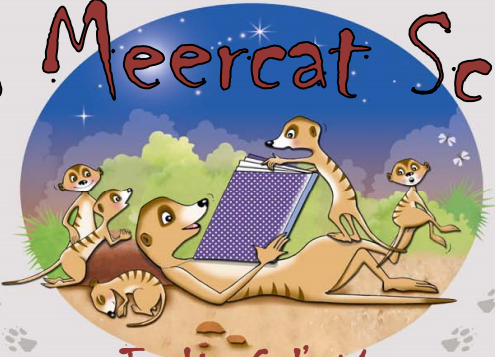


Amos Meercat School!

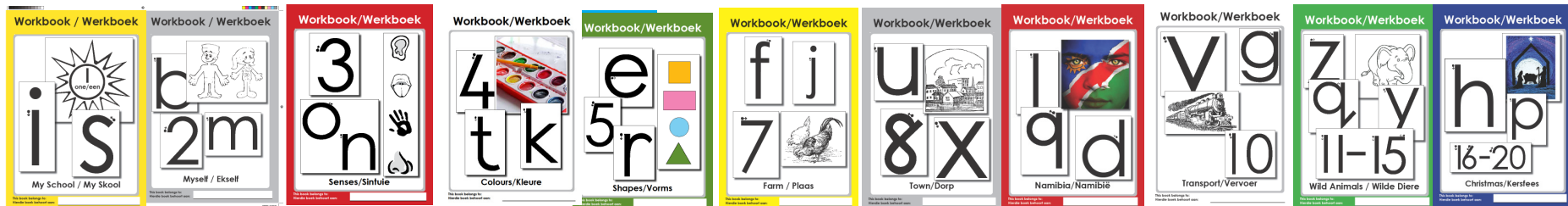


Teaching God's Way

AMS (Amos Meercat Schools) syllabus and workplan

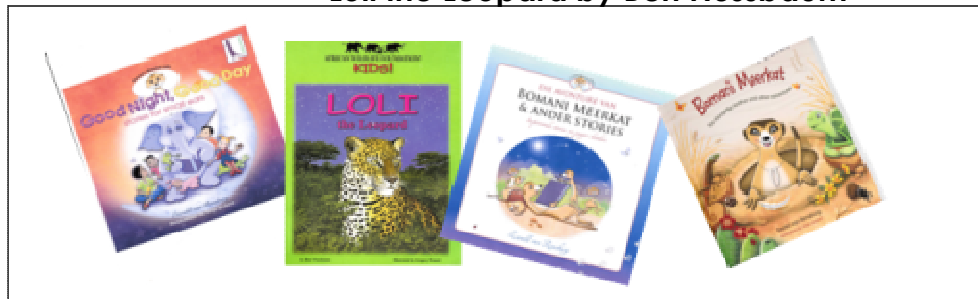
CONTENT:

- 12 TEACHER GUIDES on the following topics: My School, Myself, Senses, Colours, Shapes, Time, Farm, Town, Namibia, Transport, Wild Animals and Christmas & off to Big school
 - Each topic stretches over a period of 3 weeks
 - Guides consist of complete worked out lessons in Afrikaans and English, lesson plans and visual pages to put on the wall.
 - Each guide comes with a workbook for the children



- STORY BOOKS—The following storybooks are used during 'Story Cats' session:

Bomani Meerkat & other stories, Bomani Meerkat—The friendship feather and other adventures and Bomani Meerkat tells Good Night, Good Day stories for small ears - all by Ewald van Rensburg
Loli the Leopard by Ben Nussbaum



+ Storybox with puppets

+ Storybox with puppets

- CREATIVITY CRATE – Included are 12 games/activities
- PERCEPTION BOX – included is everything that the teacher will need to present the perception lessons.

Objective/vision of the project

To provide every farmer or community in Namibia with the opportunity to start a pre-school on their farm or in their community, so that every pre-school child in Namibia can have the opportunity of Christ-centered education and be school ready.

We have put together a Christian curriculum and training program in such a way that it will be possible for a mother on the farm or in a community to run a small pre-school for the children on that farm/in that community.

We do this through partnerships with community-based organizations, businesses and farmers under the protection of Amos Namibia.

How we operate

- We are an inter-church organization with a calling; not a money-making professional association.
- The aim is to equip people with valuable skills.
- Our aim is not to interrupt or interfere with Government's education systems.
- It is not our goal to build schools or pay teacher salaries

Section 21 company

Structure

1. Management body (Board of Directors)

- Responsibility:
- * To map out the vision
 - * To initiate and support relationships with partners

*** Monitor implementation of the plan (programmatic and financial)**

2. Operational managers:

- **Amos Meerat Schools (AMS) manager**
- **NLCCF manager**

Responsibility:

- * To build an effective team of monitors, trainers and teachers**
- * Feedback to the management body**
- * To act as a link between the partners**
- * To act as a link between the members of the structure**
- * To handle the administration**

3. Curriculum developers and trainers:

Responsibility:

- * To develop the curriculum**
- * To train the teachers during training sessions each year.**

4. Monitors:

- **AMS areas: North, East, South, Central**
- **NLCCF areas: Central, Coast, Kunene, Ondangwa, Rundu, Grootfontein**

Responsibility:

- * To monitor the overseers and teachers in that region**
- * To visit schools and write term reports**

5. Local overseers:

Responsibility:

- * To act as locally based supporter and provide guidance to schools**
- * To supervise the teacher**
- * To make recommendations about teachers and schools**
- * For Amos schools, to provide teaching facilities**
- * For NLCCF schools, to visit schools and submit monthly reports**

6. Teachers:

Responsibility:

- * To teach the children**
- * To go for initial and follow-up training**

7. Children:

Responsibility of the school regarding children:

- * To evangelize the children**
- * To get the children school ready.**

Criteria for pre-schools to be included in the AMS national pre-school project

1. AMS is an inter-church organisation that train teachers to include basic biblical principles in their teaching and no specific church's doctrine.
2. An informal pre-school qualifies for application to be included in the AMS project, if it:
 - caters for children 6 years of age to attend the pre-school the year before they go to Grade 1 in January of the following year;
 - has a basic structure where teaching can take place;
 - is situated in an informal settlement, rural village or on a farm;
 - has enough teachers to separate the children in class groups of 15-20 children;
 - is currently not following any appropriate curriculum;
 - accepts that AMS does not provide for salaries or infrastructure.
3. To qualify for training by the AMS programme:
 - teachers need to have a basic understanding of English or Afrikaans;
4. Once approved, the pre-school must be aware of and be able to make the following commitment to the program:
 - the teachers must teach the AMS provided curriculum 4 days per week for the whole academic year as provided for in the official calendar;
 - the teachers must use the AMS provided manuals they were trained on;
 - the manuals and teaching materials remain the property of AMS and NLCCF and has to be returned when the school no longer continues with the program;
 - the teachers take responsibility to take good care of the manuals and teaching materials;
 - the manuals may not be copied and distributed by the pre-school;
 - the training of teachers involved in the pre-school is compulsory;
 - only the teachers trained by the AMS team may use the AMS training kit (manuals and teaching materials).
5. The AMS training programme for teachers is compulsory and consists of:
 - two weeks of basic training in the first year of the pre-school's involvement in the programme;
 - formal follow-up training arranged by AMS for each consecutive year that a school is on the program;
 - additional training organised by area monitors if needed;
 - training on basic biblical and Christian values to be included in the teaching programme.
6. To be considered for inclusion in the AMS project:
 - an existing informal pre-school can approach the AMS, or
 - a pre-school can be nominated by a partnering organisation.
7. Monitoring of the AMS programme will be done through visits by overseers and monitors. Teachers can contact a local overseer on any aspect of the project.
8. Support is considered for schools in an area where the organisations that manage the AMS project have an existing network or where the need and number of qualifying pre-schools are large enough to warrant the establishment of a network.

Applications that comply with these criteria and guidelines will be included on a waiting list. All applications and ultimate selection of schools that are supported by the program will however still be subject to the practicality of including them on the program as well as the judgement of AMS. Final approval for including a school on the program rests with the Board of directors of AMS. These criteria can be amended from time to time as circumstances dictate and will be approved by the AMS Board of Directors.

