**Kalwala Trades School**

*Strategic Plan 2011 – 2014* draft 0.2

1. **Mission**

**The mission of the school is to offer to school-leavers and adults *tevet*[[1]](#footnote-1)training in a range of areas in such a way that it maximizes the opportunities for the student to use and develop their qualities and abilities and, at the same time, maximizes the economic and social benefit for the (local) community.**

Some aspects of this mission statement might need further elaboration:

* The word school-leavers is used in the mission statement. Initially grade 9 school-leavers are enrolled. At a later stage grade 7 and possibly grade 12 school-leavers are included in the target group. Courses for adults are offered as soon as the staffing situation allows for it.
* Maximizing the benefits for the local community might conflict with the desires of the student. E.g. students might ask for courses that have no direct economic relation to the region. In such cases the Board will give the (economic) needs of the region a heavy weight.
* The school might take up activities that have only indirectly a teaching component but that can be considered as valuable for the student and/or the community. Examples: production units can generate income; students that completed the course can be assisted in starting up their own business.

1. **Course framework**

The basic structure of the courses to be offered is as shown in the diagram.

entrepreneurship

6 months

Tailoring

&

design

Agriculture

&

cattle

breeding

Construction

&

building

2 years

…. other courses ….

Construction & building starts in 2011 (as the only one). It will be described in more detail.

All students enrolled in Construction & building start with a Trade test level 3 course in Bricklaying and plastering (based on the TEVETA curriculum). After one year students are offered the possibility to opt for the level 2 curriculum. At the same time there will be a number of specific modules being offered. A module is a teaching unit of variable length focusing on a specific topic related to the main course. Modules that are foreseen are: electrical house installations and plumbing. Other modules might be added at some stage. Some modules might rely to a large extend on written course material, while others make use of guest-lecturers specialized in the topic concerned. Hence not all modules will be offered at all times. Certificates will be issued to students that completed a module successfully.

Time schedule for Construction & building:

2011 start of Trade test level 3 course. The course will be repeated on a yearly basis.

2011 preparation for the level 2 course and development of initial modules (whenever possible existing material will be used)

2012 start of Trade test level 2 course; some modules will be offered during 2012.

The diversity that is made possible by the described structure should satisfy the needs of the diverse group of students (grade 7, 9 and 12 school-leavers; adults with experience in practice).

For Agriculture & cattle breeding as well as for Tailoring & design a similar structure will be adopted. Agriculture & cattle breeding is to start in 2013. Hence preparations for the course are to start in 2012. The Committee might however decide to bring the start of this program a year forward. Starting time of the course Tailoring & design is still to be decided.

Entrepreneurship will be offered as a specialized course to those that intend to start their own business. The course on entrepreneurship will be the same for all students (independent of the program the student attended before). Enrollment will be subject to a selection procedure based (amongst others) on exam results.

1. **Library**

The library is an important department within the trade school. It offers individual students the opportunity to study topics outside the syllabus, so that they can develop themselves according to their abilities and their field of interest.

The library is also an important component of the facilities for staff. It allows them to do background reading and explore new areas.

To students the library offers an opportunity to get access to a basic collection of readers. Hence these readers must be made available in large quantities and therefor the cost must be low. Although some readers might be obtained commercially most of them will be produced by the school itself or obtained by exchange with other schools. Therefor it is necessary that the library gets access to a print facility.

The library will be shared with the Basic School. Logistic problems are minimal since both schools are situated next to each other. A combined library will be more economic than separate libraries. It also offers the grade 9 pupils some exposure to the courses of the trades school.

The library will be available as from January 2011.

1. **Production units**

Production units will in principle be set up in each of the fields in which courses are offered.

A production unit Construction & building will start in 2012. The unit is to design and build small buildings like (staff) houses, barns, etc. At a later stage production units will be formed for agriculture and tailoring.

The possibility to offer facilities for ´business start-ups´ will be investigated. Students that have completed the course on entrepreneurship successfully and that want to start their own business might for instance be supplied with tools and equipment in form of a loan.

1. **Administrative structure**

The Kalwala Trades School has the status of a community school. It is governed by the association ´L.M. Kalwala Community Centre´. A committee in which the various stakeholders are represented is given the position of Executive Board of the association. This committee governs also the trade school.

A Parent Teacher Association (PTA) will be installed in 2011.

1. **Material facilities and staffing**

Classrooms and workshops will be complete by the end of 2010. By that time the lecture rooms will be supplied with furniture; the workshops will be organized early 2011.

Teaching and learning materials will be purchased in time. Tools and materials for practical training will be ordered as soon as staff has been recruited and the planning for the first year has been worked out. Adequate budgets are available for these requirements.

Staff recruitment is in progress. The Committee is hoping to find an embedding of the school within the Zambian educational structure in such a way that sustainability and continuity will be guaranteed. By its nature the school has a relation with as well the Ministry of Sports, Youth and Child development as with the Ministry of Community Development. Also the Ministry of Science and Technology and, at a later stage, the Ministry of Agriculture might be involved. Since the issue of organizational embedding has an impact on the recruitment and appointment of staff, the Committee had to put in place a temporary solution for the teachers that are needed. In order to avoid delay, a staffing budget for one teacher during one year has been made available. The fact remains however that staffing expenses reduce the budget for teaching materials for the coming years.

1. **Evaluation**

There will be a formal evaluation every other year, starting in 2012.

The evaluation will include but not be limited to:

* The course framework
* The certificate structure
* Student enrollment (quantitatively and qualitatively)
* School results.

The results will be presented at the PTA.

1. **Co-0peration between Basic School and Trades School**

A good co-operation between the Trades School and the nearby Basic School is considered valuable by all stakeholders.

Examples of such a co-operations that are already visible are:

* The Basic School will use two classrooms of the Trades School during the school year 2011.
* A common library will be set up (see paragraph 3)
* The possibilities of teaching staff of the Basic School contributing to teaching at the Trades School is going to be investigated.

1. The abbreviation *tevet* refers to technical education, vocational and entrepreneurship training [↑](#footnote-ref-1)