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**MOTTO: SKILLS EMPOWERMENT FOR ALL**

## **COLLEGE BUSINESS PLAN 2019-2023**



## **CHAPTER 1: BACKGROUND AND NEEDS ASSESSMENT**

### **Description of the area**

Van Merode College Project is located in the Bwera Border Zone in Kasese District, North Western of Uganda. Bwera lies on the foot base of Mount Rwenzori and is bordering DR Congo. Bwera is 396.8Km from the capital Kampala. It is 33Km from Kasese town passed the equator line within Queen Elizabeth National Park. It lies within the savannah grasslands of the western rift valley. Bwera area enjoys a green view with some spells of droughts often in the year. The area has good soil but it has been depleted due to poor methods of farming and a densely increasing population. In 2010, the Uganda Bureau of Statistics (UBOS) estimated the population of Bwera at **18,100** persons (predominantly Bakonzo-87% people though there are members of other Ugandan tribes).

### **Socio-political situation**

Bwera is part of Kasese District which was as gazetted as a district in 1974 having been curved out of the former Tooro district. Before its creation, there was an uprising by the Rwenzururu Movement demanding, among other things, for the independence of Bakonzo and Bamba from Tooro Kingdom. This conflict continued up to the early 1980s. In the 1980s, the National Army for the Liberation of Uganda (NALU) started another uprising in the mountains, which, though on small scale, created in stability in the mountainous part of the district. In 1996, there was an invasion of the Allied Democratic Forces (ADF), which affected progress of economic activities up today. In addition to the loss of incomes, during the Rwenzururu Movement, there was a great loss in terms of trained personnel who migrated to other safer districts like: Bushenyi, Mubende, Kamwenge, Mbarara and Kampala. The community was marginalized right from the British era in which the Batooro were favoured against the Bakonzo. Social services like education, health, road network arrived very late in Bwera leaving this community languish in abject poverty, ignorance and high levels of illiteracy for long. The impact of this is still being felt.

Being a cross border, gives Bwera some opportunities as well as challenges. There are some business opportunities with related social issues like prostitution, high HIV prevalence, high levels of teenage pregnancies all affecting the youth, influx of refugees from DR Congo due to occasional conflicts.

### **Its population**

Kasese District has a youthful population (population below 18years) of 57.5%% compared to the national status of 56%. Primary school age population (6- 12years) constituted 23% compared to 22%, national status. Elderly (60+) comprised 3.2% of the population compared to national status of 4.6%. This is most likely due to the reason that the elderly people tend to retire in villages, running away from high cost of living in town.

There is a very high unemployment level within Bwera due to lack of proper skills that match with the current job and service needs. There is a high rate of illiteracy among village and mountain populations within Bwera. The situation is worse for girls and women, since traditionally the girl child education was not given a priority. Girls were seen (and still are) as a source bride wealth, domestic chores and source of pleasure for men to beget children. Unemployment Rate in Uganda increased to 2.10 percent in 2017 from 2 percent in 2016. Unemployment Rate in Uganda averaged 2.38 percent from 1991 until 2017, reaching an all time high of 3.50 percent in 2002 and a record low of 0.94 percent in 1991. Bwera community falls within this nationwide data.

## **Its economic development and demand for skilled labour**

Kasese district is mainly agricultural with over 85 percent of the people being peasant farmers who depend on subsistence farming for their livelihood. Most of the agricultural produce is either sold locally or transported for sale in Kampala and to other cities and towns in Uganda. Fish farming is slowly taking root in the district and demand for the fish is high both locally and in neighbouring countries. Livestock kept in the district includes: cattle, goats, pigs and poultry. Fishing also occurs on Lake George and on smaller crater lakes in the district.

Kasese Town originally grew around the copper mine Kilembe, while attention later turned to cobalt mining. Kasese Town is the capital of Kasese District and the district headquarters are located there. It has been, until recently, the only urban area in the district where different service sectors (public administration, financial services, wholesale and retail trade, hotels and restaurants, education and health) are available and thereby attracted the educated segments of the population.

Bwera, a village, has been incorporated by Mpondwe Town Council, a fast-growing urban centre in the West Bukonzo County, being the border crossing with DR Congo. Statistical data are only available for the West Bukonzo County, such as the National Population and Household Census from 2014. According to that census 91% of its population of the West Bukonzo county is engaged in crop growing or livestock farming, 85% of its population of 18 and above did not reach a secondary school (S4 level) and as many as 35,5% of its population of 18 and above are illiterate. The rural population of West Bukonzo county, that includes Mpondwe-Bwera, are well skilled for their traditional crop growing and livestock farming but did not develop the skills demanded in a rapidly urbanising area of Mpondwe-Bwera. It has very few workers skilled for the construction sector, tourism sector, wholesale and retail trade sector, hotel, restaurant transport sector, financial service sectors, public administration, in education and in health sectors. Skilled labourers in those sectors do virtually not exist in Mpondwe-Bwera.

According to UNICEF report, about 1/3<sup>rd</sup> of the population is of primary school age, and 2/3<sup>rd</sup> of them effectively attend primary school; 30% of them proceed to lower secondary education and 15% of them to higher secondary education. According to a World Bank report approximately 40 percent of all the pupils who sit for PLE have the opportunity for post primary education and/or training. Most of the students enrolled in technical vocational schools are those without a place in secondary school. Technical vocational schools therefore recruit from a lower performing category of the primary school leavers. If roughly 20 percent of the age group 16–20 is enrolled in school and about 20 percent is engaged working in the formal sector, this means that more than 60 percent of the age group is idle or engaged in domestic and other informal activities. Very large numbers of young people seem not to have any work skills.

The table on the next page provides more insight in population size, poverty levels and the availability of educational facilities in Kasese District, West Bukonzo County and Mpondwe-Bwera TC.

### SOME STATISTICAL DATA REGARDING THE PROJECT AREA

AREA	POPULATION (2016)	POVERTY RATE (2016)	EDUCATION FACILITIES
Kasese District	771,561	47.1% moderate poor (8.1% extreme poor)	340 primary schools 54 secondary schools 7 technical / vocational schools 1 university (Outreach campus of another university)
West Bukonzo County	188,580	69.7% moderate poor (5.3% extreme poor)	98 primary schools 15 secondary schools 4 technical / vocational school
Mpondwe-Lhubiriha Bwera TC	53,549	70.9 % moderate poor (5.9% extreme poor)	30 primary schools 5 secondary schools 2 technical / vocational schools
Ihandiro sub-county	14,221	77.3 % moderate poor (2.5% extreme poor)	7 primary schools 0 secondary schools 1 technical / vocational school
Karambi sub-county	28,529	59.4 % moderate poor (3.1% extreme poor)	18 primary schools 3 secondary schools 1 technical / vocational school
Kitholhu sub-county	17,981	62.4 % moderate poor (18.9% extreme poor)	15 primary schools 2 secondary schools
Nyakiyumbe sub-county	32,365	67.1 % moderate poor (2.2% extreme poor)	16 primary schools 2 secondary schools
Mukunyu sub-county	33,434	70.4 % moderate poor (3.0% extreme poor)	12 primary schools 3 secondary schools

<https://schooling.ug>

<http://kasese.go.ug/general-information>

[https://www.enabel.be/sites/default/files/kasese\\_district\\_poverty\\_profiling\\_and\\_mapping](https://www.enabel.be/sites/default/files/kasese_district_poverty_profiling_and_mapping)

If Mpondwe-Bwera offers the pupils completing education at its 30 primary schools only access to five secondary schools and two technical / vocational schools for sure large numbers will not even have a choice to continue education.

A labour market analysis conducted by the World Bank show that PPET students are not only more likely to be employed by the formal wage sector, but once employed, returns to secondary education—and specially to lower secondary—are high. For every additional year of lower secondary education, there is an associated wage increase of more than 20 percent. And there is evidence that PPET graduates are more productive, even in the informal sector, than those who have not attended secondary schools.

Before the establishment of the Van Merode College, the entire West Bukonzo County (with a population of nearly 200,000 inhabitants) had only four technical / vocational schools, from which two in Mpondwe-Bwera TC (with a population of approximately 55,000 inhabitants):

- Mpondwe vocational secondary school
- Saint Charles vocational secondary school

The two vocational secondary schools have an annual enrolment of 350 students compared to a demand for over 2500. The two vocational secondary schools main focus is on preparing their pupils for state exams, theory lessons dominating over practical lessons.

The Van Merode College in comparison is much more focusing on practical lessons, learning young people skills with which they can find work or start for themselves (rather than preparing them for certificates only).

Van Merode College was started in Bwera to enable many youths acquire practical skills education that is most needed today, since, the existing training institutes and colleges are too far from Bwera and since the parents are poor, they could not afford sending their children to these far away colleges. The fees of the exiting far colleges are high since they involve costs of transport fares, accommodation, feeding and the fact of a rural youth being away from his home also has a negative impact on the performance of the child.

Van Merode College was established as an urgent response to empower the rural vulnerable youth who were jobless, mainly women and girls whose survival was at risk due to marginalization by the government and the local community leaders. The purpose of the project is to equip these vulnerable groups with the right skills that would enable them get jobs but also create jobs.

Furthermore, the project falls and fits within the Uganda Government vision of “Skilling Uganda”.

We are convinced that right practical skills education coupled with good policy implementation is the answer to the high rate of joblessness among Uganda’s youth.

Reference:

1. [https://www.ubos.org/onlinefiles/uploads/ubos/2009\\_HLG\\_%20Abstract\\_printed/Kasese%20District%202009%20Statistical%20Abstract%20\\_Edited\\_.pdf](https://www.ubos.org/onlinefiles/uploads/ubos/2009_HLG_%20Abstract_printed/Kasese%20District%202009%20Statistical%20Abstract%20_Edited_.pdf)
2. [http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4\\_033226](http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_033226)

## CHAPTER 2: MISSION OF THE TRAINING AND THE TARGET GROUP OF THE TRAINING

In many countries of the world, people have few skills, little education and no means of earning a living. A switch from aid dependency to self sufficiency is impossible without relevant skills education. In view of the rapid growth and urbanisation of Mpondwe-Lhubiriha Town Council and the wider Bwera border zone, and the growing demand for skilled labour (as explained in chapter 1) the Van Merode College, a community organization, was set up in 2014 to respond to this demand and to enable in particular the unemployed young people of Mpondwe-Bwera border zone to pursue appropriate vocational training. Appropriate vocational training is accordingly defined as training for construction sector (masonry and carpentry) for medium and small service providing enterprises (car and motor mechanics, hairdressing, knitting, tailoring) as well as service sectors as information and communication services, and entertainment (dance and music) services. Appropriate vocational training is also defined as providing training in skills for which there is an actual need (market) and thus reassess those needs at least every five years (avoiding the centre delivers skilled people for which there is no longer a demand).

The college is located in the border town of Mpondwe-Lhubiriha (or Bwera), the fastest growing part of the county where the population have predominantly an agriculture (unskilled) back-ground not ready to enter into the labour market that requires specific skills. A substantial part of the population lives in absolute poverty, with high HIV-infection figures, high unemployment among the youth, many child marriages and teenage pregnancies.

Van Merode College felt appealed to do something for this large group of unskilled, unemployed young people in an environment where there is so much demand for skilled labour. Van Merode College is confident that proper vocational training will enable educated young people to get work, generate income, meet basic needs and improve living standards in general. It is for that reason that Van Merode College set itself as goal: "**empowerment of jobless and poor rural youth with vocational skills for a better life**".

It is on the basis of this goal the Van Merode College developed its Motto, Vision and Mission:

**MOTTO: SKILLSEMPowerMENT FOR ALL**

**VISION: TO BE A LEADING INSTITUTION IN QUALITY VOCATIONAL SKILLS, SCIENTIFIC KNOWLEDGE, INNOVATION AND RESEARCH**

**MISSION: QUALITY TRANSFORMATION OF THE SOCIETY THROUGH APPLIED LIFE SKILLS**

The College targets to provide annually vocational training to about 55 adolescent boys and girls (approximately 2/3<sup>rd</sup> boys and 1/3<sup>rd</sup> girls) mainly from Mpondwe-Bwera larger town council. Van Merode College has a long-term goal of being a centre of excellence in skills training.

Its main challenge will be to make vocational training accessible to the vulnerable youth, when parents are too poor to pay for their school fees. A system will be put in place whereby the school fees can be kept low, i.e. by generating other revenues for the school to be self-supportive.

### CHAPTER 3: CURRICULUM OF THE TRAINING AND POST TRAINING ACTIVITIES

Van Merode College provides vocational training in:

- Tailoring
- Computer Literacy
- Carpentry and furniture manufacturing
- Motor mechanics and driving skills
- Knitting
- Welding and metal fabrication
- Hair dressing and Beauty
- Art and Craft making

The admission criteria for students are that they should have completed Primary Seven, O-Level education. Many applicants are expected to be young people that were not admitted to or are dropouts from secondary schools. Applicants that do not meet basic admission criteria (literacy levels) may be offered bridging literacy courses to prepare these students to enable them catch up with the real class work

Since Van Merode College has an adult information education section, it does receive and welcome students who may not be able to speak and read English. This is a special category that is simply interested in attaining a practical skill or adding and nurturing a talent that they already have and are practicing. They will be trained in their local languages.

The pedagogical approach of the training is basically:

- Individual and group teaching sessions,
- Theory and practical training, including on-the-job training, and
- Providing students with notes, exercises, home and weekend assignments, reading materials, text books and magazines.

During and at the end of the training, the students will pass a test to assess their knowledge (theory test) or their skills (making a work piece). Some students will also be prepared to pass the exams of the vocational training examining board which allows them to qualify and obtain a national certificate of merit. Following the completion of the training Van Merode College will continue to provide post skills training services in looking for apprenticeship placements of our graduates, coaching in best practices of customer care, entrepreneurship, online business techniques, specialized computer packages, basic modern accounting packages...etc. The graduates will also be introduced to micro-credit giving companies to get start-up finances.

A general impression of the curriculum of each of the courses is provided in the table below.

Course	Duration	Main Elements of Curriculum (Theory and Practice)
1. Tailoring	12 months  Theory (54 hrs)  Practical (138 hrs)	<ul style="list-style-type: none"> <li>• Orientation and introduction to tailoring</li> <li>• Basics of technical drawings, measurements and calculations</li> <li>• Basics of different types of fibres / fabrics</li> <li>• Tailoring tools</li> <li>• Technics and practice in measuring, drafting pattern, cutting, stitching, making buttonholes and zippers</li> <li>• Technics and practice in making school uniforms</li> <li>• Technics and practice in making female dresses</li> <li>• Technics and practice in making male trousers, shirts</li> <li>• Marketing of products and entrepreneurship</li> </ul>
2. Computer Literacy	Basic course 9 months (352 hrs)	<ul style="list-style-type: none"> <li>• Introduction and skills in developing business documents (MS Word)</li> <li>• Introduction and skills in preparing spreadsheets, charts and graphs (MS Excel)</li> <li>• Introduction and understanding of Internet Search Tools and Methods</li> <li>• Understanding of components of electronic communication and rules of online safety</li> <li>• Basics of computer maintenance</li> </ul>
	Advanced course 9 months (328 hrs)	<ul style="list-style-type: none"> <li>• Introduction and understanding of website design</li> <li>• Introduction and skills in database management (MS Access)</li> <li>• Introduction and skills in creating business publications (MS Publisher)</li> <li>• Introduction and skills in using multimedia presentation software (MS PowerPoint)</li> <li>• Understanding of components of electronic communication and rules of online safety</li> <li>• Basics of computer maintenance</li> </ul>
3. Carpentry and furniture manufacturing	24 months  Theory (168 hrs)  Practical (312 hrs)	<ul style="list-style-type: none"> <li>• Orientation and introduction to woodwork</li> <li>• Basics of technical drawings, measurements and calculations</li> <li>• Basics of different types of wood</li> <li>• Carpentry tools</li> <li>• Technics and practice in making joints</li> <li>• Technics and practice in making doors and shutters</li> <li>• Technics and practice in making roof constructions</li> <li>• Technics and practice in making chairs, seats and tables</li> <li>• Technics and practice in making beds and cupboards</li> <li>• Marketing of products and entrepreneurship</li> </ul>
4. Motor mechanics and driving	24 months  Theory (168 hrs)  Practical (312 hrs)	<ul style="list-style-type: none"> <li>• Introduction to functioning of a car, basic car maintenance and body care</li> <li>• Car maintenance tools and safety</li> <li>• Introduction and skills in electrical system (battery charging and starting system) functioning and repair</li> <li>• Introduction and skills in cooling system (radiator) functioning and repair</li> <li>• Introduction and skills in transmission (automatic and electronic fuel injection) and braking system functioning and repair</li> <li>• Orientation on traffic rules and development of defensive drivers' skills</li> </ul>



#### **CHAPTER 4: HUMAN RESOURCES TO DELIVER THE TRAINING**

To deliver quality training in accordance with the curriculum developed for each course, the College will recruit qualified instructors. The college does not yet have standard operating (human resources) procedures, but may develop them over time. For now, the recruitment of the instructors will follow the following recruitment procedures:

- i. Vacancies are announced through internal notifications (or through local media as deemed necessary) and prospective candidates are invited to submit their detailed curriculum vitae; copies of Certificate attesting to academic and professional qualifications; and detailed record of previous employment, if any and at least three character-references from independent sources;
- ii. Pre-selected applicants will be invited for an interview (and when necessary asked to pass a written pedagogical test);
- iii. Appointments to salary scales and other terms and conditions are decided by College management committee in line with National wage standards guidelines.

The college is managed by a principal appointed by Board who at the same time acts as bursar for the college and will deal with all administrative and financial matters of the college.

Each of the courses will have an instructor; some courses will have an instructor for theory and a separate instructor for practical lessons, such as the course in Mechanics and Driving, Tailoring and Computer Literacy

Not all training is done by an instructor; college also runs tutorials where some hours are allocated for students to do self-study in both theory and practical (without the guidance of an instructor).

The college being a young organisation, most instructors have been and will be recruited with the qualifications (and experience) required to deliver the courses. To make sure instructors remain in touch with new technical developments, their know-how may have to be updated from time to time through some courses or (in-service) training, but such is not foreseen in the present college business plan.

The job descriptions and qualifications of existing and to be recruited staff (instructors) is shown in the table below.

Course	Instructor Theory	Instructor Practical
<b>Masonry and concrete works</b>	<p><b>Key elements job description:</b></p> <ul style="list-style-type: none"> <li>• Assist in the curriculum development</li> <li>• Put up all items needed for the training</li> <li>• Assist in setting up guidelines for the training</li> <li>• Train the learners</li> <li>• Make sample building crafts and artefacts etc</li> <li>• Assess students</li> <li>• Lobby for onsite practical work on the ongoing constructions.</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Advanced Craft Certificate</li> </ul>	<p><b>Key elements job description:</b></p> <ul style="list-style-type: none"> <li>• Train learners in best practices of the trade</li> <li>• Set up practical room</li> <li>• Assess learners' ability</li> <li>• Follow up students on sites for practical</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Advanced Craft Certificate</li> <li>• 5 years of experience</li> </ul>
<b>Carpentry and furniture manufacturing</b>	<p><b>Key elements job description:</b></p> <ul style="list-style-type: none"> <li>• Carry out internal verification duties.</li> <li>• Present the College in the best light all times and ensure that all areas of personal activity comply with standards laid down by the college and relevant out side agencies.</li> <li>• Undertake professional development and training to contribute to individual and college development as agreed through the college performance</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Certificate 1</li> <li>• 15 years' experience</li> </ul>	<p><b>Key elements job description:</b></p> <ul style="list-style-type: none"> <li>• Ensure compliance with the financial regulations of the college.</li> <li>• Use innovations within the teaching and assessing</li> <li>• Assessing learners</li> <li>• Prepare learners for National tests</li> <li>• Link learners for apprenticeship opportunities.</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Certificate Craft 1</li> <li>• 15 years' experience</li> </ul>
<b>Welding and metal works</b>	<p><b>Key elements job description:</b></p> <ul style="list-style-type: none"> <li>• Setting up the training room</li> <li>• Procuring all materials needed</li> <li>• Maintains high quality training ethics</li> <li>• Creating an element of innovation and creativity in the learners.</li> <li>• Instils best customer care practices among learners</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• TVET Certified Trainer</li> <li>• 10 years' experience</li> </ul>	<p><b>Key elements job description:</b></p> <ul style="list-style-type: none"> <li>• Conducts experiments and tests and evaluates data to assist welding engineering personnel in development and application of new or improved welding equipment; welding techniques, procedures, and practices; and specifications for material heat treating: Assists engineering personnel in testing and evaluating welding equipment, metals, and alloys.</li> <li>• Inspects welded joints and conducts tests to ensure welds meet company standards, national code requirements, and custom</li> <li>• Evaluates data and conducts experiments to develop application of new equipment or improved techniques, procedures, or practices.</li> </ul> <p><b>Qualifications:</b></p>

		<ul style="list-style-type: none"> <li>• Certificate in Metal Welding and Designing</li> <li>• 10 years' experience</li> </ul>
<b>Driving and Mechanics</b>	<p><b>Key elements job description:</b></p> <ul style="list-style-type: none"> <li>• Conduct theory lessons</li> <li>• Conduct practical lessons</li> <li>• Give national and international standards and policies on driving</li> <li>• Elaborate on the ethos of a driver</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• National Certificate in Driving</li> <li>• 6 years' experience</li> </ul>	<p><b>Key elements job description:</b></p> <ul style="list-style-type: none"> <li>• Train Theory and practical</li> <li>• Give basic information on the system of a vehicle</li> <li>• Teaching safe road usage and rules</li> <li>• Take learners to practical field for driving.</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• General Certificate Motor Vehicle</li> <li>• 6 years' experience</li> </ul>
<b>Hair Dressing</b>	<p><b>Key elements job description:</b></p> <ul style="list-style-type: none"> <li>• Set up the training room to the required standards</li> <li>• Train learners in both theory and practical of hair dressing and beauty</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Certificate in Hair Dressing and beauty</li> <li>• 9 years' experience</li> </ul>	<p><b>Key elements job description:</b></p> <ul style="list-style-type: none"> <li>• High quality customer-oriented</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Certificate in Hair Dressing and beauty</li> <li>• 9 years' experience</li> </ul>
<b>Tailoring</b>	<p><b>Key elements job description:</b></p> <ul style="list-style-type: none"> <li>• Set up the Training workshop</li> <li>• Put up the tailoring machines, sundries and supplies for training</li> <li>• Train in best customer care, entrepreneurship and business ethics</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Certificate in Tailoring</li> <li>• 5 years' experience</li> </ul>	<p><b>Key elements job description:</b></p> <ul style="list-style-type: none"> <li>• Training learners in theory and practical</li> <li>• Assess learners as per national and international Standards</li> <li>• Train in the quality modern designs</li> <li>• Placement of learners for apprenticeship and jobs</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Certificate Tailoring</li> <li>• 8 years' experience</li> </ul>
<b>Knitting</b>	<p><b>Key elements job description:</b></p> <ul style="list-style-type: none"> <li>• Putting up the curriculum for the training.</li> <li>• Setting up the training room for both practical and theory</li> <li>• Train in best knitting skills and styles</li> <li>• Training in entrepreneurship, best design, creativity</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Certificate in Knitting in sweaters making</li> <li>• 1-year experience</li> </ul>	<p><b>Key elements job description:</b></p> <ul style="list-style-type: none"> <li>• Setting up the training room for both practical and theory</li> <li>• Train in best knitting skills and styles</li> <li>• Training in entrepreneurship, best design, creativity</li> </ul> <p><b>Qualifications:</b></p> <ul style="list-style-type: none"> <li>• Certificate in Knitting in sweaters making</li> <li>• 3 years' experience</li> </ul>
<b>Computer literacy</b>	<p><b>Key elements job description:</b></p> <ul style="list-style-type: none"> <li>• Display of the Computer training curriculum</li> <li>• Exposing the learners to the theory of computer and computer literacy</li> </ul>	<p><b>Key elements job description:</b></p> <ul style="list-style-type: none"> <li>• Teaching the practical lessons on use of computer</li> <li>• Keeping the computer lab safe, clean and in order</li> <li>• Setting the computer practical lessons</li> </ul>

	<b>Qualifications:</b> <ul style="list-style-type: none"> <li>• Certificate in Computer Packages</li> <li>• 3 years' experience</li> </ul>	<b>Qualifications:</b> <ul style="list-style-type: none"> <li>• Certificate in Computer Packages &amp; Literacy</li> <li>• 3 years' experience</li> </ul>
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## CHAPTER 5: TEACHING AND LEARNING EQUIPMENT AND MATERIALS

To deliver quality training in accordance with the curriculum developed for each course, the College will procure quality teaching equipment and tools for the instructors to properly teach the trainees the substance as described in chapter 3 (curriculum of training).

Teaching is defined as ***giving lessons on a subject***. It aims at showing the student how to do something. The teacher teaches the student various things based on a syllabus. The aim of the teacher is to provide the student with new knowledge and to equip trainees with skills. Examples of teaching material are an instructor's manual, instructor's handouts, a white or black board, flipcharts, demonstration video-clips, while in addition in vocational (practical) training there is a need for machines, and tools to provide demonstrations to trainees. Each course needs another set of teaching material, equipment and tools allowing the instructor to adequately equip the trainees with knowledge and skills leading towards certification of the training in the taught competences.

Learning is defined as ***gaining knowledge and skills***. This does not necessarily denote the acquisition of information, but also skills, behaviours and values. Examples of learning material are books the students are required to possess, as well as notebooks, calculators, tools for practical lessons, clothing, footwear, helmets, safety masks.

In addition to the teaching and learning material needed for the different courses in particular, the centre needs general equipment, such as furniture for the classrooms, furniture for the administrator (bursar).

Annex 1 provides an overview of the training equipment and tools already available (or assumed available in the case of the students) and the additional training equipment and tools the centre will procure to start up the training centre.

The availability of equipment and tools at the companies where the trainees will follow apprenticeship is equally essential. The College will therefore as much as possible select the companies for apprenticeship that have the necessary equipment and tools allowing the trainees to acquire the skills and experience as foreseen the curriculum of the training.

## CHAPTER 6: ORGANISATION AND OPERATION OF COLLEGE

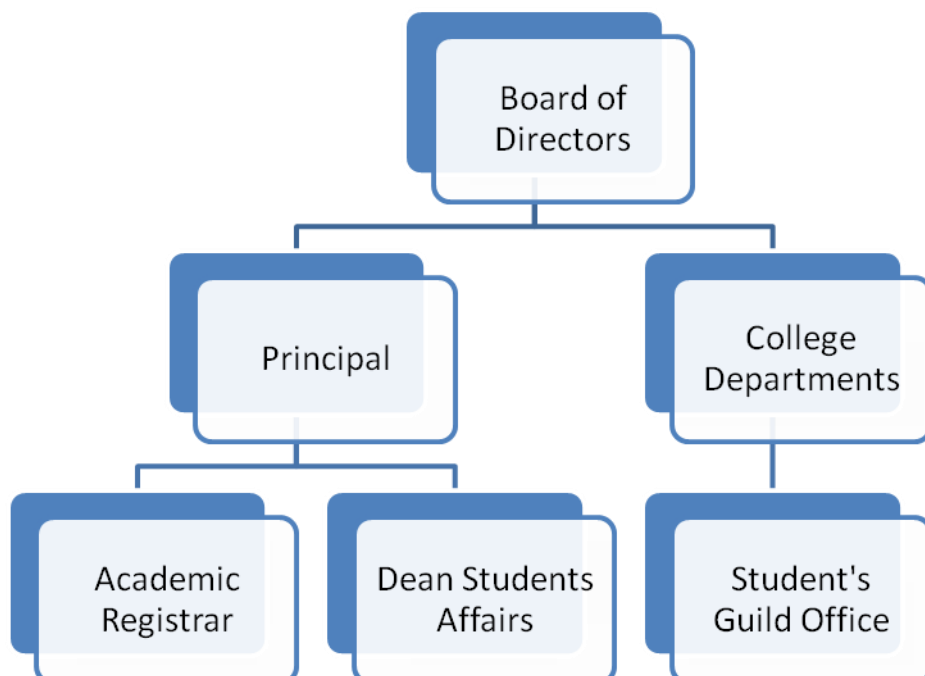
The Van Merode College was established by the Ecumenical Orthodox-Catholic Church. The Ecumenical Orthodox-Catholic Church or EOCC is a founding body that will only provide oversight and ensures that Van Merode College operates on Christian ethos. But remain semi-autonomous and open to all walks of people regardless of their faiths, race, tribe etc. Van Merode College is an “outreach service arm of the EOCC to the needy community. The Van Merode shall College be governed by Christian principles and fall under the Child Protection Policy of the umbrella organization. It is therefore referred to as a “project” of the EOCC.

The Van Merode College has a Board that oversees its operations, vision, mission and activities. But as an integral part of the EOCC, it shall enjoy all benefits and privileges of the umbrella organization as the founding body. The board has seven (7) members all seconded from the local communities within its catchment area with one from the outside of the community. Board members shall serve for 5 years and can be re-seconded, re-elected or new ones are chosen. The Board shall meet three times in a year formally but could convene special and ad hoc meeting as needs arise.

The College will have an Executive Director and a Management Team that runs the daily and smooth running of the academic activities. The Management Team consists of all Heads of Departments, two Students’ Guild representatives (one male and one female student) and two parents’ representatives (one male and one female). The College Principal shall be the ex-officio secretary of the Management Team.

The Executive Director is supported by administrative supporting staff, such as a Bursar. The College Bursar reports to the Executive Director and shall present financial reports to the **Board of Directors or Management Team** three times in a year.

### PROPOSED VAN MERODE COLLEGE ORGANIZATION CHART



The College will establish **standard operational procedures** that will include a staff code of conduct manual, students’ rules and regulations and a child protection and safeguarding policy (provided for by the umbrella organisation)

**Financial Administration** of Van Merode College is based on its Financial Policy and Procedure provided in Annex 2. The financial administration is kept simple, clear and to the point with the most important basic information for financial guidance and quality control. All revenues and expenditures go through the college designated account. Funds must be requisitioned for and be authorised by the relevant officials or their duly delegated persons.

For **Asset Management** purposes the College maintains an asset inventory, catalogue and engraving shall be done and maintained for all College assets by the store keeper or college custodian.

For **Monitoring and Reporting** purposes the Executive Director or the Management Team reports to the board on at least three times in a year and the board reporting to government and / or to sponsors, etc. The Executive Director shall be the principal reporting officer of the College to the sponsors. In his absence he shall delegate this responsibility to the College Principal.

## Chapter 7

5. **Financial Plan** (Cost for Human Resources, Teaching and Learning Material, for Operations, Revenue from Tuition Fees from sales of products made).

The funding required to establish and operate the vocational training centre during the first five years are presented in the table below, while more detailed cost estimates and funding during the first 12 months are presented in a table in the annex

VOCATIONAL TRAINING CENTRE							
N	Action	Activity	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
1	Trainin g Ve nu e	Rent training centre / classrooms	3,840,000	5,040,000	5,040,000	5,040,000	5,040,000
		monthly payment of utilities	5,160,000	5,160,000	5,160,000	5,160,000	5,160,000
		cleaning and daily maintenance	700,000	700,000	700,000	700,000	700,000
		Security	3,000,000	3,000,000	3,000,000	3,000,000	3,000,000
2	Trainin g Pl an and Tr ai ning M od ul es	preparation of training plan (school business plan)	2,500,000	-	-	-	-
		preparation of training modules (tailoring, carpentry, masonry, welding / metal work)	13,505,000	13,505,000	13,505,000	13,505,000	13,505,000
		seeking government approval for the vocational training centre (temporary permit - final permit)	2,000,000	-	-	-	-
3	Human Re so ur ce s	Training centre's Principle	7,200,000	7,200,000	7,200,000	7,200,000	7,200,000
		tailor / sewing skills instructor	4,200,000	4,200,000	4,200,000	4,200,000	4,200,000
		carpentry instructor	4,800,000	4,800,000	4,800,000	4,800,000	4,800,000
		Driving and Mechanics instructor	4,800,000	4,800,000	4,800,000	4,800,000	4,800,000
		Saloon Instructor	3,600,000	3,600,000	3,600,000	3,600,000	3,600,000
		welding / metal works instructor	4,800,000	4,800,000	4,800,000	4,800,000	4,800,000
		Bursar	6,000,000	6,000,000	6,000,000	6,000,000	6,000,000
		NSSF Statutory Contribution for staffs (10% of their Salary)	3,540,000	3,540,000	3,540,000	3,540,000	3,540,000
		Bank Charges	240,000	240,000	240,000	240,000	240,000
4	Studen ts and Te ac he rs W elf ar	Feeding					
		Break fast	1,800,000	1,800,000	1,800,000	1,800,000	1,800,000
		Health	-	-	-		
		Extra-curricular Activities	-	-	-		



	e						
5	Trainin g Eq ui p m en t	classroom furniture	1,200,000	-	-	-	-
		tailoring training tools (sewing machines, stools / chairs, design / cutting table, irons and iron tables)	2,455,000	-	-	-	-
		Computer training	3,550,000	-	-	-	-
		carpentry teaching tools (text books, saws, planes, hammers, pliers, screw drivers, etc.)	3,500,000	-	-	-	-
		Driving and mechanics teaching tools (text books and Vehicle	17,290,000	-	-	-	-
		Electrical	1,050,000	-	-	-	-
		Hotel/Catering/Tourism	570,000	-	-	-	-
		Hair dressing	2,850,000	-	-	-	-
		welding teaching tools (text books, tapes, welding machines, gas cylinders, etc)	2,500,000	-	-	-	-
		transport of equipment (from Kampala to Van Merode)	450,000	-	-	-	-
6	Trainin g M a t e r i a l	tailoring / sewing consumables (cloth, zippers, elastic rolls)	442,000	442,000	442,000	442,000	442,000
		cloths for training	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000
		carpentry learning consumables (timber, plunks, nails)	3,128,000	3,128,000	3,128,000	3,128,000	3,128,000
		cement / clay for brickmaking and making joints	-	-	-	-	-
		Welding learning consumables	698,000	698,000	698,000	698,000	698,000
		markers, pens, pencils, chalks	220,000	220,000	220,000	220,000	220,000
7	Examin ati on an d Ce rti fic ati on	examination and certification fees	4,050,000	4,050,000	4,050,000	4,050,000	4,050,000
		graduation cost	5,680,000	5,680,000	5,680,000	5,680,000	5,680,000
8	Appren tic	identification of apprenticeship	-	-	-	-	-

	es hi p	placement					
		Linkages Meeting with private sector actors	-	-	-	-	-
		monitoring and coaching during apprenticeship	-	-	-	-	-
9	Alumni Network	Develop alumni network	-	-	-	-	-
	School construction	Land			30,000,000		
		School construction				35,000,000	35,000,000
1	Transport and Communication	Transport and communication	850,000	965,000	798,000	1,050,500	1,200,000
	Totals		123,368,000	84,548,000	114,601,000	119,853,500	120,003,000
TOTAL EXPENDITURES / INVESTMENTS							

	Revenues	Revenues fees basic tailor training	3,900,000	5,850,000	7,800,000	7,800,000	7,800,000
		Revenues fees advances tailor training	-	-	-	-	-
		Revenues sales clothes	857,000	1,057,000	1,057,000	1,057,000	1,057,000
		Revenues fees basic carpentry training	4,200,000	4,200,000	6,300,000	6,300,000	8,400,000
		Revenues fees advances carpentry training	--	-	-	-	-
		Revenues sales wooden furniture	2,850,000	2,850,000	2,850,000	2,850,000	2,850,000
		Revenues fees basic masonry training	-	-	-	-	-
		Revenues fees advanced masonry training	-	-	-	-	-
		Revenues fees basic welding training	13,500,000	13,500,000	18,000,000	18,000,000	18,000,000

		Revenues fees advanced welding training	-	-	-	-	-
		Revenues selling metal furniture	6,750,600	8,432,500	8,432,500	8,432,500	8,432,500
		Local government / community support	50,875,000	-	40,825,000	60,825,000	40,825,000
		International support / subsidies	89,560,000	89,560,000	95,350,000	100,350,000	120,350,000
TOTAL REVENUES			172,492,600	125,449,500	180,614,500	205,614,500	20,77,714,500

## **ANNEXES**

## ANNEX 1 – TEACHING AND LEARNING EQUIPMENT AND MATERIAL

Course	Teaching equipment and material for instructors			Learning material for trainees		
	Item	INVENTORY (Available)	PURCHASE (Needed)	Item	INVENTORY (Available)	PURCHASE (Needed)
1. Tailoring	<ul style="list-style-type: none"> <li>White or back board</li> <li>Drawing Tables</li> <li>Sewing machines</li> <li>Measuring tapes</li> <li>Scissors</li> <li>Clothing fabric</li> <li>Yarn</li> <li>Pins</li> <li>Buttons</li> <li>Zips</li> </ul>	1	3  5 50 100 55 100 150 150 1500 15000 15000 10000	<ul style="list-style-type: none"> <li>Measure tape</li> <li>Scissors</li> <li>model book</li> <li>templates</li> <li>notebooks</li> <li>pencil</li> <li>clothing fabric,</li> <li>yarn</li> <li>pins</li> </ul>		3 2 1 1 05 15 2 1 2
2. Carpentry and Joinery	<ul style="list-style-type: none"> <li>White or back board</li> <li>Tape measure</li> <li>Handsaw</li> <li>Circular saw</li> <li>Planers/plane</li> <li>Braces/Hand drills &amp; Bits</li> <li>Files/ Rasps</li> <li>Spindle/ Routers</li> <li>Cramps</li> <li>Hammer</li> <li>Chisel</li> <li>Hacksaw</li> <li>Vice</li> <li>Screw driver</li> <li>Pliers</li> <li>Spoke shave</li> <li>Belt Sander</li> <li>Workbench</li> <li>Square</li> <li>Band saw</li> </ul>	1  1 1 - 1 1 1 1 - 1 - - - - - - - - 1 - -	3  25 25 30 25 10 10 15 10 1 3 9 10 12 12 15 15 15 15 15 5	<ul style="list-style-type: none"> <li>model book</li> <li>templates</li> <li>notebooks</li> <li>pencil</li> <li>Protective Wear</li> <li>Hammer</li> <li>Pincer</li> <li>Saw</li> <li>Wood</li> <li>Nails</li> </ul>	- - - -  - - - -	3 2 15 15 10  10 5 10 30 50kg
3. Driving and Mechanics	<ul style="list-style-type: none"> <li>White or black board</li> <li>Driving Training car</li> <li>Motor Vehicle Mechanics &amp; repair (tool box)</li> <li>Overcoats</li> <li>Safety Shoes</li> <li>Modules for Driving theory</li> <li>Modules for Mechanics</li> </ul>	1 - 1	3 2 5  50 50 15  10	<ul style="list-style-type: none"> <li>Model book</li> <li>templates</li> <li>notebooks</li> <li>Protective Wear</li> <li>Dummy vehicles</li> </ul>		10 10 10 05   03

	<ul style="list-style-type: none"> <li>theory</li> <li>Motorcycle repair tool kits</li> </ul>		03			
4. Hairdressing (Saloon)	<ul style="list-style-type: none"> <li>Hair steamer</li> <li>Hair clippers</li> <li>Shampoo bowls</li> <li>Hair irons</li> <li>Hair dryers</li> <li>Hair brushes</li> <li>Scissors</li> <li>Combs</li> <li>Hair rollers</li> <li>Ribbons</li> <li>Dolly dummies</li> <li>Aprons</li> <li>Hair dressers</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>-</li> <li>-</li> <li>-</li> <li>1</li> <li>-</li> <li>-</li> <li>-</li> <li>-</li> <li>-</li> <li>-</li> <li>-</li> <li>5</li> </ul>	<ul style="list-style-type: none"> <li>5</li> <li>150</li> <li>250</li> <li>20</li> <li>5</li> <li>25</li> <li>15</li> <li>50</li> <li>20</li> <li>50</li> <li>150</li> <li>35</li> <li>50</li> <li>100</li> <li>15</li> </ul>	<ul style="list-style-type: none"> <li>Model book</li> <li>Templates</li> <li>Notebooks</li> <li>Aprons</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>-</li> <li>-</li> <li>10</li> </ul>	<ul style="list-style-type: none"> <li>55</li> <li>25</li> <li>150</li> <li>3</li> </ul>
1. General	<ul style="list-style-type: none"> <li>School benches (Stools)</li> <li>Cupboards for instructors' teaching material / Tools</li> <li>Director's office <ul style="list-style-type: none"> <li>Office table</li> <li>Office chairs</li> <li>Cupboard</li> <li>Book-shelf</li> </ul> </li> <li>Principal's Office: <ul style="list-style-type: none"> <li>Office table</li> <li>Office chairs</li> <li>Book-shelf</li> </ul> </li> <li>Bursar Office: <ul style="list-style-type: none"> <li>Office table</li> <li>Filing cabinet</li> </ul> </li> <li>Staff room: <ul style="list-style-type: none"> <li>Table</li> <li>Chairs</li> <li>Cupboard</li> <li>Book-shelf</li> </ul> </li> <li>Staff kitchen: <ul style="list-style-type: none"> <li>Tea flasks</li> <li>Tables</li> </ul> </li> <li>Students' guild leader's office: <ul style="list-style-type: none"> <li>Tables</li> <li>Chairs</li> <li>Benches</li> <li>Book-shelf</li> </ul> </li> <li>Teaching ICT support: <ul style="list-style-type: none"> <li>Laptops for staff teaching</li> <li>Projector for teaching sessions</li> <li>Internet routers and modem</li> <li>Printers</li> <li>Photocopy machine</li> </ul> </li> <li>Stationary &amp; Sundries</li> </ul>				<ul style="list-style-type: none"> <li>10</li> <li>1</li> </ul>	<ul style="list-style-type: none"> <li>150</li> <li>2</li> <li>1</li> <li>3</li> <li>1</li> <li>2</li> <li>2</li> <li>3</li> <li>1</li> <li>2</li> <li>15</li> <li>3</li> <li>10</li> <li>2</li> <li>5</li> <li>2</li> <li>2</li> <li>3</li> <li>5</li> <li>3</li> <li>1</li> <li>10</li> <li>15</li> <li>3</li> <li>3</li> <li>2</li> <li>Diverse</li> </ul>

## **ANNEX 2 – FINANCIAL POLICY AND PROCEDURES**

### **Financial Policy**

1. The Board of Directors and College Management is responsible for:
  - Safeguarding the assets of the charity
  - Preventing fraud
  - Avoiding mistakes
  - Keeping financial records in accordance with the governing document and relevant legislation (e.g. Charities Acts, Companies Acts etc).
  - Preparing Annual Accounts in accordance with the governing document and relevant legislation
2. To enable the Board of Directors to carry out these responsibilities, the Financial Procedures detailed below must be followed at all times by all Board of Directors members, staff and volunteers.
3. A copy of this policy and procedures will be given to all Board of Directors members on their election/appointment to the Board, and to all relevant staff and volunteers.
4. The policy and procedures will be reviewed annually by the Board of Directors and revised as necessary.

### **Financial Procedures**

1. Organisational Information
  - a) Our Financial Year runs from January to December
  - b) Name of Bankers: Stanbic Bank Uganda Limited.
  - c) Name of Auditor/Independent Examiner: Kaliatha Associates
2. Bank Accounts
  - a) All bank accounts must be in the name of the organisation or its subsidiary projects
  - b) No account may ever be opened in the name of an individual or individuals.
  - c) New accounts may only be opened by a decision of the Board of Trustees, which must be minuted.
  - d) Changes to the bank mandate may only be made by a decision of the Board of Trustees, which must be minuted.
  - e) Two people should be involved in counting cash receipts.
  - f) All cheques must be signed by two signatories.
  - g) The signatories are responsible for examining the cheque for accuracy and completeness.
  - h) All Internet Bank Transfers must be authorised by two signatories.
  - i) The Treasurer is responsible for ensuring accuracy and completeness prior to transmission.
  - j) The signatories are responsible for examining the payment documentation (purchase invoice etc) prior to signing the cheque or authorising an Internet Transfer.
  - k) Blank cheques must never be signed.

3. Signatories to the accounts:

- Name: KIIZA THOMAS SIBAYIRWA, Role/Job Title: Director/Founder
- Name: MUKAMBA BENEDICT, Role/Job Title: CHAIRPERSON, COLLEGE BOARD
- Name: MR.KATAMBARA MULEKYA MESSACH, Role/Job Title: PRINCIPAL/BURSAR

4. Annual Budget

- An annual budget, setting out the organisation's financial plan for the year, will be prepared so that the Board of Trustees can approve it before the start of each financial year.
- The draft budget will be prepared by the following three personnel:
  - Chairman
  - Coordinator
  - Treasurer/Bursar

5. Financial Reports

- a) A financial report will be prepared for every Board of Trustees meeting.
- b) The financial report will consist of:
  - Profit & Loss
  - Balance Sheet
- c) Each Financial Report will be circulated to all Board of Trustees members and discussed at the following committee meeting.
- d) The reports will be prepared by the treasurer

6. Accounting and other financial records

The organisation maintains a computerised accounting system which records:

- Cheques and cash received and banked
  - Cheque payments, Internet Banking Transfers and other amounts paid from the bank accounts
- a) Every transaction will be entered into the appropriate book and will include:
    - The date of the transaction
    - The name of the person money was received from or paid to and the full amount
    - A brief description of why the money was received or paid
    - An analysis of each amount under its relevant budget heading, where applicable
  - b) All documents relating to receipts and payments will be filed in the month they are input into the system
  - c) A regular backup copy will be taken, saved to CDROM and a copy transferred electronically to the Coordinator.



## 7. Authorisation and Payment

- a) All purchase orders must be recorded in the Purchase Order book and allocated the next sequential Purchase Order Number.
- b) The Purchase Order Number must be given to the Supplier and quoted on their invoice.
- c) The Chairman (or Treasurer in their absence) must approve the purchase of any item over UGX 200.000
- d) No Board of Trustees or staff member may authorise payment to themselves, their partner or relatives.
- e) Invoices (or other receipts) should be matched and checked against the Purchase Order book before payment is authorised. All goods received must be signed for; if unchecked they must be checked for completeness before payment.
- f) Before cheque or Internet payment is made, it must be authorised in writing.
- g) When the cheque is signed, the two signatories should also sign the Cheque Requisition Form.
- h) For Internet Bank Transfer the two signatories must sign the Authorisation form.
- i) Once payment has been made the invoice (or other receipt) should be marked "Paid", together with the cheque number and date.
- j) All payments must be entered in the computerised accounting system only after being authorised.

## 8. Payroll

- a) All employees (including sessional and part time employees) must be asked to complete the relevant PAYE form/s before they receive any payment.
- b) All staff changes and changes to terms and conditions of employment must be authorised and minuted by the Board of Trustees.
- c) Payroll and all calculations will be made by Bursar & Human Resource Officer

## 9. Insurance

- a) Appropriate Insurance policies will be maintained to cover:
  - Employer's Liability
  - Public Liability
  - Contents
- b) An inventory of all physical assets of the organisation will be kept and regularly updated.
- c) A copy will be kept off the premises at the address of the Treasurer.

10. This Financial Policy, and the Financial Procedures detailed above were agreed and minuted at a meeting of the Board of Trustees on: 15/12/2015.

Name:.....

Signed:.....

Date:.....