



## **SCHOOL MANAGEMENT**

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Training manual for secondary school Head teachers

### **ADMINISTRATION OF SECONDARY SCHOOLS**

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## **Authors**

1. GAPARAYI André : Mineduc School Management Project Coordinator
2. NSENGUMUKIZA Anatole : Mineduc legal officer
3. RUTALI Gérard : Regional School Inspector / IGE

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## **INTRODUCTION**

The School administration is different from that of enterprises due to its goal. However, like any other organization, the school needs means to run efficiently. These means are mainly of human, material, financial, legal and technological nature.

The existence of these means is not enough in itself; there is a need to make a rational utilization and combination which fundamentally remains the responsibility of the Head teacher.

Indeed, school heads today face a big challenge not only to know different tools of secondary school management but also to maintain the required professionalism to efficiently handle the available means.

This goes further because some of them do not yet master the basic principles of school management or face problem of understanding which may hinder the efficiency of the general administration of the school. Furthermore, the initial training of some of them does not allow them to acquire enough knowledge in school administration and management. The necessity of continuous training of Rwanda secondary schools managers finds its justification.

No more explanation is needed to prove that the secondary school remains today one of the cornerstones of the development of the Rwanda education system because it is at this level that the pupil acquires the requirements to improve intellectual flexibility.

To contribute to the prevention or resolution of secondary school administration problem, the Mineduc School Management Project has prepared different manuals meant for the training of secondary school head teachers which indicate essential elements to efficient school management.

The major objective of this present manual is to provide the secondary school Head teacher with relevant information allowing him to rationally use available means so as to better assume his administrative duties.

This manual is subdivided into 4 chapters of which 3 deal respectively with:

- legal means of a secondary school,
- its human means, qualities,
- the role and responsibility of a secondary school head teacher.

The 4<sup>th</sup> chapter proposes examples of standard forms of documents used in schools. These 4 chapters are completed by annexes constituted of reference documents to which school leaders may use to better accomplish their mission.

## CHAPTER 1: LEGAL MEANS OF A SECONDARY SCHOOL

Legal means of a secondary school are constituted of legal texts, rules and instructions to which are added contracts that the school signs with individuals. The respect of all legal means of the school contributes to the fulfillment of planned objectives.

Indeed, the strict application of all texts governing the school help to prevent and resolve conflicts and problems which may occur. It is also a sign of the application of education general policy because the school legislation reflects this policy (see annex 8).

The respect of this national policy is therefore translated into the application of these legal documents; which will allow our education system to achieve its mission, as it is defined by article 2 of the organic law n° 20/2003 of 03/08/2003 establishing the organization of education, which is:

- *To educate the citizen in such a way that he/she is not characterized by any form of discrimination or favouritism;*
- *To promote the culture of peace, tolerance, justice, respect of human rights, solidarity and democracy;*
- *To provide each Rwandan citizen with a complete education based on cultural and moral values, knowledge, physical, social and professional welfare in order to promote competence and one's good behaviour and to build the nation for its sustainable development based on protecting and exploiting environment;*
- *To promote science, technology and research;*
- *To encourage the Rwandan citizen to like work, perform it well, to be committed to good quality of work and give priority to competence;*
- *To prepare for the country, the necessary, competent and sufficient human resources at each level on its duties in accordance with the country's development scale;*
- *To educate the Rwandan to have freedom of thought, be innovative, have abilities to acquire and analyse ideas from other people and give his/her own ideas to others, to be patriotic and encourage him/her to know what is happening elsewhere in the world;*
- *To advocate for the elimination of all obstacles that hinder the education of girls and women as well as of all those who clearly need special attention.*

## **1.1. Laws**

This concerns legal texts (organic and ordinary laws) adopted by the parliament to govern different domains of national life such as education system among others. Secondary schools are currently governed by different legal texts (See annex 1 and 2)

## **1.2. Rules**

Rules are text adopted by authorities having regulatory powers in the framework of legal execution. These authorities are mainly the President of the Republic, the Prime Minister and the Minister.

### **1.2.1. Presidential decrees**

Presidential decrees are texts adopted by the President of the Republic in the framework of legal execution (for Presidential degrees currently governing secondary schools see annex 3).

### **1.2.2. Prime Minister's orders.**

Orders of the Prime Minister are texts adopted by the Prime Minister in the framework of legal execution and Presidential orders (for orders of the Prime Minister governing secondary schools currently see annex 4)

### **1.2.3. Ministerial orders**

Ministerial orders are texts adopted by the minister having education in his/her attributions in the framework of legal execution, Presidential orders and the Prime Minister's orders (for Ministerial orders governing secondary schools currently see annex 5).

## **1.3. Instructions**

Instructions are texts signed by school authorities at all levels to prevent or resolve problems to which schools may face or be confronted. They are equally given by the Minister of education, the Minister of State in charge of primary and secondary education, Provincial authorities, District authorities and the school Head. For major instructions governing secondary schools currently see annex 6.



#### **1.4. Contracts**

A contract which binds a school is an act signed in the name of the school by the Head teacher with a third party in order to create rights and obligations to that school. Each contract should be concluded in the strict respect of laws, rules and instructions governing the school. This should be done according to article 33 of the civil code, book III which stipulates that "Conventions legally formed are binding between concerned parties).

A contract is therefore a law between parties which should clearly determine the date and the subject of the contract, identification, rights, obligations and the parties signatures, example: the contract between the Minister of education and Districts on the utilization of fees relating to primary and secondary schools construction and equipment (example of contract see annex 7).

## **CHAPTER 2: HUMAN RESOURCES OF A SECONDARY SCHOOL**

Human resources of a secondary school include the staff, pupils and parents (partners). The organizational structure of the school shows the authority and collaboration relationships between the organs and the school partners (see model 1).

These human means are the most important school resources for a double reason:

- A secondary school is an abstract entity if it doesn't have actors who ensure its functioning;
- Other school means (goods, money, legal texts, etc) are determined and utilized by human resources.

### **2.1. The Staff**

Secondary school staff is divided into 3 categories:

- Administrative staff;
- Teaching staff; and
- Support staff.

The secondary school staff may be permanent or under contract (see model 2).

#### **2.1.1. Administrative staff**

It is the staff in charge of the general administration of the school. It is constituted of:

- The Head teacher
- The "Prefet" of studies (academic master)
- The "Prefet" of discipline (discipline master)
- The Bursar
- The Secretary

#### **2.1.2. The teaching staff**

Teachers of a secondary make an entity of personnel in charge of mainly giving knowledge or teaching pupils. According to article 49 of the law n° 29/2003 of 30/8/2003 establishing the organization and functioning of nursery, primary and secondary school teachers should at least have a higher diploma of A1 and those of upper secondary school should have a university degree A0.

The teaching staff make "the teachers council" mainly in charge of:  
Giving advice on teaching, learning and management of the school.

Following up and giving advice on the discipline and behavior of teachers and pupils as well as other school duties.

Giving advice relating to planning, budget, development plan of the school and follow up the management of the school property/patrimony.

Making decisions relating to the promotion, repeating and sending off pupils in accordance to the law.

### **2.1.3. Support staff**

The support staff of a secondary school is any other school personnel which does not belong to administrative staff category, nor the teaching staff.

## **2.2. Pupils**

The general administration of the school should take the pupils as the first centre of interest. All actions should be directed toward his/her intellectual, physical and moral development.

On the other hand, pupils should also give their contribution to the administration and management of the school they attend. All the pupils make the pupils council. It is mainly charge of:

- Giving advice relating to their living conditions, their learning, their discipline and their behavior.
- Actively participate to different activities relating to the general life of the school.
- Choosing/ electing their representatives to the school General Assembly.
- Helping their fellow pupils to participate in manual work.

## **2.3. Parents**

Parents are partners of the school. They should make a follow up of the general functioning of the schools attended by their children. According to article 22 of the organic law n° 20/2003 of 3/8/2003 establishing the organization of education, parents have the right to choose the school that is most convenient to the education of their children, its administration and management of its patrimony. Parents participate in the management of schools through the school General Assembly and its Executive Committee (see model 3).

## **CHAPTER 3: QUALITIES, ROLE AND RESPONSIBILITIES OF THE HEAD TEACHER**

### **3.1. Qualities of the Head teacher**

The Head teacher of a secondary school is the chief of a complex organization. It is a public service called upon to satisfy at any given time the interests of the collectivity. To be able to fulfill the requirements of this post, the Head teacher of the school should combine some qualities:

- He/She is an administrator. According to Henry Fayol, the Administrator should know, predict, organize, commend, coordinate and control.
- He/She is a leader. According to Paul Rousseau, a leader is someone who positively inspires others in their ideas and actions towards an honorable goal.

In this context, the school head should:

- Construct the future;
- Conduct the learning process;
- Organize and work in groups;
- Manage the institution;
- Report on institutional results;
- Reinforce the insertion of the institution in its environment.

### **3.2. The role of the Head teacher**

The school head ensures the general administration of the school. He/She is in charge of the good governance of all school and extra curricula activities. His/Her role is generally presented under administrative, pedagogical and social levels. He/She is also the first person in charge of the school human resource management.

#### **3.2.1. Administrative level**

The Head teacher should:

- Ensure the respect of the laws, rules and regulations, of the school;
- Prepared internal rules and regulations in accordance to the school legislation, ministerial instructions and particular conventions recognized by the state (see model 4);
- Ensure professional leadership;
- Supervise preparation of the school action plan;
- Delegate tasks and responsibilities;
- Coordinate school activities;
- Keep the school directorate documents

- Ensure order and discipline of the school;
- Ensure respect of the school timetable;
- Prepare and chair teachers and pupils meetings(see model 5);
- Establish personnel identification forms (see model 6) and pupils follow up forms;
- Ensure the preparation and update of staff files of his/her school payment of salaries, social security fund, and health insurance (see model 7);
- Sign official mission orders (see model 8);
- Sign pupils school scripts/ certificates and other official documents;
- Sign letters of any member of staff and pupil requiring his/her signature from the school;
- Authorize absence of a member of staff or pupil according to the law;
- Authorize circumstantial leaves of staff members of his/her school;
- Find an alternative for an absent teacher;
- Motivate the staff and pupils;
- Find mistakes done at school, sanction them where authorized (see model 9,10,&11) and transmit others to relevant authorities;
- Evaluate the staff at first level;
- Establish school statistics (see annex 12);
- Coordinate school ceremonies;
- Address to relevant authorities and propositions considered necessary for the school interest;
- Write and transmit all reports (see model 12)
- Timely inform authorities on any major incident that has occurred at school and write a report (see model 13).

Different activities of the Head teacher at administrative level mainly aim at prevention and possibly the conflicts, to take decisions, delegate some powers and responsibilities and sanction irregularities.

### **3.2.1.1. Decision taking**

According to L. SFEZ, a decision is an “act by which one or more decision makers make a choice between many options allowing to bring a satisfactory solution to a given problem”. A decision would be for the school an action or concerted absention aimed at preventing or resolving a given problem.

Under the supervision of the school head, three models of decisions can be taken:

- A “strategic” decision committing the school for a long period;

- An “administrative” or “tactical” decision which defines how resources (human, material, financial and technological) shall be utilized so as to achieve defined objectives in the framework of strategic decisions;
- An “operational” decision which is applied in the framework of daily management of the school.

### **The process of decision making**

The decisional process is presented as follows and should be discussed at every level:

1. Identify on what the decision is about: this can be a problem, a situation or a challenge (what is the situation?);
2. Define objectives and look for positive solutions (what can be the expected results?);
3. Analyse and weigh the consequences of an action (what will happen if ...?);
4. Prepare alternative solutions or options and consider their results (what are the possible solutions and their consequences?);
5. Act in a responsible way and to stick to the taken decision (what would be the most responsible line of conduct?).

### **The validity of the decision**

Any decision taken by school authorities is not valid until all validity condition are respected. The validity of a decision is analyzed in relation to the competence of the author, the governing general disposition: in relation to the motivation and required formalities for its enactment.

#### *The competence of the author*

The competence is the aptitude recognized by a normative text to an authority to take a decision. It can take three forms:

- The “territorial competence” or “ratione loci competence” which refers to the space on which the authority exercises its power. The decision of a school head does not go beyond the school limits.
- The “temporary competence” or the “ratione temporis competence” which refers to the period of exercising of the function. The school Head teacher is allowed to act between the time he begins his service to the time he ends his school duties.
- “Attribution competence” or “material competence” or again “ratione material competence” which refers to matters which enter into the sphere of the attributions of the authority. When the school Head teacher takes a decision which goes beyond the framework of his attributions (e.g a decision

which falls into the competence of the Mayor) that is tampering or going beyond one's authority. This decision shall therefore be nullified.

### *The legality of the decision*

According to G. VEDEL, the legality of a decision means its conformity to the law, to all rules and regulations. It is important to add to this, that for school authorities, the conformity of the decision to different instructions governing the school and the obligation of the motivation of the decision.

The principle of legality puts aside arbitrary measures by school authorities because it requires that the decision be planned in the text governing the school.

As for the motivation, it requires the invocation or call for applied normative dispositions to which the decision is taken as well as facts which have dictated the application of these dispositions.

### *Formalities*

The validity of some decisions requires the respect of some formalities including:

- A prior authorization;
- A proposition or consultative advice;
- An approval;
- Publication (through notice board or notification).

### **The precariousness of the decision**

The truth contained in a taken decision by school authorities should not be static. The decision should apply and be adapted to change so as to always aim at satisfying the school interests. Hence, the authority which took the decision can come back to it or abrogate it even retroactively (with draw) so as to be in line with variations of school interests or legality. On the other hand, the decision may be nullified by hierarchical authorities or by the Judge because of excess of powers.

### **3.2.1.2. Delegation**

It is a principle that the holder of a title exercises it individually. But in some cases, texts governing the service predict the possibility of delegation. This aims therefore at making easier some authorities through reconciliation of the principle of individual duty of the competence with material impossibility for those authorities to personally exercise the attributions conferred to them. The delegation consists therefore of an authority to retaining a fraction of his powers and transfer some to a subordinate authority (e.g a secondary school Head teacher who delegates some of his competences to the "prefet of studies" (or academic master).

*Conditions validity of delegation:*

- The text must provide for it;
- The delegation should be done in writing;
- The delegation should be partial.

*Effects of delegation*

- Withdrawal of the delegating authority (it can exercise the competence of the delegated power while the delegation is still valid)
- Impersonality of the delegation (it targets the owner of the post in abstracto. And unless a written notice puts an end to the delegation, the latter continues even in times of change of the delegating authority).
- The responsibility of the delegating powers for acts posed in the framework of the delegation because the delegation is “intuitu officii” (acts taken in the framework of delegation are put in the hierarchy and at the position and rank of those habitually belonging to the delegating authority. It means that they are not assimilated to acts of the delegating authority. And for this reason, they can be subject to hierarchical appeal even to the delegating authority).

**N.B:** Although the two are under the same conditions, it is important to distinguish between “delegation of powers” and “delegation of signature”:

- ❖ The delegation of signature does not operate as the delegation of powers, a transfer of competence only aims at discharging the delegating powers parts of his/her material tasks by allowing him/her to designate some powers to someone who will take decision on his/her behalf (in his name). Hence, the delegation of signature does not replace the delegating authority from its competence.
- ❖ The delegation of signature is personal. A change of delegating powers puts an end to the delegation of signature.
- ❖ The delegated authority is supposed to act on behalf of the delegating of the signature. Hence, the act is supposed to come from the delegating authority and for that reason, the act has the same rank as those accomplished by the delegating authority himself.
- ❖ The delegation of signature does not operate a modification of the distribution of competences but comes from the internal organization of the service.



### **3.2.1.2. Sanction**

The school Head teacher has the power to sanction, but this should be limited to avoid arbitrariness.

#### **Power of sanction**

The power of sanction belonging to the Head teacher is extended to his staff and pupils.

#### *Towards the personnel*

The Head teacher sanctions the school personnel, according to the texts, in case of irregularities, or any other lack of professional obligations.

#### *Towards pupils*

The Head teacher sanctions pupils, in accordance to texts, taking into consideration the seriousness of circumstances of the mistake and often after the advice from the discipline council. It is strictly forbidden to give to pupils corporal punishment, insults or any other inhuman and /or degrading treatment.

#### **The sanction procedure**

No sanction can be applied without giving the presumed culprit a chance to defend himself/herself. Any sanction should be motivated by concrete facts corresponding well with the given sanction.

### **3.2.2. On pedagogical level**

The school Head teacher should take and put in application the interactions existing between the administration and the pedagogic. For more details concerning the assigned tasks to the Head teacher in pedagogical matters, see “pedagogical management manual”.

### **3.2.3. On financial plan**

The school Head teacher shall:

- Prepare and approve the school budget;
- Execute the budget according to current procedures and instructions;
- Manage the school property;
- Promote income generating activities;
- Promptly transmit required reports.

For more information, see “financial management and property manual”.

### **3.2.4. On social plan**

The school Head teacher should:

- Represent the school in its relationship with third parties;
- Represent the institution in its relations with stake holders in matters of education, as well as authorities at all levels and participate in meetings organized for educational purposes;
- Promote socio cultural and economic activities for the school and the neighborhood ;
- Cooperate with members of the school General Assembly and Executive committee;
- Serve as a link between teachers, pupils, parents, the neighboring environment and other third parties;
- Communicate to parents the behavior of pupils;
- Defend school interests;
- Ensure the health, hygiene, cleanliness and protection of environment within the school;
- Ensure the protection and security of people and school property;
- Promote extracurricular activities and encourage pupils participation in sports and cultural activities;
- Carefully listen to staff and pupils and help them find adequate solutions to their problems;
- Ensure good meals/food to pupils;
- Communicate necessary information to teachers, parents, pupils, and other concerned people.

### **3.2.5. Concerning human resource management**

The secondary school Head teacher is the principal person in charge of human resource management which is concretised by the planning and organization of activities related to human rights, obligations and duties of the school personnel, pupils and partners.

#### **3.2.5.1. Personnel management**

The management of secondary schools personnel includes activities related to the quality of rendered services, working behavior, human rights and people's liberties by law and fulfillment of obligations, etc. Implementation modalities are determined by the teacher's statute, for permanent teachers and by labour code and the contract for contractual staff. It is important to underline that in a public or conventional school, the personnel may be either permanent or temporary and that in a private school the whole personnel is under contract.

## **A. Permanent staff**

The management of this staff is done at many levels:

### ***At recruitment level***

The permanent staff recruitment is done in accordance to teacher's statute and related instructions. In the recruitment of permanent staff, the school Head teacher is in charge of:

- Declaring the vacant post to the District Mayor (model 14);
- Determining the requirements for the post;
- Signing covering letters;
- Participating in the selection of candidates.

### ***At career management level***

The permanent staff career start from his nomination to the post by the authorized authority (see model 15). The constitution of the file of a staff member is done immediately after reception of staff appointment letter (see model 16). This appointment should be for each individual and done by the Mayor of the District. The appointment letter should clearly indicate the name of the school where the member is appointed, the post and the date of starting duty. Work begins after signing the letter of appointment.

At the level of career management, the school Head teacher is in charge of:

- Ensuring equity in all adopted act of the staff;
- Encouraging dialogue;
- Ensuring a proper management of individual files of staff;
- Ensuring training and in service follow up of staff;
- Ensuring that all activities relating to medical service, social assistance, hygiene and security are provided to the staff;
- Maintaining the efficiency of different activities and evaluate staff performances;
- Following up and control the execution of activities of each staff member.

### ***At the level of career expiration***

The end of a permanent staff career is marked by one of the following events:

- Voluntary resignation;
- Termination of employment;
- Sacking;
- Retirement;
- Death.

The role of the Head teacher in relation to the end of service for permanent staff is to:

- Acknowledge realize the voluntary resignation or death of a member and inform the District Mayor within the next 48 hours;
- Propose to the Mayor of the District the termination or dismissal of a staff member (see models 17 and 18);
- Sign covering letters to staff members who want to retire (model 19).

The termination of service of a permanent staff member should be decided by the competent authority who takes act of appointment to that post.

### **B. Contractual staff (temporary)**

The management of contractual personnel in secondary schools is done:

#### ***At recruitment level***

The recruitment of contractual staff is done in accordance to the labour code (see annex 11). In the recruitment of contractual staff, the school Head teacher is in charge of:

- Declaring the vacant posts (on notice boards at the District, Sector and school);
- Determining the requirements of the post and communicate it to the public;
- Organizing selection tests;
- Signing contracts with retained candidates and appointing them to their posts.

Any member of staff temporarily replacing another should be under contract and enter service only after signing a work contract of a period equal to that of the absence of the one to be replaced. It is the same for teachers under contracts whose salary is paid from school owner resources and the same for visiting teachers.

#### ***At the level of contract management***

The career of a contractual member of staff starts from the contract signature. He is not allowed to enter service before the signature of the contract.

The Head teacher has the obligation to:

- Constitute the file of each member of staff after the signing of contract;
- Renew or modify the work contract where necessary;
- Decide on the salary of the staff;
- Register the staff member at the social security fund;
- Register the staff member with health insurance;
- Plan/prepare annual leave (18 working days).

### ***At the level of contract expiration***

The role of the Head teacher when the contract expires is:

- Notify concerned parties about the expiration of the contract;
- Terminate the contract if necessary (see model 20);
- Close the staff file and pay the final accounts.

### **3.2.5.2. Pupils management**

The pupil's management is a complex process which starts at the time of pupils admission until the student leaves school.

All activities relating to the management of pupils including the registration, admission, learning and behavior management are done by different organs in respect to pupils rights and coordinated by the Head teacher who ensures its good functioning.

#### **A. Registration and pupils admission**

The school opening is fixed by the Ministry which is in charge has primary and secondary education in its attributions. The respect of the programme and calendar is mandatory for all schools.

All pupils admitted have a file: Files are opened for new pupils or updated for old pupils (model 21)

Giving seats in classes, dormitories, dinning room, different working groups should be done from the beginning of the school year.

This distribution should be publicized by lists put at the relevant places (notice boards).

Once pupils are distributed in different classes, each class teacher should give the pupils the seats and verify each necessary school material. He appoints a temporary representative of the class while waiting for the elections.

In boarding schools, the discipline masters place pupils in dormitories (taking care of separating girls from boys) and set up related lists. They verify for each pupil, the necessary material in relation with the boarding. They give seats to pupils in dinning room, and request the older to be in charge and organize new comers. The hall manager verifies receipts for school fees.

#### **B. Learning management**

(See pedagogical management manual)

### **C. Pupils behavior management (discipline)**

Each school should:

- Have internal rules and regulations prepared together with staff and pupils and approved by the school General Assembly and communicated to teachers, parents and other school partners.
- Allow pupils to elect their representatives
- Set up a pupils council in charge of dealing with all questions aimed at their good training and learning
- Avail identification documents of pupils (follow up individual forms, school identification cards, permission sheets)
- Nominate a teacher in charge of school and extra curricula activities
- Reserve an activity all the time so as to avoid acts of indiscipline (drugs, sexual relations, genocide ideology, and other forms of segregation.....)
- Set up communication books to link the school and parents
- Set up daily timetables and weekly timetables (get in class time, recreation time, out of school time etc.)
- Have extra curricula activities timetable (games, studies, revision, support to weak pupils, etc.)
- Organize school extra curricula activities and clearly indicate their meeting place (prayer groups, youth movements, choirs, etc...)
- Set up a suggestion box.

**N.B:** In a private school:

1. Some Head teacher's duties are done by the school owners
  - Represent the school in partners meetings
  - Sign work contracts
  - Renew or modify work contracts where necessary
  - Termination of contracts
2. The entire staff is governed by signed contracts between them and the school owner.
3. Teachers and other staff recruitment management and end of their contract are governed by the labour code.

#### **3.2.5.3. Partnership management**

The first partners of the school are parents. The school can also be in partnership with private people, associations and various communities. Each on his own should fulfill his responsibilities in collaboration and complementarity, always aiming at the interests of the learner and the population in general.

The school Head teacher ensures the coordination of all activities in relation to partnership of his school.

### **3.3. The Head teacher's responsibility**

The word "Responsibility" comes from a legal jargon which means an obligation to respond or abstain from an act. As it may be for a public agent, the responsibility of a Head teacher of a secondary school can be involved whenever, in the implementation of his duties, commits or omits an action which can cause harm in penal law (infraction), a damage to others (civil prejudice) who violates or ignores rules and professional ethics (disciplinary mistakes).

In other words, in the execution of his duties, the Head teacher of a school can, by an active mistake (do what should not be done or badly do what he shouldn't have done) or passive (Not do what he should do) engage a penal, civil and or disciplinary responsibility.

#### **3.3.1. Penal responsibility**

The penal responsibility of a school Head teacher, of another school employee or another person, is a result of an action or an omission qualified as infraction by the penal law. The legal code distinguishes crimes, offence, and contraventions. The school Head teacher shall penally be responsible when in the execution of his duties or outside his duties as Head teacher, is guilty of one of acts the penal code qualifies as infractions (e.g assaults and battery (injuries), insults to a sanctions that may be applied according to the gravity of committed infraction are generally imprisonment or fines.

In terms of articles 17 of the constitution of 4/06/2003 "the penal responsibility is personal".

Hence for example, when a school Head teacher is penally responsible (commits an infraction) nobody else can be accused or condemned on his behalf (spouse, wife or husband, deputy etc...).

#### **3.3.2. The civil responsibility**

The civil responsibility means reparation of damage caused.

By a civil responsibility of a school Head teacher, it should be understood the obligation to repair the damage caused by an infraction, negligence, lack of precaution, imprudence etc.

Contrary to penal responsibility which is personal, the civil responsibility can be direct or indirect.

### **3.3.2.1. Direct civil responsibility**

The civil responsibility of a school Head teacher is direct when he is called to answer for damages he himself caused. Art 258 and 259 of civil code, Book III stipulates the responsibility in reparation to whoever by his fact, negligence or imprudence causes damage to others.

However, it is important to signal that when a staff has done a damageable act in his functions, the administration shall be called upon to do the reparation (example: a non intentional error in the signature of the contract with a teacher who is replacing another, who is treated as full time yet he is not).

### **3.3.2.2. Indirect civil responsibility**

If by direct civil responsibility, the author of the damage is called to repair the prejudice he has caused, the indirect civil responsibility obliges a person to repair the damage he has caused by an object or a person. Therefore, the school Head teacher can be called upon to respond to the fact of things (e.g a cow, a school dog, a fall of a table badly put on the school roof, a hole not covered...) or people under him (during in classes). See art 260 of civil code Book III.

This responsibility falls under the Head teacher unless he proves that he did everything possible to stop the damage from happening.

### **3.3.3. The disciplinary responsibility**

While the penal and civil responsibility are in the competence of the judge (court), the disciplinary responsibility belongs to the competence of administrative authorities (e.g it is the competence of the school Head teacher, according to the infraction if it was alone by a member of his staff and his hierarchical superiors if he is the one who committed the infraction).

Disciplinary infractions include all acts, doing or not doing according to school rules, obligations, duties. The disciplinary responsibility comes from the statute and the contract.

Disciplinary sanctions are also provided by the statute (for permanent staff and the contractual staff. Modalities of sanctions are provided in the labour code and the contract according to the case.

**N.B:** - One offence may lead to penal, civil and disciplinary sanctions.

This may be the case for a secondary school Head teacher who beats assaults and injures a pupil: He can be jailed (penal sanction), compelled, to pay for sun glasses he broke and pay for medical treatments (civil sanctions) and be dismissed from his job as Head teacher (disciplinary sanction).

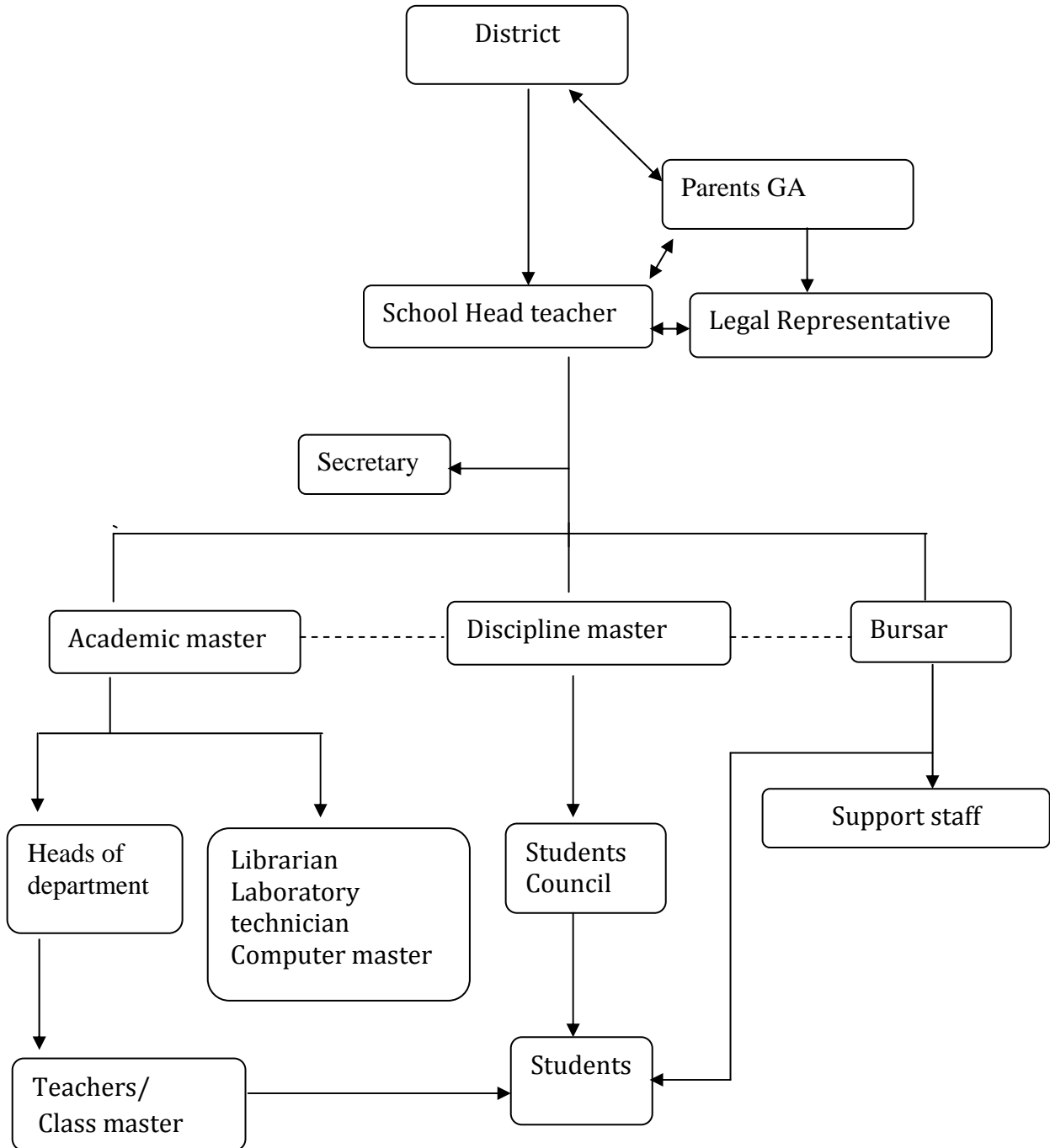


- When a staff member taken to court is acquitted for something he didn't do, he will neither be followed in civil (for repairing the damage caused by the said fact) but can be taken to disciplinary for not doing his duties. It is the example of a Head teacher of a school who buys a beer to his pupil. He shall not face because buying a beer is not a penal offence. He shall neither be responsible in civil liability because the infraction is not conceivable.
- But he can be disciplinary responsible because the professional ethics of a Head teacher does not accept such behavior.

## CHAPITRE 4 : MODEL OF FREQUENTLY USED DOCUMENTS

### Model 1: ORGANISATIONAL CHART

*Organizational structure of a secondary school*



## **Model 2: MODEL OF WORKING CONTRACT**

.....Secondary School

### **CONTRACT OF EMPLOYMENT**

Between ... Secondary School, herein referred to as 'the Employer';

And

Mr / Madam / Ms....., herein referred to as 'Employee';

A contract has been signed and the parties have agreed to the following:

#### *Article 1: Object of the contract*

This contract is a working contract for the work of..... (Ex: day / night watchman) concluded in conformity with law n° 51/2001 of 30/12/2001 of the labour code.

#### *Article 2: Duration of the contract*

The present contract will be in effect for a period of one year between .....and ..... (Date), renewable upon agreement between the two parties.

#### *Article 3: working hours*

The day watchman will work between 7:00am and 5:00pm.

*The night watchman will work between 5:00pm and 7:00am.*

#### *Article 4: Employee's obligations*

The employee abides to the following rules:

- Ensure daytime security / night security of all the buildings of .....Secondary School as well as their equipment ;
- Pay damage caused due to lack of commitment towards the implementation of the mission entrusted to him/her by the present contract (theft committed on areas guarded by him/her due to negligence, carelessness, complicity, etc....) ;
- Ensure discretion related to tasks related to guarding, facts and information known to him/her in circumstances pertaining to the present contract ;
- Possess moral values and prove to be of clean conduct towards services rendered to the employer and pupils ;
- Ensure protection of the employer's interests ;
- Ensure the strict respect of laws, regulation or directives governing the employer etc;

*Article 5: Employer' obligations*

Via this contract, the employer agrees to abide by the following:

- Pay at the end of the month the employee a salary of .....Rwandan francs (.....Rwf) for work carried out. The remuneration will be calculated based on a salary scale imposed by laws and regulations related to taxes and levies on allowances and salaries of .....Rwandan francs (.....Rwf) ;
- Provide the employee with the necessary orders and instructions allowing him/her to carry out effective services ;
- Provide the employee with health insurance and social security fund contributions.

*Article 6: Termination of the contract*

This contract may be terminated before its expiry date with the consent of both parties. It can also be terminated without notice by the employer in writing and without compensation if the employee fails to honour one of the obligation provided in article 4 of the present contract.

It can also be terminated without notice by the employee in writing and without compensation if the employer does not fulfil obligations provided by article 5 of the contract.

This does not prevent any of the two parties from appealing to the jurisdiction to claim damages and interests.

*Article 7: Final clauses*

For any specification which does not appear in the present contract, the contracting parties will refer to the provisions of the Rwandan legislation concerning contracts.

*Article 8: Implementation*

This contract will take effect from the date it is signed by both parties.

Done at ..... the.....

**For the Employee:**

Name and signature

**For the Employer:**

Name of the Head teacher

Signature and stamp

***Model 3: STATUTES AND TYPICAL REGULATIONS OF THE SCHOOL'S  
GENERAL ASSEMBLY***

We, the members of the School General Assembly of..... ,

Given, the Constitution of the Republic of Rwanda of the 4th June 2003 as amended to date, especially article 40;

Given the Organic Law n° 20/2003 on the 3rd June 2003, determining the organisation of education, especially in its articles 2, 19 and 22;

Given the Law n° 29/2003 of 30/8/2003 establishing the Organisation and Functioning of Nursery, Primary and Secondary Schools, in its articles 19 and 20;

Considering the common will between the government and the parents to guarantee efficient education in line with the Policy of Rwanda on education, the respect of laws and regulations;

With the conviction that this partnership will allow to strengthen education in all domains and at all levels;

Adopt the statute and regulations of General Assembly of a school which conform to the following articles:

*Chapter one: General provisions*

*Article 1:*

The General Assembly of Secondary School of .....is the supreme body of the school in its administrative, pedagogic and social development.

*Article 2:*

The General Assembly of .....Secondary School is constituted by:

- All the parents whose children attend the school ;
- All the teachers of the school ;
- The Head teacher, who is also the Secretary of the General Assembly of a school ;
- Student representatives who are nominated according to the internal regulation of the school ;
- The proprietor of the school and his/her assistants. Their number should not exceed three persons for the government aided and private schools ;
- Any other person approved by the General Assembly of a school.

*Article 3:*

The General Assembly of .....Secondary School has the duty to:

- Establish the specific orientation of the school in accordance with its motto ;
- Give opinions and suggestions in relation to the overall development of the school and solutions to major problems of the school ;
- Examine and approve internal rules and regulations of the school and other directives related to matters regarding education and management ;
- Examine and approve budget estimates of the school and determine the contribution of parents when needed;
- Examine and approve activity programs of the school and determine their priorities ;
- Ensure the follow up of financial management of the school ;
- Elect and dismiss members of the Executive Committee of the school's General Assembly of a school.

*Chapter 2: Organisation and functioning*

*Article 4:*

The General Assembly of a school is assisted by the Executive Committee in order to execute its decisions appropriately.

*Section One: The functioning of the General Assembly of the school*

*Article 5:*

The General Assembly of .....Secondary School fulfils its duties in strict respect of laws, regulations and directives given by the authorities in charge of education at National and District levels.

*Article 6:*

The General Assembly of a school of the school elect from parents; the president, the vice-president and three advisors.

It also elects a Treasurer from the teachers.

*Article 7:*

The General Assembly of .....Secondary School holds its Ordinary Sessions of meetings twice a year. The first session is for the preparation of the next school opening; the second session is for the evaluation of performance in the middle of the year (end of 1st and 2<sup>nd</sup> Term). The announcement for the ordinary session is done at least 15 days before it sits.

The General Assembly of a school can also hold an extraordinary meeting each time it is necessary. The announcement for the extraordinary meeting is done at least 5

days before it sits. Discussions for this meeting deal only with issues prescribed on the agenda.

The General Assembly of .....Secondary School is called and presided over by its president or vice president in the absence of the president.

In case of absence of the president and vice president, the General Assembly of a school can be called by a 1/3 of its members. Those present elect one of them to be the president for the occasion.

The ordinary meeting of the General Assembly of a school is called through letters taken to parents by the pupils while the extraordinary session is announced through radio broadcast.

*Article 8:*

The General Assembly of a school sits and holds its proceedings when 2/3 of its members are present. If this quorum is not reached, the meeting is postponed and a new date is set within a period of 15 days.

*Article 9:*

The General Assembly of a school can invite in its meeting any person proved capable of giving advice on a given matter prescribed on the agenda. The invited person does not have the right to vote or to follow the discussion on other matters on schedule.

*Article 10:*

The members of the General Assembly of a school sign the resolutions of the meeting immediately after its holding. A copy of these resolutions is handed to the Mayor of the District not later than a period of 5 days.

*Article 11:*

The minutes of the General Assembly of a school's meeting of .....Secondary School is signed by the Chairperson and its Secretary and approved at the next meeting. A copy of the report is sent to the Mayor of the District within a period of 15 days from the date of its approval.

*Article 12:*

The decisions of the General Assembly of a school are taken by absolute majority of votes. In case of equal votes, that of the president is counted twice.

*Article 13:*

All the activities of the General Assembly of .....Secondary School are not funded by the school.

*Article 14:*

The decisions of the General Assembly of .....Secondary School are implemented by its Executive Committee.

*Section 2:      Functioning of the executive committee of the school's General Assembly*

*Article 15:*

The Executive Committee fulfils its duties in strict respect of laws, regulations and directives given by the authorities in charge of education at national and district levels, as well as those that are given by the school's General Assembly of a school.

*Article 16:*

The Executive Committee of .....Secondary School is constituted by:

- The President and Vice-President of the General Assembly of a school;
- The proprietor of the school or the person representing him/her ;
- The school's Head teacher who acts as Secretary ;
- Two teachers (one man and one woman) who represent their colleagues. They are elected by the teacher's council ;
- Two pupils (a girl and boy) who are elected by their school mates.

*Article 17:*

With the exception of the owner of the school or his/her representative and the Head teacher, the members of the Executive Committee of the General Assembly of a school are elected for a mandate of two years renewable.

*Article 18:*

In case of voluntary resignation or imposed by the General Assembly of a school or in case of death of a member of the Executive Committee during the mandate, the person elected to replace him/her will finish the mandate of his/her predecessor.

*Article 19:*

The Executive Committee of the General Assembly of .....Secondary School has the following responsibilities to:

- Implement the decisions of the General Assembly of a school;
- Prepare the meetings of the General Assembly of a school;



- Follow up the implementation of the decisions taken by the General Assembly of a school;
- Ensure the application of the laws, the regulations and directives of the school ;
- Follow up the management of the budget and property of the school ;
- Ensure pedagogic follow up ;
- Follow up the discipline of teachers and pupils ;
- Analyse the big problems of the school and suggest solutions ;
- Carry out any task assigned to it by the General Assembly of a school of the school ;
- Give suggestions to the General Assembly of a school with the aim of improving the quality and/or the performance of the school.

*Article 20:*

The chairperson, the vice-chairperson and the secretary of the general assembly of .....Secondary School with the owner of the school hold the office of the executive committee of the General Assembly of a school.

*Article 21:*

The Executive Committee of the General Assembly of a school meets once in a term during its ordinary session. It must be called at least 15 days before it sits. It can be held in an extraordinary meeting when it is required. Such a meeting is called at least 5 days before it sits. Discussions held in this meeting must be focused only on issues prescribed on the agenda of the meeting.

The Executive Committee of the General Assembly of .....Secondary School is called and presided over by its president or in his/her absence, the vice president. In case of absence, difficulty or failure of both the president and the vice president, the executive committee's meeting is called by a 1/3 of its members. The chairperson is elected within the committee for the occasion.

The ordinary or extraordinary session of the executive committee is called in writing and addressed to all its the members. It includes the agenda, the date, the location and the time of the meeting.

*Article 22:*

The Executive Committee sits and deliberates legitimately when 2/3 of members are present at the meeting. If this quorum is not obtained, a new call is made in a period not exceeding 15 days. In this case, the executive committee meets and decide whether the quorum is reached or not.

*Article 23:*

The members of the Executive Committee sign the resolutions of the meeting immediately after its closure. A copy of these resolutions is sent to the president of the General Assembly of a school no later than 3 days after the meeting.

*Article 24:*

The minutes of the executive committee meeting are signed by the chairperson of the meeting and his/her reporter and approved during the next meeting. A copy of the report is approved and sent to the General Assembly of a school.

*Article 25:*

The decisions of the Executive Committee are taken by the absolute majority of the votes. In case of equal votes, the vote of the president is counted twice.

*Article 26:*

All the activities of the executive committee of the General Assembly of a school are not funded by the school.

*Chapter 3: Final provisions*

*Article 27:*

The present statute can be modified by the General Assembly of a school if this is demanded by 2/3 of its members.

*Article 28:*

The present statute is adopted and approved by the members of the General Assembly of .....Secondary School.

Done at..... the .....

**The members of the General Assembly of..... Secondary School:**

(List of Names and Signatures attached)

***Model 4: THE COMPONENTS OF A SCHOOL'S INTERNAL REGULATIONS***

- School daily activity timetable
- Respect of materials available (for the staff and pupils)
- Order and discipline in class and elsewhere
- Body hygiene, cloths and environmental hygiene
- Put on the uniform + characteristics
- Hard work
- Modalities of achievement of performance contract
- Recreational activities
- Extra curricula activities of teachers and pupils
- Motivation of teachers and pupils
- Sanctions of mistakes done
- Organization of clubs, youth movement, different religious denomination, etc.
- Morality and "Ubunyangamugayo"

**Model 5: INVITATION LETTER TO A MEETING**

**LETTER OF INVITATION TO THE MEETING**

School.....  
.....

The.....  
N° ...../.....

Dear Sir/Madam  
.....

**Subject:** Invitation to a meeting

By this letter we are inviting you to a meeting of school teachers to take place on the.....at 15h30 in the school room.

The agenda is as follows:

- The programmes development report
- Analyse pupils results for District test
- Hygiene at school
- Others

Your presence and punctuality are highly appreciated

The Head teacher of .....school  
Names, signature and stamp

**C.C:**

-Mr/Madam the District Mayor.

**Model 6: TEACHER IDENTIFICATION FORM**

District : .....

Sector : .....

School : .....

N°	Names	Date of birth	Sex		Qualification	Post	Nationality
			M	F			

## ***Model 7: INDICATORS OF SCHOOL DOCUMENTS FILLING***

### **Registers**

- Register for received correspondence
- Register for delivered correspondence
- Register for staff (indicating their complete identification)
- Register for pupils (indicating the complete identification per class and per section) from the first day of the school opening
- Register of school operational clubs, names of members and their committees
- Register for religious denominations existing at school, their members and their praying timetable.

### **Files:**

- School calendar officially adopted and school weekly timetable
- Correspondence with the district (received and delivered)
- Correspondence with teachers (received and delivered)
- Correspondence with parents (received and delivered)
- Laws, regulations and different ministerial instructions
- Meeting reports (of students, teachers, education, parents, different clubs of the school, etc)
- Opening reports, term and end of year
- Deliberation reports
- Financial reports (term, annual)
- Activity plan, table, budgetary prevision, etc
- School results, (summary of term analysis, annual and official exams)
- Report of achieved activities in relation to the action plan of ended school year.

**Model 8: ORDER OF MISSION FORM**

Republic of Rwanda  
District.....  
School.....

**ORDER OF MISSION**

Delivered to Mr/Madam (Name & Surname).....  
Post.....  
Subject of mission.....  
Expected results.....  
Destination.....  
Place and date of departure.....  
Date of return.....  
Expected period (number of days).....  
Means of transport.....  
Names of authority proposing the mission.....  
Per diem.....  
Total amount .....

Delivered to...../the .....

**Authorized by:**

The Mayor of District.....  
Names, signature and stamps

**Approval of the Institution of destination**

Date of arrival.....  
Date of return.....

Signature and stamp

**Model 9: SANCTIONS OF THE COMPETENCE OF THE SCHOOL HEAD  
TEACHER**

**TOWARDS EMPLOYEES**

***UNDER STATUTES:***

- verbal warning;
- explanatory letter;
- written warning.

***UNDER CONTRACT:***

***\* In a government or government aided school***

- verbal warning;
- explanatory letter;
- written warning;
- 15 days work suspension;
- salary suspension;
- termination of contract.

***\* In a private school***

- verbal warning;
- explanatory letter;
- written warning.

**TOWARDS PUPILS**

- verbal warning;
- warning or remark in the presence of his/her colleagues;
- written confirmation of the decision taken by the disciplinary committee of the school.



**Model 10: EXPLANATORY LETTER**

District : .....

....., the.....

School :.....

N°...../...../08

Mr / Mrs / Ms .....

.....

**Ref: Request for explanations**

Dear Sir/Madam,

Considering that on.....you were absent from work without prior notification,  
and since this constitutes a serious offence;

Conforming to the statute of teachers as stated by article.....

The school administration of ..... requests you to present your explanatory  
letter not later than 2 days from the reception of this letter.

The Head teacher of .....School

Name, signature and stamp

**CC:**

.....

**Model 11: WARNING LETTER**

District : .....

....., the.....

School :.....

N°...../...../08

Mr / Mrs / Ms .....

.....

**Ref:** Warning

Dear Sir/Madam

Considering that on the date of .....you were absent from work without prior notification, and since this constitutes a serious offence;

Considering the decision of the disciplinary committee of the school which met on ....., after examining your explanatory letter of ....., it was found to be unsatisfactory ;

A disciplinary measure “warning” has been taken in conformity with article ..... of the Presidential Decree No..... with regard to the statute of teachers

The Head teacher of .....

Name, signature and stamp

**CC:**

.....

## **Model 12: THE COMPONENTS OF A REPORT**

### **1. School entry report**

#### **\* Page one**

- The complete address of the school
- The statute of the school
- The owner of the school
- Sections

#### **\* Next pages**

- Administration personnel (names, sex, qualifications, posts)
- Teaching staff (names, sex, qualification, subjects taught)
- Number of periods for each teacher
- Class list (names, sex, date of birth, district of residence of parents, boarder / day scholar)
- Weekly timetable for each class

### **2. Financial Report**

Refer to the 'Financial Management' manual

### **3. Deliberation Report**

Names  Subjects	% Points obtained					Decision of the Deliberation	Observation
	Maths	Phy	Bio	Kiny	Hist		
1. Kalisa Pierre							

#### 4. Annual report

**\* Page one:**

- Complete school address : .....
- Statute of the school : .....
- Owner of the school : .....
- Name of the Head teacher : .....
- Number of administration personnel : .....
- Number of teachers : .....
- Sections : .....
- Number of pupils (indication of sex) : .....

**\* Next pages:**

- Administrative personnel (names, date of employment, level of education, responsibilities, sex, age);
- Teaching staff (names, level of education, date of employment, subjects taught by each teacher, sex, age);
- Support staff (names, responsibilities, level of education, sex, age, date of recruitment);
- Number of pupils per class and per section (mention the sex);
- Timetable for each class;
- Timetable for each teacher;
- List of pupils in alphabetical order per class (specify : date of birth, boarder or day scholar, source of funding for school fees, orphan of father and/or mother);
- Sports fields (indicate their conditions);
- Condition of buildings :
  - Administration buildings (indicate the condition);
  - Classrooms (indicate the condition, the accommodation capacity);
  - Dinning hall (indicate the condition, the accommodation capacity);
  - Girls' dormitories (indicate the condition, the accommodation capacity);
  - Boys' dormitories (indicate the condition, the accommodation capacity);
  - Toilets (indicate the condition, the accommodation capacity);
  - Staff room (indicate the condition, the accommodation capacity);
  - Worship at school (available places);
  - Library (number of books, size);
  - Sickbay (accommodation capacity).

- Others (NGOs which collaborate with the school, etc);
- A summary of evaluation of each year;
- A summary of the financial situation of the school (creditors and debtors ; and show amounts of creditors and debtors);
- A list of pupils who dropped out of school during the year and the reasons;
- A list of teachers and/or administration personnel who left their posts during the year and the reasons ;
- Main school activities and extra curricula activities realised during the academic year (sports championships, competitions, tests, birthdays, visits to genocide memorial, Minister's visits...).

### ***Model 13: MAJOR PROBLEMS TO BE COMMUNICATED***

Any problem occurring at school must be communicated to the direct hierarchy authorities. These are among others:

- Epidemics causing the hospitalisation of many pupils or sending them home;
- Many student drop outs;
- Strikes or attempts to strike by pupils or teachers;
- Buildings burnt at school;
- The school facing charges in court;
- The death of a student or an employee at school;
- Food poisoning among pupils;
- Strong winds or heavy rains destroying school farms/gardens and houses;
- Conflict creating tension among pupils, employees or teachers themselves or between pupils and teachers or employees;
- Any event capable of causing division and racial, ethnic, religious segregation at school;
- All the trauma cases (their causes, number of affected persons, what was done to help...);
- Any security related aspect recorded from within or outside the school and affecting it.

#### **NB:**

- The most advisable rapid communication means is the telephone, but it must be followed by an official letter in the shortest period. Depending on the seriousness of the incident, authorities to be informed are: The sector, the district, the nearest police station, the Regional Inspection of Education, MINEDUC
- There is no minor case in the matter of security (it is better to be too careful rather than having to regret a damage caused by negligence).

**Model 14: VACANCY ANNOUNCEMENT LETTER**

District : .....

....., the.....

School :.....

N°...../...../08

Mr / Ms The Mayor  
of District of .....

**Ref: Vacancy announcement**

Mr / Ms The Mayor,

I would like to inform you that from the date of ..... the school has one vacant teaching post of Mathematics for the second cycle.

The holder of this post resigned for personal reasons on the above mentioned date.

Yours sincerely,

Head teacher of .....Secondary School  
Name, signature and stamp

**CC:**

.....

.....

**Model 15: APPOINTMENT LETTER**

District : .....

....., the.....

School :.....

N°...../...../08

Mr/Mrs/Ms.....

.....

**Ref: Appointment**

Dear Sir/Madam,

With reference to your application of ..... to ..... Secondary School;

Considering your Bachelor's Degree in chemistry awarded on the .....as well as the results you obtained during the tests organised by the District of .....on the ..... ;

I hereby inform you that you have been appointed at ..... Secondary School for the post of a teacher, with effect from .....The Head teacher on the reception of this letter will provide you with a timetable.

Yours sincerely,

Mayor of the District of.....

Name and Surname, signature and stamp

CC:

The Head teacher of

.....



***Model 16: DOCUMENTS CONTAINED IN AN EMPLOYEE'S FILE***

- Job application letter;
- Curriculum vitae;
- Birth certificate;
- Complete identity form;
- Marital status;
- Medical certificate;
- Police record;
- Notified copy of degree ;
- Passport photos;
- Appointment letter;
- Certificate of service (if necessary);
- Any other professional letter ;
- Copy of the employee's annual evaluation.

**Model 17: DISMISSAL LETTER**

District : .....

....., the.....

School :.....

N°...../...../08

Mr / Mrs / Ms .....

**Ref: Dismissal without explanation**

Dear Sir/Madam,

Considering that on.....you were appointed to the post of ..... at  
.....Secondary School, after fulfilling all the requirements;

Given that the administration of the school realised that you did not fulfil your  
duties, you cannot continue to occupy the post of .....

It is with regret that I inform you that you are no longer an employee of  
.....Secondary school with effect from.....

The decision herein takes effect from the date of signature.

Mayor of the District of .....

Name, signature and stamp

**CC:**

.....  
.....

**Model 18: OFFICE RESIGNATION LETTER**

District : .....

....., the.....

School :.....

N°...../...../08

Mr / Mrs / Ms .....

**Ref : Resignation letter**

Dear Sir/Madam,

Considering that on the date of....., you were found guilty of..... and considering that such an offence cannot be tolerated as a government employee with the post of .....;

With reference to the minutes of the meeting of the District Education Committee held on .....and after analysing your indiscipline at work;

In conformity to article .....of the teacher's statute;

It is with regret that you are informed on your dismissal from work with effect from ..... at .....Secondary School.

The decision herein takes effect from the date of signature.

The Mayor of the District of.....

Name, Surname and stamp

**CC:**

.....

**Model 19: RETIREMENT LETTER**

District : .....  
School :.....

....., the.....  
N°...../...../08

Mr / Mrs / Ms .....

**Ref: Letter of retirement**

Dear Sir/Madam,

With reference to your letter of ..... requesting for retirement and given article ..... of the statute of teachers, determining the retirement age;

Given that you served Rwanda as a teacher and with dignity since .....

Considering your age and conforming to article .....on the status of teachers;

It is with honour that I convey my gratitude and wish to inform you that you have been retired due to age, with effect from the date this letter is signed.

The Mayor of the District of.....  
Name, signature and stamp

**CC:**

- .....  
- .....

**Model 20: LETTER OF TERMINATION OF CONTRACT**

District : ..... , the.....  
School :..... N°...../...../08

Mr / Mrs / Ms .....

**Ref: Termination of contract**

Dear Sir/Madam,

Given that in article .....of contract N° .....of ....., it is stipulated that one of the parties can terminate the contract if the other party did not fulfil the obligations;

Considering that your absenteeism and repeated lateness have been seriously affecting the proper running of the school;

Given that different school authorities have been giving you advice with no effect on your behaviour;

I am obliged to unconditionally terminate the contract which was concluded on the ..... between the .....Secondary School and Mr/Mrs/Ms.....

I would also like to inform you that according to article ..... . contract no....., your thereby given a notice of ..... days and this letter will take effect from .....

The Mayor of the District of.....  
Name, signature and stamp

**CC:**  
.....

**Model 21: STUDENT REGISTRATION FORM**

District :.....

.....Secondary School

Academic Year: .....

Class...

N°	Student name	Date of birth	Father's name	Mother's name	Parents' residence	Observation

NB: Put a cross in the parent's name column, if the parent is deceased

**Model 22: CERTIFICATE AND STUDENT CARD**

**a. CERTIFICATE OF ATTENDANCE**

“To Whom It May Concern”

CERTIFICATE OF ATTENDANCE

District of.....  
..... School

We the under signed, (names)....., Head teacher of .....Secondary School, acknowledge that Mr/Mrs/Ms..... was a regular pupil in Senior 2 first level in.....Secondary School from .....January 2007 to October 2007.

This certificate is issued to serve the purpose it might be required

Done at ..... the.....

The Head teacher of .....Secondary School  
Names, signature and stamp

**b. CERTIFICATE OF SUCCESSFUL COMPLETION**

“To Whom It May Concern”

CERTIFICATE OF SUCCESSFUL COMPLETION OF.....

District of.....  
.....Secondary School

We the under signed, (names)....., Head teacher of .....Secondary School, acknowledge that Mr/Mrs/Ms..., completed successfully (65%) in Senior 5 Math-Physics in .....Secondary School for the academic year 2007.

This certificate is issued to serve the purpose it might be required

Done at ..... the.....

The Head teacher of .....Secondary School  
Names, signature and stamp

c. STUDENT CARD

STUDENT IDENTITY CARD N° .....

Valid for the Academic Year: .....

.....Secondary School

Name of student: .....

Photo

Date of birth: .....sex: .....

Sector of residence: .....

District of residence: .....

Option.....

Year of attendance: ..... The Head teacher of the school  
Names and stamp

Person to contact in case of an emergency :

Names :

Telephone :



**INDICATORS: SECONDARY SCHOOL ADMINISTRATIVE MANAGEMENT PRACTICES EVALUATION FORM**

<b>DETAILS TO BE VERIFIED</b>	<b>INDICATORS</b>	<b>VERIFICATION MEANS</b>
1- Laws and official Directives	A file containing laws, directives and decrees: laws of education, school calendar, deliberation, discipline, statute of promoters' association, official newspapers ....	Consultation of the file
2- A file for the school	The school has a file that contains among others : a letter of accord if there is any, cadastral form or the plan of the school showing clearly its limits	Consultation of personnel files
3- Personnel files	<ul style="list-style-type: none"> <li>- Individual files for teachers containing : identification certificates, certified copies of degrees and certificates, letters of experience if the individual worked in other institutions, certificates of trainings, passport photos, medical certificate, reports on the employees quotations, all correspondence related to the profession (letter of employment, sanctions and rewards, leave, ...)</li> <li>- Teachers must have at least A1 level of qualification.</li> </ul>	Consultation of personnel files
4- Pupil's individual files	<ul style="list-style-type: none"> <li>- Pupil's individual files showing : complete identification of the pupil, his/her residence location, the pupil's form that follows him/her with all the correspondence concerning him/her, his/her results and behaviour as well as any other important element</li> <li>- Respect of procedures and regulations in matters of admission and promotion of pupils</li> </ul>	Consultation of pupil's files
5- Discipline	<ul style="list-style-type: none"> <li>- The school has internal regulations based on the rights and determining teachers' and pupils' code of conduct as well as disciplinary measures in case of lack of discipline</li> <li>- Respect of the norms of the school</li> <li>- Each pupil has an individual form</li> <li>- Absenteeism and coming late recorded and analysed by the teachers who inform the Head Teacher</li> <li>- Assemblies are held. During these assemblies the Head Teacher and teachers exchange ideas with pupils on educational topics.</li> <li>- Good behaviour within and outside the school</li> <li>- Commitment to work</li> <li>- Positive behaviour is highlighted</li> </ul>	Consultation of internal regulations : see pupils individual forms ; see teacher's reports, meetings with the Head Teacher, teachers and pupils

6- Parents' involvement	<ul style="list-style-type: none"> <li>- Parents' committee is in place : <ul style="list-style-type: none"> <li>· The executive committee is functional</li> <li>· The executive committee meets at least once a term</li> <li>· Reports of meetings held by the executive committee are available</li> </ul> </li> </ul>	Consultation of reports and other documents and interviews
7- Communication	<ul style="list-style-type: none"> <li>- Organisation of meetings at school (with pupils at least once a term, with teachers at least a once a month with parents at least once a term, with local authorities at least once a year</li> <li>- Reports of meetings are compiled and transmitted to concerned partners and authorities with indication of the date of the meeting, the topic to be discussed, the participants, the meeting's unfolding and outcomes</li> <li>- To write and transmit a report at the beginning of the academic year 15days after its opening and a report at the end of the academic year 15 days after its closing</li> <li>- Providing and receiving information to and from teachers using a notice board and suggestions' box</li> </ul>	<p>Consultation of the meeting file</p> <p>Consultation from the copies of meetings</p>
8- Motivation of personnel	<ul style="list-style-type: none"> <li>- Concrete measures aimed at motivating the personnel are taken: lunch for teachers who commute; a solidarity fund to help each other in case of difficulty, pedagogic assistance ...</li> </ul>	Interviews with the Head Teacher and staff
9- Collaboration with the community around the school	<ul style="list-style-type: none"> <li>- The community assist the school through various activities: construction, planting trees, fundraising to solve a given problem, talks aimed at helping pupils (advocacy by the community, religious people and local authorities...);</li> <li>- Some activities are carried out by the school to help the community: tree planting, fight against erosion, teachers advocate in favour of the community on technical topics such as hygiene, AIDS, improved stoves,)</li> </ul>	Interviews
10- Affiliation to vocational associations	<ul style="list-style-type: none"> <li>- Teachers are members of saving and credit cooperatives « Mwarimu SACCO »</li> <li>- Teachers are members of Secondary schools teachers' associations and take part in its activities</li> </ul>	Verify teachers' participation i activities carried out by their association

**Source :** Inspectorate General of Education

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- Republic of Rwanda, *Constitution of the Republic of Rwanda*, 2003
- Republic of Rwanda, Law N°22/2002 of 09/07/2002 *Establishing General Statutes for Rwanda Public Service*, 2002
- Republic of Rwanda, Law N° 08/2006 of 24/02/2006 *Establishing the Organization and the Functioning of Districts*, 2006
- Republic of Rwanda, Law N° 51/2001 of 30/12/2001 *Establishing Labour Code*, 2001
- Republic of Rwanda, Organic Law N° 20/2003 of 3/08/2003 *Organizing Education*, 2003
- Republic of Rwanda, Law N° 29/2003 of 30/08/2003 *Establishing the Organization and the Functioning of Nursery, Primary and Secondary Schools*, 2003

**ANNEXES:** (See CD « School Management »)

1. The organic law n° 20/2003 of 03/08/2003 establishing the education organization
2. The law n° 29/2003 of 30/08/2003 establishing preprimary, primary and secondary education organization
3. Presidential order n° 11/01 of 07/03/2005 establishing the excellence price to pupils and students having scored best results.
4. Prime Minister's order n° 05/03 of 15/03/2003 establishing organization and functioning of the General Inspection of Education
5. Ministerial order n° 07/01 of 11/02/2001 establishing the promotion, repeating and sending home pupils of primary and secondary schools
6. Instructions of the Minister of Education
  - Ministerial instruction n° 001/2006 of 13/07/2006 on hygiene in schools
  - Ministerial Instruction n° 003/05 of 13/07/2005 establishing school administration structures
  - Ministerial Instruction n° 002/2007 of 30/1/2007 on the school fees management "Capitation grant" in secondary schools
7. Contracts between the Ministry of Education and Districts on the utilization of Fees related to school equipments and constructions
8. The Sect oval policy of education 2003
9. Law n° 8/2006 of 24/02/2006 establishing the organization and functioning of Districts
10. Presidential order n° 32/01 of 16/10/2003 establishing the regulation of official Missions of public servants inside the country
11. Law n° 51/2001 of 30/12/2001 establishing the labor law
12. Statistical forms required for schools by the Minister of Education