation requesting the activity that the sign-up has been approved. Make sure it is clear with the organiser that the following arrangements have been considered if necessary:
 - ◆ Arrangements regarding food and accommodation
 - ◆ Catering arrangements. When planning annually, discuss arrangements made with a catering company in conjunction with the MBEC (Regional Office) to cater for courses. Involve community based caterers.

Notification of Participants

After the programme have been approved and the organiser has been notified, it will be the responsibility of the individual/organisation signing-up for an activity to ensure that activity participants are notified of the dates and times of the activity. The TRC may assist in notification by making sure that all correspondences concerning a scheduled activity include relevant information such as the:

- ◆ Topic / Title of the programme
- ◆ Name/s of presenter/s of each programme item
- ◆ Date and time of the programme
- ◆ Venue of the programme
- ◆ Agenda of the programme

MONITORING OF PROGRAMMES

Monitoring is the process of regularly looking at the programmes and activities of the centre to find out what works well, what the problems are and what to do about them. In this regard, the TRC Manager will report regularly to the Regional SEO and to the TRC Advisory Committee about the day-to-day activities of the TRC.

1. Only when the TRC Manager, the Regional REO and SAT know how well the centre is running, will they be able to make suggestions for improving the services of the TRC. The TRC Manager's reports should outline the different types of activities for a certain period of time and they should cover such matters as:
 - ◆ Day to day use of the centre by teachers
 - ◆ MBEC sponsored activities
 - ◆ Other activities
 - ◆ Budget
 - ◆ Materials purchased, donated, duplicated and borrowed
 - ◆ Problems and possible solutions

EVALUATION OF PROGRAMMES

Evaluation is basically two things: (1) Finding out if the service is achieving its objective, and, (2) Finding out if these objectives are **meeting the needs of the users**. Evaluation of the TRC must be done at least once a year so that the Advisory Committee, Regional Office and MBEC can determine what has been achieved, what has not been achieved, and why.

1. The TRC should have already defined the needs of the MBEC, the types of programmes needed and their objectives, the types of services required, and the tasks of the staff. These descriptions will provide the bases for evaluation
2. The centre should be evaluated by its users – teachers, principals, advisory teachers and others involved in TRC activities. Involve the TRC users in the evaluation by:
 - ◆ Bringing together the regular users, the TRC Manager, and the Regional Office SAT to look at the objectives of the centre.
 - ◆ Requesting these groups to comment on the services of the centre.
 - ◆ Requesting them to provide suggestions for improvement.
 - ◆ Providing suitable evaluation forms to be completed by each course attendee as a source of data for analysis and reports.
3. If some objectives have not been achieved, the Advisory Committee should find out why. Perhaps they were not realistic. Perhaps unexpected problems arose. Perhaps no one knew how to do the tasks involved.
4. Make sure to find out if any objectives are no longer needed or should be changed, or whether new ones should be added.
5. Involving the users in evaluation takes time and must be organised carefully, but it will ensure that the centre and its services are effectively meeting the informational and resource needs of the educational community.
6. Workshops and other outside sponsored activities should be evaluated by all participants. It is the responsibility of workshop organisers to develop and conduct these evaluations but feedback should be provided to the TRC on all evaluations concerning the TRC (facilities and services). Workshop organisers will need to know the effectiveness of the facilitators, the relevancy of subject content, the quality of handouts, etc. The TRC may assist in developing an evaluation questionnaire but should not take responsibility for the evaluation itself.

DEVELOPING LINKS

In order for a TRC to function effectively and efficiently to meet the on-going needs of those within the TRC area, it is important that the centre manager become involved as much as possible in developing linkages with those organisations that share an interest in education at all levels. Promotion of the centre and information sharing can be valuable for the TRC's development and effectiveness.

1. Some ways to develop links between the TRC and the educational community are to:
 - ◆ Send out lists of latest acquisitions to schools and Regional Offices.
 - ◆ Get to know teachers and tap into their skills (writing articles and classroom/teaching issues, innovative teaching methods, materials)
 - ◆ Encourage TRC professional personnel to regularly submit journal articles for publication by NIED in journals such as Reform Forum.
 - ◆ Contact Colleges of Education and invite lecturers and student-teachers to visit the centre.
 - ◆ Inform MBEC officials about RC activities.
 - ◆ Establish regular communication links with Regional Office officials.
 - ◆ Get a list of NGO's from the MBEC and invite them to participate in planning activities of the RC
 - ◆ Contact any community concerned about education and explore mutual areas of interest for planning TRC activities to meet the community's educational needs.

BUDGETING

The TRC has a number of areas to consider when budgeting. The mayor areas include: buildings, salaries and equipment. There are also general areas to consider: maintenance, transport, consumables, and resources such as books and videos, training and catering. The TRC will not only determine its programmes for the year, but will also develop an annual budge and administer it within Treasury regulations in order to clarify what resources are available for programmes and to facilitate their implementation.

GOVERNMENT FUNDS

1. The Regional Office will provide the TRC with a guideline amount for budgeting purposes. This amount should be determined as the result of discussions regarding the TRC annual work plan between the SAT from the Regional Office, the TRC Manager and the TRC Advisory Committee. Guideline amounts for TRCs should be derived from specific amounts per vote from the Regional Office budget. In this regard, it should be agreed that the Regional Office is responsible for the costs of the on-going maintenance of the facilities and equipment as well as major maintenance contracts and upgrading.
2. Once the guideline amounts per vote have been determined, the TRC should revisit its plans for the year and cut back or expand as may be required.
3. The TRC Manager should finalise a budget for the year with specific amounts allocated to each vote. This should be shared with the Regional Office.

TRC GENERATED FUNDS

TRCs will be allowed to receive funds from donors and other outside sources for the purposes of TRC development. They will also be allowed to generate their own funds for the same purpose. These funds will become part of the TRC Development Fund and will be administered by a Financial Sub-Committee of the TRC Advisory Committee. Guidelines for receiving, generating and accounting for the TRC Development Fund will be determined in collaboration with NIED and the Regional Office.

CHAPTER 4

ACQUIRING, ORGANISING AND LENDING TRC MATERIALS

ACQUIRING MATERIALS

Types of materials that are acquired by the TRC include: books, periodicals, reports, audio/visual materials, software, equipment and other carriers/sources of information. TRCs will follow a systematic procedure when selecting and ordering materials.

Selection

1. When selecting materials for the TRC, always keep in mind:
 - ◆ The target groups using the centre – teachers, advisory teachers, teacher-trainers, principals, etc.
 - ◆ The purpose for which the materials are to be used – for upgrading teachers knowledge and qualifications, for classroom use, etc.
2. Inter-library loans can satisfy some needs which are temporary and expensive or cannot be satisfied with existing stock.
3. It is important to keep a list of requests from principals, teachers and subject specialists.
4. Education Library Services or the MBEC Resource Centre available for advice. (Advice can be obtained on what titles are available in certain subject fields.) Co-operative acquisition policies should be considered for expensive and seldom used titles.
5. Books and other sources of information must supplement the different curricula.
6. Every TRC needs reference materials such as encyclopaedias, dictionaries, atlases, etc.
7. Pamphlets and brochures contain recent information on places and other subjects.
8. Periodicals and newspapers have the latest information on many subjects.
9. Government documents, obtainable from different Ministries, have valuable information for reference purposes.
10. Syllabi and information bulletins on the different subjects are useful reference works.

Ordering Books:

1. Obtain the budget allocation from the Regional Office.
2. Make a list of books needed. (Include: author, title, ISBN, publisher and price where available). – A book trader or Education Library Services or MBEC Resource Centre could assist with this.
3. For orders of less than N\$4000 obtain three quotations, fill out the internal requisition, attach quotations and the book list. In case of single supplier provide proof. (For orders in excess of N\$4000 Tender Board approval is required).
4. Send requisitions to the REO and the Economising Committee at the Regional Office for approval.
5. When the goods are delivered, check the delivery and send the account, signed by the TRC Manager, to the Regional Office.
6. Settle the account. (All accounts must be settled before March each year).

Selecting and Ordering Periodicals.

1. Select periodicals which are relevant to the syllabi and also those that are of general interest to educationists.
2. Choose an agent, especially for foreign periodicals. For example:

Agent/ Company	Address	Phone/Fax	Comments
Windhoeker Buchhandlung	P.O. Box 1327 Windhoek	Tel: 061-225216 Fax:061-225011	A local agent
Argo Publications		Tel: 061-228785	Has a good record and is still eager to do the work
ISS International Subscription Services	P.O. Box 41095 Craighall Jo'burg 2024	Tel: 002711- 8801448/9 Fax: 8806248	Has a good record, especially for international subscriptions

3. To choose an agent, send a list of needs and get a quotation from each agent.
4. To order, follow the same procedure as for books. To renew subscriptions new quotations are not necessary.

5. Order in September for January the following year.
6. Keep in mind the change of currency and spend money locally where possible.
7. Follow-up on deliveries of periodicals.

Ordering Government Documents.

1. Write to different Ministries for copies of their annual reports, pamphlets and other brochures.
2. Make sure the information is relevant for the purpose of the TRC.
3. Do not keep reports when they are outdated or otherwise not relevant.

Selecting and Ordering Equipment.

1. Expert advice is needed for the selection and purchase of equipment. It is essential to liase with NIED (SEO – Professional and Resource Development) before making any decisions to purchase so as to ensure appropriateness, compatibility and economy of scale. Keep in mind that equipment which does not meet the government contract requirements might not be serviced and repaired on government account.
2. The purchase of equipment must be planned and budgeted for in the annual budget.
3. Three written quotations are needed for the purchase of equipment. For labour-saving devices approval from the Efficiency Committee and the Office of the PM must be obtained.
4. The same procedure is followed as for ordering books.
5. Arrange for safe transport of equipment.
6. Keep copies of all receipts, accounts and warranties.
7. Keep a list of all brand names as well as serial and model numbers.
8. Mark all new equipment with relevant inventory numbers.

Selecting and Ordering Other Materials.

1. Obtain the Government Stores catalogue from the Regional Office.
2. Order stationery and other materials as prescribed by the Regional Office.
3. For library related materials, see the attached list of catalogue numbers and/or contact NIED Resource Centre.

Selecting and Ordering Library Furniture and Equipment.

1. Can be obtained from the Government Stores when available.
2. If private funds (donations, etc.) are available for the purchase of furniture and equipment, contact NIED for advice and for a list of possible suppliers so as to ensure quality and compatibility of items purchased. These items become GRN property and must be included in the inventory.
3. Treasury approval for the receiving of donated items or the purchase of items with donated funds is a standard requirement.

ORGANISING THE MATERIALS

Books, periodicals, A/V software, etc. need to be organised according to professional standards, so that they will not only be easily accessible to users but will also be well cared for and stored properly. Therefore classification, accessioning and cataloguing materials should be done carefully.

BOOKS

Organising Books

1. Check delivery lists and sign.
2. Report any irregularities in the delivery and any deficiencies in the materials. (i.e., pages missing, loose pages, wrong edition, etc.)
3. Inform supplier of any problems.
4. Send account to Regional Office.
5. Stamp all the books with the Resource Centre stamp, on the back of the title page, on any other page in the book and on the last page of text, without obscuring text.

6. Also stamp any loose pages, maps, pictures and other parts of the book which can be removed.
7. Place stamp right side up.
8. Let ink dry before closing the book, especially on glossy paper.
9. Take care not to stain tables and other materials when stamping.

Classification of Books.

1. Divide the books into reference works (encyclopaedias, dictionaries, etc.) and non-fiction.
2. Use Dewey Decimal Classification to classify reference books and other literature into different subject areas.
3. A subject index is available on request. Contact Education Library Services or the MBEC Resource Centre for advice when and if needed.
4. The Dewey number, together with the first three letters of the author's surname, forms the call number (location number) of the book.

Accessioning of Books

1. Enter all the books into one accession register, or on to a computer inventory list where available. CDS/ISIS programs are used in the GRN.
2. The accession number is formed by the year of acquisition and the entry number of each book (e.g. 96/1...96/2...96/3).
3. The accession number also goes onto the book pocket and book card and on the catalogue cards where available.
4. Make a summary of the acquisitions of the year at the end of each financial year before starting with new numbering, e.g. books received after 1 April 1997 will have accession numbers 97/1 etc.
5. The accession register is used for stocktaking at the end of each year. Lost books must be written off according to Audit procedures. (Contact ELS or NIED RC for guidance).

Processing Books

1. Place the call number on the bottom of the spine, printed or written on computer label.
2. The call number consists of the Dewey number with the first three letters of the author's surname for subject literature.
3. For reference works the Dewey number is preceded by R (e.g. R 030 WOR)
4. Cover the label with clear adhesive (contact paper).
5. Where possible and necessary, cover the entire spine, or the spine and the side edges with clear adhesive to protect the book.
6. Paste book pocket to bottom left-hand corner of back cover of book and date sheet on opposite page without obscuring text. Prepare book card with author, title, call number and accession number and place in book pocket.

Cataloguing of Books.

1. Cataloguing is done to make information carriers accessible and information easier to find.
2. Cataloguing can be done on standard catalogue cards (stores number) or by computer program eg. CDS/ISIS.
3. AACR2 level 1, is used for cataloguing in the TRCs.
4. Guidelines for cataloguing for education libraries are available from ELS in the MBEC Building.
5. A special worksheet for cataloguing in education libraries is available from ELS.

PERIODICALS

Organising Periodicals

1. Periodicals are not entered into the accession register. Only bound volumes are treated as books and accessioned.
2. Periodicals are recorded on the periodical record cards which can be obtained from NIED RC.
3. Record cards are used for many years.
4. Keep the cards in alphabetical order in a ring binder.
5. Follow-up on any missing issues.
6. Periodical articles are brought to the attention of users by sending copies of the content pages of new arrivals to schools.
7. Popular periodicals with temporary information should be discarded (given to a school for cuttings) on a regular basis.
8. Periodicals with more permanent information should be kept as reference works and, if possible, professionally bound to strengthen them and be arranged alphabetically.
9. Store periodicals in periodical boxes, obtainable for the Government Stores, or use copy paper cartons.
10. Bound volumes of periodicals are accessioned and treated as books. (i.e. classified and catalogued).

Other Procedures

Weeding Out Books and Other Materials

1. Unsuitable, damaged and outdated materials should be removed from the shelves.
2. Damaged and worn materials should be repaired or sent to the binders to rebound where possible.
3. Make a list of materials that cannot be repaired, or used or bound. Send the list to the stock control officers for approval to discard.

Organising Audio-Visual Software

Where computers are not available, the following procedure is suggested:

1. A loose-leaf register is used to organise A-V software.
2. Every item is marked with the code for that type and the series number for that item (e.g. TR 1, TR 2, TR 3 for transparencies).
3. Register pages for each of the following are put into a lever arch file:

◆ MAPS	MA
◆ VIDEOS	VD
◆ TRANSPARENCIES	TR
◆ CASSETTES	CA
◆ RECORDS	RE
◆ FILMSTRIPS	FI
◆ PICTURES	PI
◆ MULTI MEDIA SETS	MU
◆ SLIDES	SL
◆ COMPACT DISCS	CD

4. On these pages the following information should appear:

- ◆ Accession number (e.g. VD/1, VD/2, VD/3 etc.)
- ◆ Title of the item. (e.g. Aids in Africa)
- ◆ Running time of the video.
- ◆ Size of a picture.
- ◆ Number of sheets in a transparency set.

5. A column for writing off, when and if necessary.

6. Storage: Alphabetically according to topics/titles in files or used brown envelopes.

Organising Cuttings and Pamphlets

1. Cuttings and pamphlets are collected on current matters and subjects not covered in other collections.
2. These can be stored in any convenient manner (e.g. hanging files, brown envelopes, etc.)
3. Cuttings and pamphlets are not accessioned and are discarded when they are no longer relevant.
4. Topics can, however, be listed in the subject catalogue.

Organising Equipment

1. Equipment is expensive and should be stored away in a safe room behind locked doors.
2. Equipment receives the ownership mark of the Centre, applied in such a way that it cannot be erased according to stock control instructions.
3. Where more than one item of a type is available, the items are numbered for record purposes.
4. Until a computer printout of all equipment is available, record of equipment is kept in an inventory book.
5. A sheet (record card) is prepared for lending out equipment with the model number/ serial number/ and a place for the borrower to sign. This will serve as a case history for each item.
6. Borrowers must know how to use equipment before they take it out and they must be held responsible for any loss or damage.

LENDING PROCEDURES

<p>The TRC is a lender of books and other materials to teacher and other users. Therefore there must be a system in place to ensure that resources which are loaned out come back to the TRC in good condition. Standard procedures should be used in the loaning of resources.</p>

1. Issue cards and date sheets are used for recording of loans. (See processing procedures)
2. A registry card (membership card) should be completed. (See example from NIED RC)
3. The borrower prints his/her name on the issue card. The RCA writes or stamps the return date on the book card, as well as on the date sheet in the book.
4. A loan period of one week is suggested.
5. Issue cards are filed under due date in accession number order.
6. When books are not returned on the expected date, enquiries should be made.
7. No long-term loans are allowed. All books should be returned before the end of each term.
8. Special arrangements can be negotiated for study purposes during holidays.
9. Any individual who loses or damages borrowed materials will be held responsible for any costs incurred for repairs or replacement of the material.
10. If the borrower does not take responsibility for costs, borrowing privileges will be denied.
11. A BLOCK LOAN is given to a teacher who needs to take out a quantity of books and the loan period negotiated.
12. He/she takes responsibility to return all the books in due time.
13. Regularly updated lists of staff members of all schools in the area served by the TRC should be available.

Inter-Library Loans.

1. Books can be borrowed from other libraries throughout Southern Africa.
2. Contact the National Library or the MBEC Resource Centre for information.
3. Fees may be involved for photocopies.
4. Take note of return dates and be considerate.

OTHER SOURCES OF INFORMATION

There are many other sources of information, which the TRC can access for their users. What follows are some guidelines for using some of these additional sources of information.

1. Compile a list of experts, specialists, senior citizens and other people who will share their knowledge with individuals or groups.
2. Each TRC can build up it's own file on outside sources of information.
3. Travel bureaus, Government offices, farmers, NGO's, archives and museums are examples of valuable sources of information.

Donations.

1. The SEO for Division: Professional and Resource Development at NIED will handle donations of materials made to the TRCs in consultation with the Regional Office and the individual TRC Managers. This is to ensure that materials and equipment are relevant to the needs of TRC users and are standardised, as much as possible.
2. Treasury approval is necessary before donations can be accepted. Consult with the Regional Office regarding Treasury Instructions.
3. For approval of donations of books and/or periodicals, make a list with author, title, publisher, value, for whom, reason for donation, extra costs like transport and processing, sales tax, etc. of the materials and submit this to NIED to organise.

CHAPTER 5

INVENTORY AND MAINTENANCE OF CONSUMABLE AND NON-COMSUMABLE ITEMS

INVENTORY

It is essential, in terms of Treasury Instructions, that a complete and accurate inventory of all consumable (for example, stationery) and non-consumable items (for example furniture and equipment) be kept.

Annual Stocktaking

1. Stocktaking of furniture and equipment (non-consumables) takes place annually, usually in December.
2. Each item has to receive a stock control number from the Regional/Head Office. A centralised computerized stock control system is being introduced. In this respect, any instructions issued by the Regional Office/Head Office should be carried out.
3. The stock control number is placed on each item in conspicuous place using indelible ink or any other method approved by the Head Office/Regional Office.
4. Store items in the most suitable place in the Teachers' Resource Centre. Make sure that equipment is protected against dust, direct sunlight, etc.
5. On delivery of new non-consumables, check each item to see if it is correct according to the delivery note. This is very important for audio-visual equipment. Ensure that serial numbers, model numbers, etc. are indicated on the delivery note. Make sure you receive any guarantees or warranties.

Receiving and Storing Consumable Items

1. Supplies of consumable items available from the Government stores are ordered on a quarterly basis following the instructions issued by Head/Regional Office.
2. Items not available from the Government stores are ordered as needed following the instructions issued by Head/Regional Office.
3. Each category should be recorded separately, for example office stationery and supplies, production supplies, cleaning supplies.

4. Each category should be under the control of a specific person, for example, the Clerical Assistant controls the office stationery, the General Assistant/Cleaner controls the cleaning supplies, etc.
5. Keep a record of items in stock and order new supplies on a regular basis.
6. Ensure that supplies are used to the best possible advantage.
7. Store supplies in a secure place away from weather, direct sunlight, rodents and insects.

Control of Consumable Items.

1. Consumable items are for use in the TRC. No items may be “borrowed”.
2. Items should be signed out to responsible individuals, for example cleaning materials to the Cleaner, items for courses to the Course Facilitator.

MAINTENANCE

Each TRC will develop a maintenance plan and budget to support: (a) a preventive maintenance programme for the TRC facility and for equipment; (b) adequate tools, equipment and spare parts, and (c) an emergency repair reserve fund to obtain locally available repair services.

Maintenance of Facilities and Equipment.

1. Beginning in September, the TRC will plan and budget for the following:
 - ◆ materials, supplies and spare parts needed for TRC maintenance repair activities;
 - ◆ local procurement of spare parts;
 - ◆ private repair services; and
 - ◆ renewal of equipment service contracts that are due to expire during the fiscal year.
2. Then, each year during the September and November period, when the Regional Office is preparing its budget request for the coming fiscal year, the Regional Education Officer and Senior Advisory Teacher in the Regional Office, in consultation with the TRC Manager, will make sure that there is adequate

provision in the Regional Office budget to provide for TRC equipment and facilities maintenance.

3. The TRC Manager should prepare a preventive maintenance schedule for both equipment and the facility itself.
4. Regular checks should be carried out on all items of equipment as well as on the building in which the TRC is located.
5. TRC staff should receive training in preventive maintenance and minor repairs, for example, replacement of bulbs. A small stock of spare parts for minor repairs should be kept at the TRC.

CHAPTER 6

LOGISTICAL SUPPORT, COMMUNICATION AND REPORTING

LOGISTICAL SUPPORT

The Regional Offices are responsible for providing logistical support to the TRCs, particularly with regard to transport.

The TRC Manager should contact the REO concerned and follow the procedures given for obtaining logistical support.

COMMUNICATION

Communication is the glue that holds the TRC Network together. Therefore formal communication within the Network should occur in a standardised way.

Correspondence

1. The Archives Act (Act 12 of 1992) requires that all offices (including the TRCs) have and use an approved filing system based on the standard government service filing system. The filing system to be used in the TRCs is being compiled and will be available as soon as possible. In the meantime correspondence can be filed according to subject areas.
2. The Clerical Assistant files all correspondence (incoming and outgoing). Copies of outgoing correspondence are made.
3. All incoming correspondence is stamped with the official TRC stamp and the date received. It is filed in chronological order, latest on top. Incoming and outgoing items are inter-filed. There is no need to separate the two.
4. All items are secured within the standard government file cover. Loose documents are very easy to lose.
5. Circulars received from the Ministry of Basic Education and Culture and the Ministry of Higher Education, Vocational Training, Science and Technology should be filed in numerical sequence in ring-binders or box files. If the circular is directly applicable to TRCs, a copy should be made for the relevant subject file in the TRC filing system.

6. Correspondents should mark returning letters “for the attention of”.

Telephone

1. The telephone is to be used for official purposes only.
2. All outgoing telephone calls are recorded and any private calls are paid for once the Regional Office sends the accounts.
3. If possible, a public telephone should be available.
4. Incoming telephonic instructions and requests should be written down in full details as soon as possible after the call on a standardised message form to facilitate ease of communication.
5. Telephonic and oral communication especially those with financial implications, pledges and complaints should be requested in writing as soon as possible with details regarding the contact person.

Fax Machines

1. A fax machine is a necessity for each TRC.
2. If no fax is available in the TRC, investigate the use of a fax machine in another government office in the vicinity.
3. Fax machines are for official purposes only.
4. Faxes sent are place on the relevant subject file.
5. Faxes received are copied and placed in the relevant subject file. Original faxes should not be places in a file as fax paper is subject to fading and can damage papers on either side in a file.

REPORTING

<p>TRCs are responsible for providing reports of their activities to the Regional Office and NIED. These reports are vital to the development of the individual TRC as well as the Network itself in that they will identify strengths, weaknesses, problem areas and opportunities for growth.</p>

Monthly Statistics

1. A record is kept of all activities in the TRC including statistics on the number of users, courses, library material borrowed, equipment borrowed, etc.
2. It is important to keep accurate statistics regarding use of the TRC to include in the annual report and to use as possible motivation for more staff and funding.
3. Evaluation forms serve as a valuable source of data and feedback from course-goers and centre-users. These should be analysed and filed for report purposes.

Annual Reports

1. Annual reports are required from each TRC and must be submitted to the Regional Education Officer and to NIED before the end of the calendar year.
2. These reports will include information on the use of the TRC, courses and activities held, production of educational materials, use and development of the library, the personnel situation, physical facilities, finance problems and needs and acknowledgement of those who have assisted the TRC in any way during the year.
3. These reports should be presented in a standardised format to facilitate reporting, as well as to make the analysis of these report easier.
4. TRC Annual Reports will be submitted to the REO and NIED by the end of January of the next year.
5. The REO and NIED will provide feedback to the TRC on the Annual Report.

CHAPTER 7

CO-ORDINATION AND NETWORKING

REGIONAL CO-ORDINATION

All TRCs in a particular Region of the country will meet to maintain and strengthen co-ordination between themselves. This co-ordination is important when it comes to proposing the clustering of schools, standardising equipment, and utilising Advisory Teachers. All TRC Managers within a Region will meet with the Regional SEO at least three times per year.

Other possible suggestions for regional co-ordination include the following:

- ◆ internal regional newsletter
- ◆ intra-regional newsletter
- ◆ inter-centre visits
- ◆ an accurate up-dated address list

TRCs AND PUBLIC RELATIONS

The TRC is not only a valuable resource for teachers and schools but for the community at large. Relations with the community and the public can make or break the success of the TRC. TRCs must endeavour to be involved with and supportive of community activities.

1. The TRC Manager and/or the Educational Technologist should visit all schools in the TRC's catchment area.
2. The TRC should send all course notifications in good time to schools, Regional Offices, other Government units in the area and to the local Town Councils.
3. The TRC should participate, as far as possible, in school and community activities.
4. The TRC should assess the resource needs of users and potential users.

5. All TRC Managers should encourage mutual respect among his/her staff and all users of the centre by ensuring that the centre always provides a friendly and welcoming atmosphere. This allows users to feel at home in the centre.
6. Always acknowledge any work done for, or help received by the centre.
7. Conduct demonstration lessons in schools using material from the TRC.
8. Establish a contact person in each school who will act as the main link between that school and the TRC.

Professionalism

1. At all times the TRC should look professional and its staff should act in a professional manner.
2. High standards of cleanliness and order should be established for TRCs, especially with respect to the buildings and gardens.
3. The quality of visual aids should be high. They should be neat and professional.
4. The language used in all communication, notices, newsletters should be in correct and clear English.
5. TRC staff must keep up to date with the latest developments in education: remain loyal to their Ministry and fellow staff members, and be honest and objective when providing information.

NATIONAL NETWORKING

To ensure the professional development and co-ordination of a national network of TRCs, a National TRC Working Committee will be established. It will be comprised of all the managers of all major TRCs and representatives of the Regional Advisory Committee. It will be chaired by the SEO for Professional Development within NIED. NIED will provide financial support for this Committee.

1. The specific purposes of this Committee are as follows:
 - ◆ to provide opportunities for in-service training and support
 - ◆ to provide feedback to NIED on problems and successes
 - ◆ to discuss funding and the financial implications of programming
 - ◆ to promote the TRC Network on a country-wide basis

- ◆ to formulate and evaluate policy for the smooth operation of the TRC Network
 - ◆ to discuss and propose the clustering of schools for in-service training and support activities
 - ◆ to standardise hardware and equipment used in the TRCs
 - ◆ to learn from one another
 - ◆ to avoid duplication
 - ◆ to provide opportunities for support of a TRC when the Manager is away.
2. The Committee will meet once a trimester (i.e. three times per year). One of these meetings will incorporate all TRC managers. This meeting will be used for an annual national review of the Network.
 3. The venue for these meetings will rotate among TRCs, with the annual review meeting taking place at NIED.
 4. The Working Committee will develop a plan and draw up a budget for the three meetings. These will be submitted to NIED.

APPENDICES

APPENDIX A: A MAP OF THE TRC NETWORK

**APPENDIX B: A LIST OF THE TRCs AND THEIR
PARTICULARS**

The National Teachers Resource Centre Network

Teachers Resource Centres and Their Particulars

Katima Mulilo Region

Katima Mulilo District TRC
Mr. G. Mabuku (acting)
Private Bag 1097
Ngweze, Katima Mulilo
Tel: 0677 – 3302 (Manager)
0677 – 3570 (Secretary)
Fax: 0677 – 3506

Ioma Local TRC
Mr. M. Mayumbelo
Private Bag 1302
Ngoma

Kaliyangila Local TRC
Mr. S. Sandema
Private Bag 1076
Katima Mulilo

Kabbe Local TRC
Mr. A.M. Matengu (acting)
Contact through Katima Mulilo TRC

Keetmanshoop Region

Keetmanshoop District TRC
Mr. Johan Mostert
P.O. Box 1545
Kronlein, Keetmanshoop
Tel: 063-222556
Fax: 063-223896

Karasburg TRC
Ms. M. Vilander
P.O. Box 304
Lordsville, Karasburg
Tel: 063-270004
Fax: 063-270232

Mariental District TRC
Ms. E. Sheehama
P.O. Box 20
Mariental
Tel: 063-242084
Fax: 063-242053

Rehoboth District TRC
Ms. M. Abrahams
Private Bag 1019
Rehoboth
Tel: 062-523123/ 0/ 1
Fax: 062-523124

Khorixas Region

Khorixas District TRC
Ms. Bernadette Jagger
P.O. Box 97
Khorixas
Tel: 067-331073
Fax: 067-331557

Swakopmund TRC
Mr. J. Hoeseb
P.O. Box 1182
Swakopmund
Tel: 064-402422
Fax: 064-400010

Opuwo District TRC
Ms. R. Tjizu
P.O. Box 101
Opuwo
Tel: 065-273112
Fax: 065-273112

Ondangwa Region

Ongwediwa TRC
Mr. Jason Mbodo
Private Bag 5550
Oshakati
Tel: 065-230057/
065-230465
Fax: 065-230035

Nyambali Local TRC
Ms. Ombile Nehale
Contact through
Ongwediwa TRC

Endola Local TRC
Mr. Werner Shihepo
Contact through
Ongwediwa TRC

Okatana TRC
Ms. T. Nashilongo
Private Bag X5544
Oshakati
Tel: 065-221310 (h)

Tsandi Local TRC
Mr. Olavi Angula
Private Bag 685
Uukwaluundhi
Tel: 065-258105

Tsumeb District TRC
Ms. Veeza Kasiringua
P.O. Box 411
Tsumeb
Tel: 067-220156
Fax: 067-220314

Ruacana TRC
Mr. Abner Shikongo
P.O. Box 74
Ruacana
Tel: 065-270066
Fax: 065-270067

Rundu Region

Rundu District TRC
Ms. Scholastika Hausiku
Private Bag 2143
Rundu
Tel: 067-255936/ 7
Fax: 067-255814

Mpungu Local TRC
Mr. Irenens Sindimba
Rudi Nerongo R.C.
Private Bag 2122
Rundu

Windhoek Region

Windhoek District TRC
Ms. Betty Hough
Private Bag 15011
Katutura
Tel: 061-216821
Fax: 061-216822

Otjiwarongo District TRC
(unstaffed)
P.O. Box 1283
Orwetoveni, Otjiwarongo
Tel: 067-303730/ 748
Fax: 067-302778

Gobabis TRC
Mr. Jacks Ndimwedi
P.O. Box 1293
Gobabis
Tel: 062-562477
Fax: 062-562477

Grootfontein District TRC
Private Bag 2003
Grootfontein
Tel: 067-242983

MBEC Headquarters

MBEC Resource Centre
Private Bag 13186
Windhoek
Tel: 061-2933021
Fax: 061-2934399

NIED Resource Centre
Ms. Rita Maritz
Private Bag 2034
Okahandja
Tel: 062-502446 x108
Fax: 062-502613
E-mail: rmaritz@nied.edu.na