

Strategic Plan

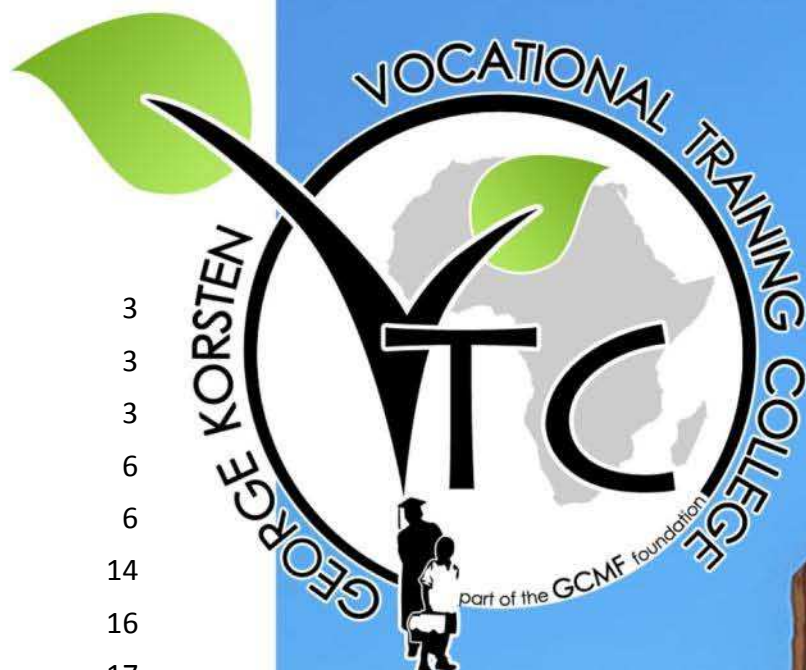
A Project of: **Give the Children of Mpongwe a Future (GCMF)** – Registered as an NGO – RNGO 101/0395/14

Fysical adress: Machiya Road plot no. 5/6/13 – Post adress: P.O.Box 14 Mpongwe

Website: www.mpongwe.nl – Email: gcmfmpongwe@yahoo.com

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Colophon

Foundation Give the Children
of Mpongwe a Future
(GCMF)

Project George Korsten
Vocational Training College
(GKVTC)

Address: PO Box 14,
Mpongwe, Zambia

www.mpongwe.nl
gcmfmpongwe@yahoo.com



1 Executive Summary

Give the Children of Mpongwe a Future (GCMF) is an Mpongwe based NGO with a Dutch counterpart named GKMT, which is the Dutch abbreviation of the same name. One of GCMF's four running projects is the establishment of the district's first TEVETA registered vocational training college: the George Korsten Vocational Training College (GKVTC). This strategic plan bears reference to this college.

1.1 GKMT/GCMF

The Dutch GKMT foundation was initiated by Ton Korsten-Korenromp in 2002. In November 2005 the foundation was recognised and registered in Zambia as a society under the name Give the Children of Mpongwe a Future (GCMF) with registration number: ORS/102/96/12. In December 2014 GCMF was registered as an NGO with registration number: RNGO 101/0395/14. GCMF holds office in a guesthouse that was built by the foundation located at Machiya Road, plot number 5/6/13 in Mpongwe.

GCMF has a fifteen headed Zambian board of directors of which six form a steering committee. Steering committee members are assigned to several departments of the foundation and meet every two weeks. The entire board meets quarterly.

The GCMF foundation aims to assist the children of Mpongwe district, either directly or indirectly, in improving their environment and their lives by encouraging them to fulfil their potential and make the most of the opportunities presented to them. Since eight years the foundation has broaden its aims by supporting projects in health, education and economic development in the Mpongwe district, especially focusing on children, women and youth. Through its activities, GCMF strives to contribute to poverty reduction, sustainable development and the creation of development opportunities in Mpongwe district. To achieve the objectives GCMF focuses on:

- *Education*, through an Orphans and Vulnerable Children (OVC) program from primary to tertiary education, and through the construction of schools, teacher houses and electrification of Mpongwe basic school.
- *Labour and income*, by initiating income generating projects and (small) business units.
- *Health*, through installing boreholes, latrines and renovation of local hospital wards.
- *Knowledge exchange*, through exchange programs, internships and building groups.

1.2 GKVTC

Because of the scarcity of opportunities for the young and the shortage of skilled labourers and craftsmen in the fast developing Mpongwe district, the GCMF foundation started at the end of 2011 its most ambitious project: the George Korsten Vocational Training College (GKVTC). The goal of the GKVTC is to set up a new and innovative educational centre involving all relevant parties, insuring Mpongwe district to receive the right and competent future entrepreneurs and employees to realize the transformation of the regional/local and rural economy into a more dynamic and productive system.

Now, over four years later, the first phase, comprising 25% of the project, has been successfully realised. After finishing the first phase and as a gesture of gratuity, seventeen of our building workers have passed a practical TEVETA exam at Luanshya Technical and Business College, the costs of which were borne by the foundation, and they now hold official certificates of Carpentry & Joinery, Bricklaying & Plastering and Metal Fabrication. We would like to see the first intake of 80 fulltime students to take place as soon as possible.

After phase four, when the college will be at full strength, it will accommodate five hundred fulltime students and approximately one hundred part-time students (older ones and small-scale farmers) in some ten different departments at four levels.

Our objectives are ambitious. The GKVTC is being built in accordance with various principles of sustainability, with regard not only to the building itself, but also to the educational strategy, the energy consumption and the operating costs.

Thus the college has been designed according to the principles of 'Open Source House' and 'Maxergy' as developed by the *Hogeschool Zuyd* at Heerlen in the Netherlands. This means that the design is embedded in the local culture and economy and that it contributes to the employment and to the development and transfer of knowledge in the district. The design makes full use of the location and the climate, and it is





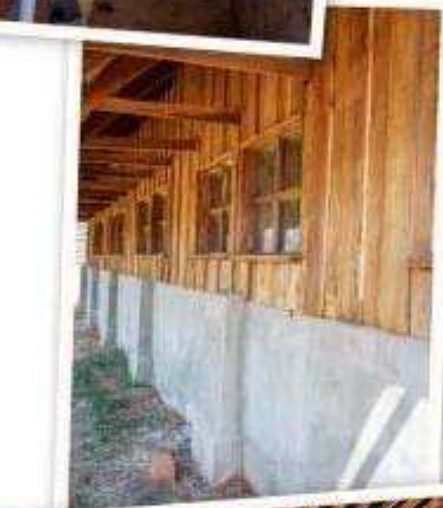
flexible and easily disassembled. The college is built as much as possible with 0-materials, 0-machinery, 0-energy and 0-water. The materials that are used for building are locally available and at the end of the lifecycle of the buildings they melt back into nature again. Where possible the water supply comes from collected rainwater, and the water is also being re-used.



The principles underlying the process of learning are those of action learning, with the actual practice as the starting-point for the student, and after that the theoretical reflection on the practice by the student. Besides qualified proficiency teachers, instructors or assessors from small local businesses and firms will play a part in the teaching of skills. Every course contains a module of entrepreneurship, which is linked to a particular business-unit either internally or in a local firm. In this way the business-units serve as practical training-places, and they generate income for the college, which will contribute towards the college becoming largely or even completely self-supporting in the end. Until then the college remains (gradually decreasing) donor funds dependent.



Out of the six in paragraph 1.1 mentioned GCMF steering committee members five are involved in the further development of the GKVTC. Local volunteering professionals from different areas of society have been assigned to different aspects of the college's development: Organization, education, revenues (business units), construction and agriculture.



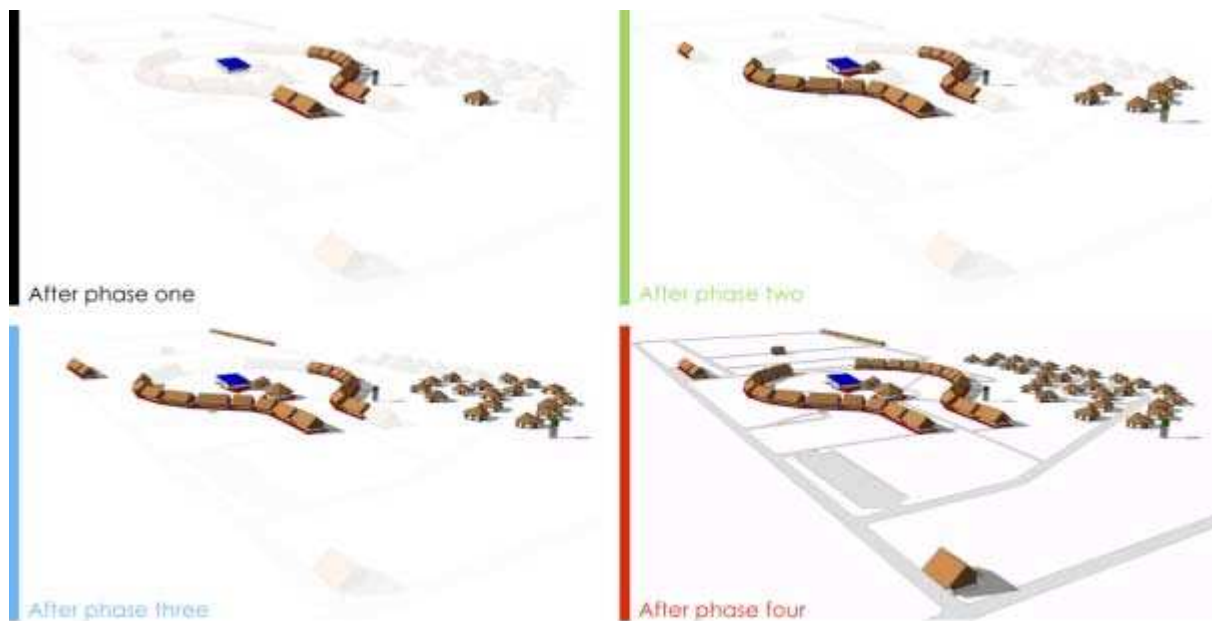
To support the local community our aim is to involve as many local people as possible. Besides from two guards that have been working at the VTC for years, also staff like cooks, cleaners etc. will be recruited from our own base of loyal employees. Teachers will be recruited within the district while assessors will be picked from the workers that were trained on the job. GCMF will guide them (also financially) to acquire a craft certificate and teaching methodology in their field of profession.



2 Environmental Analysis

2.1 Internal Environment

Because of it being a donor funded project, GKMT/GCMF decided to build the GKVTC in four phases. The objective of this division in phases is to get better insight in the needed funding but mainly to start as soon as possible with offering educational programs to the youth of Mpongwe. Not only are the youths of Mpongwe ready and waiting to be trained, also donors tend to become more interested if they see that a project runs programs and creates beneficiaries.



3D impression of the four phases

2.1.1 Current state and future expansion of the college

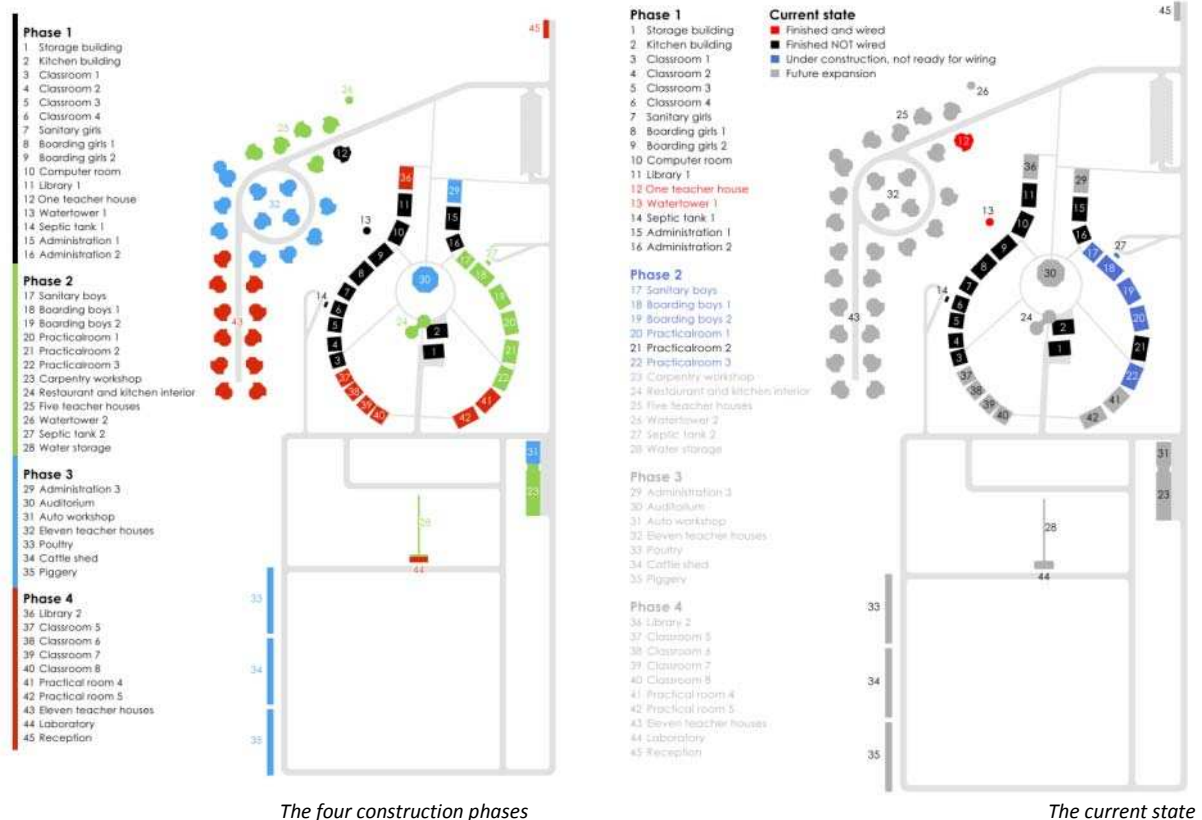
The first phase was finished in April 2016. At the moment GKMT is putting a lot of effort in raising funds to continue constructing the second phase. While finishing this second phase, the electricity system shall be installed and the project connected to ZESCO. Fundraising for the electricity are currently in an advanced stage.

The college can be considered fully operational after phase two since two administration buildings, four classrooms, three practical rooms, a fully equipped kitchen with restaurant, two ablution buildings, four boarding buildings, one library, one computer lab and six teacher houses will be finished, powered, and thus ready for use. Phase three and four can be seen as expansions following our expected need for growth.

After phase four, when the college is at full strength, it can accommodate 500 fulltime students of which 64 in boarding and approximately 100 part-time students (elderly and small-scale farmers) in ten different courses at four levels from Trade Level III to Craft.

2.1.2 Organizational assets

Now that phase one is finished we think that the first groups of students should start since the basic facilities (four classrooms, one practical room, one carpentry workshop, one teacher house, one water tower, one ablution building, two boarding buildings, two administration buildings, a library building, a computer lab and a storage room) are in place.



The four classrooms are fully furnished with a whiteboard, 24 student desks and chairs and one teacher desk and teacher chair. One boarding building is fully furnished with sixteen sleep/study/store units and a small solar system for light. The carpentry practical room is fully equipped with five sets of a wide range of carpentry tools and the carpentry workshop with all kinds of heavy carpentry-machines. In the storeroom tool sets for bricklaying and agriculture are available in plenty.

A heavy diesel powered generator supplies certain elements of the project with electricity. These are the carpentry workshop and the borehole with water pump. A 10.000 litre water tower is connected to an ablution building, the teacher house and a garden. For the garden a 20x50 meter drip-irrigation kit was purchased which will be installed by future organic horticulture students.

GCMF owns a four tonnage truck, a small 4x4 and a Honda, which are all available for the college's supply and management. The GCMF guesthouse is located at less than two kilometres from the college and will temporally provide office facilities (work places, computers, printers and a beamer) for the time that the college has no power in its office buildings.



With the first construction phase finished we believe that the facilities can accommodate groups of 20 students in four Trade Level III courses; Carpentry & Joinery, Bricklaying & Plastering, Organic Farming and Organic Horticulture. Of these 80 students, 16 can be offered boarding facilities in the first beginning and an additional 16 in the very near future.

As soon as the ZESCO connection is established we are confident that with phase one buildings also Trade Level II up to Craft can be offered. A fully furnished computer lab with 24 work places provided with 24 desktop computers is already in place solely waiting for power to come.

2.1.3 Resources

The construction and setting-up operational cost is donor funded until the college becomes self-sufficient in the future. In 2011 the GKVTC project was approved by *Wilde Ganzen*, a Dutch semi governmental organisation that distributes government budget amongst development projects. They have topped up all our funds with 55% although this has been reduced to 50% in 2016. Funds are being received from private and institutional donations mainly from the Netherlands and Belgium, although recently a wider range of countries are being explored by our fund raising team in the Netherlands.

To offer both quality and affordability, the George Korsten Vocational Training College needs to generate its own income. That way, it will depend less on dwindling subsidies or, in the absence of funds from other sources, on charging high fees. The solution lays in setting up a number of small-scale, on-campus business units or enterprises, which serve a dual purpose. Firstly, the on-campus business units or enterprises sell products and services to the local market, generating income to pay the school's expenses and ensuring the school's long-term financial sustainability. Secondly, these small business units offer students the opportunity to learn technical and business skills in a hands-on way. This 'learning by doing and earning' approach to education means that students graduate with both the technical skills and the business experience they need in order to succeed in responsible jobs or as self-employed entrepreneurs.

Generating income in the self-sufficient GKVTC is also necessary to compensate the running costs. But it will take time. Experiences from other but similar projects taught us that it takes at least five years for income generating business units to cover for local running costs, and this means mostly wages and daily activities while maintenance of buildings and replacement of heavy equipment still remains externally financed. Income generating projects will also not always be successful; it depends on many uncontrollable factors like abuse, weather, economical changes and mismanagement. But on the other hand the

income from the businesses at the GKVTC can have revenues from a much diversified set of on-campus activities.

Generating income at the GKVTC is possible through the following:

- Setting up business units for the different courses, like a production farm for Agriculture, workshops for Carpentry & Joinery, Auto-Mechanics, Textile & Design, Waste Transforming, Catering & Hospitality, etc.
- Students get the possibility to work in the weekends in the business units to reduce their fees.
- Each course will have an appended module in Entrepreneurship. In this module the students learn to run a business within the program.
- Renting the rooms in the boarding during the yearly three times one month holidays for conferences, seminars, exchange groups, volunteers, and foreign groups in the context of community based tourism.
- The computer lab will become an internet-café in the evenings and weekends.
- Exploiting the knowledge center organizing and giving training and workshops.
- Renting the auditorium for wedding parties, kitchen parties, special ceremonies etc. for groups of people from inside or outside the district.
- Each facility within the school will try to find a way to generate income, e.g. in the internet room the school can sell office utensils, students can type reports for others, the library can serve as a library for the community and books can be sold. The kitchen can cater on request and the administration can be involved in fundraising (regional, national and international level).
- To approach industrial companies as social investors. Companies will be interested in investing money if it appears that they have something to gain. For example excellent trained students.

2.1.4 Culture

The buildings are placed in a traditional round shape leaving an open area in the middle. In this open area trees and crops will be planted giving the project a certain intimacy.



3D impression of the entire college ones finished

From an analysis of the Zambian culture it appeared that cooking and social gathering are central aspects of daily life. Therefore the buildings with public functions, which we consider meeting places, will be located within the circle. These are the auditorium, the kitchen, the restaurant and the workshop 'Make something out of nothing'. Waste is a major problem in Mpongwe just like it is in the rest of Zambia. In this workshop waste will be recycled in a creative way and displayed in an exposition room.

Creative activities and sports will be highly promoted by the GKVTC, hence the planned future existence of three types of sport fields (basketball, football en volleyball) and a huge auditorium.

The auditorium will serve for inaugurations and ceremonies during field days and the handing out of diplomas. Apart from internal institutional use, the auditorium also serves as an income generating project for the college. Members of the local community can hire the auditorium for weddings, workshops and other ceremonies or events.

2.1.5 People

GKMT, the Dutch counterpart of GCMF, has a board of directors that consists of three members. Assisted by the Zambian board of directors they develop educational strategies and evaluation methods, establish international partnerships and are involved in fundraising. The board members are:

- Antonia Korsten-Korenromp – Former senior lecturer at *Hogeschool Zuyd* in the Netherlands, GKMT chairperson and founder of GCMF.
- Tom de Vries – Graduated in accountancy, GKMT treasurer.
- Michael Van Zinniq Bergmann – Graduated in Education, GKMT Secretary.

GCMF in Zambia has a fifteen headed board of directors (BOD) of which six are part of a steering committee (SC). The SC meets every two weeks while the entire board meets quarterly.

The BOD consists of members of local community representing different areas of society varying from the Chieftainess to the local bank to the local council and ministries. The BOD runs GCMF as a whole, meaning the GCMF guesthouse, the OVC program, the IBALA organic farming training program and the GKVTC. Nevertheless the latest appointment of the members was done with a focus on the GKVTC.

During the first years of starting up of the college it is the current board that will remain in charge. The chairman will act as principal. Later on when the GKVTC grows big (after finishing phase two) a fulltime and paid principal will be appointed together with a board specifically for the college.

Six of the members of the BOD have a specific role when it concerns the development and the running of the GKVTC. These members are:

- Anthony Kalima – Former head teacher at Mpongwe Basic School, BOD Chairman, will be acting principal at the GKVTC.

- Chanda Mushipi – Former Council Secretary of Mpongwe, SC Chairman, in charge of organizational development of the GKVTC.
- Victor Mwiya – Local businessman, SC Vice-chair, in charge of development of business units at the GKVTC.
- Vackson Mwenda – Former head teacher Kafulafuta Secondary School, SC member, will be in charge of quality insurance at the GKVTC.
- Stephen Kangwa – Farming trainer at Ministry of Agriculture, SC member, will be in charge of the agricultural department of the GKVTC.
- Joseph Jere – Former district manager ZESCO, SC member, in charge of power supply at the GKVTC.

Construction of the first phase buildings was supervised by Albert Bram Sol, a Dutch engineer who has been working for the GCMF foundation near to four years. He will continue supervising constructions of second phase buildings. His team counts an average of forty local construction workers (mainly carpenters, bricklayers and thatchers).

For the start-up we recruited one theory teacher and one practical assessor per course. The teachers are qualified and will be registered with TEVETA. These teachers are:

- Isaak Ndongo – Teaching Certificate, Bachelor of Education and Craft certificate in Carpentry & Joinery.
- Barnabas Banda – Craft certificate in Bricklaying & Plastering.
- Ricky Kalulukwa – Teaching Certificate, Diploma in Forestry, Bachelor of Science in Agro-forestry and Master of Science in Tropical forestry.
- Joe Nkhoma – TEVETA accredited teacher, teaching certificate, Diploma in Agriculture, Bachelor of Arts in Theology.

Practical assessors are when possible being picked from our local workforce, from the men that have been trained on the job for the past five years. They will be guided and trained by the institution up to Craft Level and Teaching Methodology. The assessors will be:

- Webby Mishi – Former head carpenter at the GKVTC, Trade level III Certificate in Carpentry & Joinery.
- Carlington Kunda – Former head bricklayer and foreman at the GKVTC.
- Arnold Siakoche – Currently pursuing Bachelor of Science in Agri-business.

Just like the assessors, the remaining staff members will be selected from the existing workforce. In the start-up phase the college's financial administration will be done by the GCMF accountant. At first the staff members will be:

- Derrick Thole – Accountant.
- Enos Kafuwa – Store keeper/cook.
- Omele Nkotai – Guard.
- Donald Milambo – Guard.

2.1.6 Partnerships

A new partnership organisation of a consortium of Copper Belt Province based educational partners and a consortium of Netherlands/Limburg based educational partners will create a master plan with attached business case to develop a Mpongwe Agro-Food and Tech

Campus (MAF&TC) in which this consortium of partners are committed to realize the full plan per March 2020.

Possible educational partners on the Netherlands/Limburg-side are:

- Hogeschool Zuyd.
- Fontys Venlo.
- Hogere Agrarische School Venlo (HAS).
- Citaverde College.
- Gilde Opleidingen.
- Arcus College.
- ROC Leeuwenborgh.

Possible educational partners on the Zambian side (besides the GKVTC) are:

- Luanshya Technical and Business College.
- Northrise University Ndola.
- University of Zambia (UNZA).
- TEVETA.

The new campus will be hosted by the GKVTC in Mpongwe and supported by the Dutch Universities of Applied Sciences *Hogeschool Zuyd* and *Fontys Hogescholen* Venlo and HAS, as well as Dutch colleges like *Citaverde College*, *Gilde Opleidingen* and *Helicon*. On the side of the professional field, a consortium of professional Zambian Agrifood&Tech companies and Dutch Agrifood &Tech companies will support the campus. Both can use shared facilities like training centres, pilot production sites, network facilities, financial and advice support, student participation (internships), joined projects, etc.

The pilot factory and other lab-like facilities will be managed by students, which are supervised by professional entrepreneurs as well as teachers. They really learn in the practise. This means that the competency development is more adapted towards the real needs of the professional field. The companies will profit because of these better equipped young professionals and therefore are able to use the future opportunities in the market in a better way. Besides that, they have a pilot factory where new and innovative products can be tested and produced in small quantities. Always, students are involved. These students, who will take the path of entrepreneurship, will be prepared for a better future. This means that the functionalities on the Campus are real shared facilities, which means that the development and exploitation costs are shared among the profiting parties: education, companies/business, government authorities.

New curricula and new teaching methods are introduced to meet the future demands in the entire Agri-Food and Tech supply as well as relevant and potential manufacturing sectors. These chains can in turn play an important role in reaching the overall goals of Zambia on food security, poverty alleviation and economic growth.

The educational partners on both sides have an intensified network of businesses, companies and entrepreneurs. Efforts need to be made to alley a number of the companies to the MAF&TC Campus through the Living Lab. The facilities, combined with the capacity of

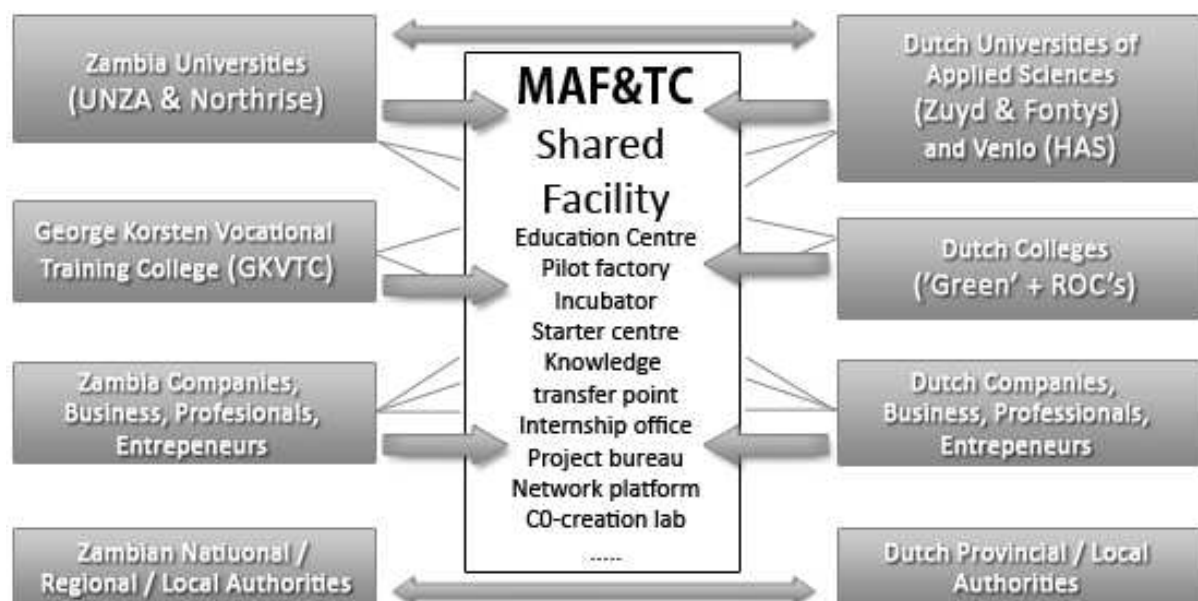
teacher/researchers and students in the Netherlands and Zambia, working on real-time projects will present a real added value to the companies on both sides. Furthermore, students on both sides will strongly develop important competencies like international focus, knowledge and behaviour, problem-solving attitude and the ability to cross borders. The Living Lab is an important added value for the future young professionals in Limburg and in Mpongwe district.

Possible necessary further partners are:

- The Dutch consulate in Lusaka.
- Zambian Agri-Food and Tech professionals, business and entrepreneurs.
- Dutch Agri-Food and Tech professionals, businesses and entrepreneurs.
- Zambian national/regional/local government authorities.
- Limburg provincial and local government authorities like TEVETA.

The consortium commits itself to fulfil the following:

- To do everything to connect the education with the professional field: description of job profiles, the corresponding competencies with these profiles, the curriculum (content and context wise), the didactical methods and the assessment techniques.
- To offer multiple programs in order to meet all demands: certificates programs, diploma programs and degree programs. These will be offered in full time, part time and sandwich schedules.
- The professional field will participate in establishing the practical components of the educational programs.
- The shared facilities will be developed and exploited by the consortium.
- Sustainability will be reached by extensive teach-the-teacher training and long term partnerships between the participating educational institutes where student and teacher exchange form an integral part.
- Young professionals will be supported in developing new innovative business through incubator and starter facilities (infrastructure, finance, advice, etc).



2.1.7 Suppliers

The college is built as much as possible with 0-materials, 0-machinery, 0-energy and 0-water. The materials that are used for building are locally available and if not made by our own workers (pan bricks), ordered with local people (reeds and timbers). Industrial building materials (steel and cement) are supplied by distributors from Luanshya, Ndola en Kitwe.

Water is currently being drawn from two boreholes, one with a manual pump and one electrical. The latter is supplying a 10.00 litre water tower. Where possible the water supply will eventually come from collected rainwater, and the water will also be re-used.

The college shall very soon be powered by ZESCO, but certain buildings will also be provided with a solar backup. These buildings are the computer-lab, the principal's house and the offices, this in order to guarantee organisational continuity during load shedding. In case of emergencies all buildings shall be parallel connected to a heavy diesel powered generator which is already in place.

Assets like tools, machinery, office and kitchens utensils are mostly being donated from abroad or purchased in Zambia with donor funds.

For the daily management of the college, especially when food is concerned, the GKVTC will strive towards self-sufficiency. The garden which will be maintained by horticulture students will supply the kitchen with all necessary ingredients.

2.2 External Environment

2.2.1 Needs analysis

A participatory needs analysis was done in 2010 and involved the following groups: GCMF board, potential students, professionals in local government including the DDCC, and local council. The process involved field research (using questionnaires, interviews) and desk research. In order to make the process more participative, both English and Bemba language were used. The key findings were:

- A high percentage of the local population lives below the national poverty level.
- Men have most of the power, and although there has been progress in gaining greater influence for women, it is very difficult to change traditional beliefs.
- One third of the children in Mpongwe district are not going to school. Of those that do, the majority drop out at primary or junior secondary level. Although 97% of respondents said they had attended school, only 21% completed.
- An increasing number of pupils are leaving Mpongwe in search of better education. Young people who do not have the finances or possibilities to follow professional training stay at home and remain unemployed.
- There are no opportunities to follow professional training in the district, although there are government facilities in the province. The GKVTC will be the only project of its kind in this District. 73% of the respondents said they would attend the school and pay tuition fee.

- Much of what is taught in traditional schools is academic and not relevant to students. It fails to sufficiently address the root causes of poverty or expand opportunities available to students.
- Urban drift and lack of education for marginalized reinforces poverty in rural communities.

2.2.2 Target groups

GKVTC's recruitment strategy is inclusive and based on a thorough analysis of the development challenges in Mpongwe district. It acknowledges that almost all young people are marginalized. School dropouts will be a high priority, but those who have completed secondary school will also be included because they will have more immediate access to further professional education which is important for economic development of the District. The key target groups are:

- *Young people:*
 - a. School drop-outs and those between secondary and vocational school. These youth will be between grades 7-9 and can follow level III and level II of the TEVETA qualifications scale.
 - b. Young people who have already completed secondary school and can immediately study towards a Craft Certificate.
 - c. Children from vulnerable families (based on analysis of food security and basic needs). Initially this group will form 10% of beneficiaries and will grow to 30%.
 - d. Students in final stages of secondary school and who are sponsored by GCMF through the separate OVC program.
 - e. Young people from all over the district, hence the existence of boarding facilities.
- *Local community:* including those who have helped with the development of the GKVTC. Specifically farmers will be targeted. These farmers are completely reliant on subsistence farming. GCMF has already started an Organic Farming course for small scale farmers in 2013 at Tubombeshe in Ibenga. Some of the courses will be evening classes at TEVETA Level III.

2.2.3 Competitors

The Copperbelt province has the second highest rate of vocational training institutions in Zambia, but there is currently only one in Mpongwe district: Tubombeshe Skills Training Centre (TSTC) in Ibenga. Mpongwe district had approximately 100.000 inhabitants and 8000 km² of land. TSTC can be seen as the only competitor of the GKVTC, were it not that it is of very small scale, located about 50 km from Mpongwe Township and above all: TSTC is an official partner of GCMF, have been funded by GKMT, and has been closely working together on offering courses in Organic Farming over the past three years. TSTC could potentially become a satellite institution of the GKVTC.

2.2.4 Regulatory environment

Regulations involved are TEVETA criteria, minimum building environment standards and government procedures. The project complies with all the TEVETA requirements and all the Zambia minimum building environment standards. The land was purchased following the official procedures involving the local council and Ministry of Lands. The building permits for phase one and two were applied for and approved by the planning office in Ndola. The local Ministry of Education is closely involved in the shaping and execution of education.

2.3 SWOT Analysis

The objective of the GKVTC is to offer highest quality TEVETA accredited skills training programs to 500 full-time and 100 part-time students through action learning with an emphasis on entrepreneurship and a relevant and dynamic environment. The GKVTC aims to set up a new and innovative educational centre involving all relevant parties, insuring Mpongwe district to receive the right and competent future entrepreneurs and employees to realize the transformation of the regional/local and rural economy into a more dynamic and productive system.

2.3.1 *Strengths*

- Broad relevant national and international network.
- Strong board of directors and steering committee members from relevant backgrounds.
- Skilled workforce and teacher base.
- The GKVTC has 16 hectares of land and is located in an area where extensions can still take place.
- The project is thoroughly planned and budgeted.

2.3.2 *Weaknesses*

- Donor dependency during construction and start-up phases.
- Currently still somewhat rurally located.

2.3.3 *Opportunities*

- Located in a fast developing Mpongwe township.
- Located in an area where there is high demand for skilled workers.
- Copperbelt Province has the second highest rate of vocational training admissions in Zambia, but no one in Mpongwe district (100.000 inhabitants on 8000 km²).
- Admissions are in Trade Test and Craftsman Certificates which will help keep costs low.
- As described by TEVETA, the GKVTC does not require that an applicant has graduated from school, thus encouraging non graduates to enroll.
- The power gap between women and men can be addressed.
- Most youth want to remain in the district after finishing a course.
- There are no competitors in the district.
- TEVETA can guarantee quality of courses.
- Our Organic Farming curriculum has already been accredited and will be the leading curriculum in Zambia.

2.3.4 *Treats*

- There is a lot of competition in vocational training within Copperbelt province (though NOT in Mpongwe district).
- Most drop outs occur due to high fees.
- High start-up and development costs.

2.4 Risk Identification

2.4.1 Risk identification

- I. The GKVTC will rely heavily on external funding in the construction phase for building works and teaching materials and equipment.
- II. The necessity for tuition fees may result in the project not reaching those who need it most, especially in a context of high dropout rates from education.
- III. Risks associated with the location of boarding facilities at the GKVTC, including welfare of young people and child protection issues.
- IV. Despite some growth in the Zambian economy and a growing mining industry in the Copperbelt province, the immediate challenge of poverty may mean that studying for 6-12 months plus is not a viable option for young people.

2.4.2 Management of risks

- I. GKMT/GCMF are developing the GKVTC in phases. This has the following advantages:
 - a. Amounts required from external donors are smaller and more achievable.
 - b. Once operating, it will be easier to explain progress for application for subsequent phases. In addition, GKMT are committed to significant fund raising in the Netherlands and maintaining relationships with donors, which provide realistic chances of securing funding for this community project.
- II. The tuition fee has been set after careful consideration with the local community. In order to ensure that those who need it most can access the project, GKVTC will establish a scholarship fund, will adopt flexible payment options and will make interest free loans available to families who cannot meet tuition costs. Over the long term, the mitigating strategy involves ensuring projects are accessible to the community, adopting an action learning model where students learn by doing and earning and then reflecting on the experience and promoting success stories within the local community.
- III. The risk management strategy for child protection includes:
 - a. A child protection policy is in place to cover the boarding and specific guidelines for the boarding will also be developed.
 - b. The boy's boarding is being constructed near the main administration units and the girl's boarding on the opposite side of the GKVTC.
 - c. Adequate provision has been made in GCMF budgets for staffing of hostels with qualified personnel.
 - d. The boarding buildings will be constructed and maintained to a high standard.
- IV. GKVTC will be clear and confident in its promotion of activities within the local community, and work with target group to develop a culture of future-perspective as opposed to a sense of powerlessness. In addition to employing qualified teachers in practical and theory skills, the GKVTC will link closely with local business people to provide links to the market. Promoting success stories will be important. GKVTC will offer courses ranging from three months to two years.

2.5 Cross Cutting Issues

2.5.1 Justice and human rights

The project will have positive multiple effects in the areas of employment, food security, nutrition and access to health services, which are all basic human rights. There are no other organizations providing vocational education in Mpongwe. The GKVCT is not replicating existing services and is greatly welcomed by local and national government departments. All services can be seen as value adding. In a broader sense, the project will promote active citizenship and make a significant contribution to a stronger sense of community within the target area by empowering young people to remain in their home community. Graduates will be well-rounded. Technical skills alone are not enough and the GKVTC will work to ensure that graduates develop entrepreneur skills and personal skills to make good decisions, have initiative and make a positive contribution to their community.

2.5.2 HIV and AIDS

HIV and AIDS are the most serious health risks for young people in Mpongwe. The project is addressing HIV and AIDS as follows:

- It is one of the reasons the GKVTC is needed at this time. As the letter from the District Commissioner states, *“this training school shall live to its promise thereby motivating the youth, curb early marriages and assist in the reduction of the spread of HIV and AIDS in the district.”* This can only be achieved in the long run, but the GKVTC can provide an intervention at a critical time in the life of a young person and work with them to make better life choices and reduce their vulnerability to risky behavior.
- Sexual and Reproductive Health Rights (SRHR) training will be mainstreamed into all courses and will form a crucial part of the course content. The higher vulnerability faced by young women will be taken into account and addressed in course content.
- There will be no discrimination towards young people who are HIV positive. In this case, the GKVTC will use its contacts in the district health sector to ensure that those who are HIV positive get the required treatment. If any student becomes HIV positive while at the GKVTC, and informs management, they will be referred to the health services and will have access to counseling if necessary.
- The development of the GKVTC is in line with the District Aids Task Force's broad approach to tackling HIV and AIDS in Mpongwe. GCMF has excellent links with the DATF because Board members have previously worked with the DAFT.

2.5.3 Gender

Following the needs analysis, it became clear that women in Mpongwe District are multiply disadvantaged. They are at higher risk of HIV, have lower education prospects and are under pressure to marrying and start families at an early age. A number of women groups have been involved in the planning phase and it has been agreed that for the Tailoring & Design and Farming courses, there will be cooperation with the following women groups: *Nchembwe Twesheko* in Mpongwe, *Mukuyu Women's group* in *Switti Village*, and the *Tubombeshe* Gender Association in Ibenga. GCMF is taking the following steps to ensure that young women are represented on the project:

- Of the 15 members of the board of directors, 5 are female. The board has been closely involved in the project design.
- There will be equal access to the GKVTC for young women and men. Women, who want to participate in traditional male dominated disciplines, will be allowed to do so.
- A number of courses will be run which appeal young women including Tailoring & Designing, Food Processing, Organic Farming, Catering & Hospitality and IT.
- There will be two hostels for young women, allowing women from outside the immediate area of Mpongwe village to attend courses at the GKVTC.
- The life skills training program will challenge traditional practices of early marriage and early pregnancy, and work with young women to assert their rights to education and employment/self-employment.

2.5.4 Environment

Environmental sustainability is at the heart of the GKVTC development. The campus will be large, with approximately 65 buildings ones fully completed. However, GKMT/GCMF are determined that the campus will not only promote environmental sustainability, but be an example of environmental sustainability. GCMF will integrate the concept of sustainable construction into the theory and practical courses for students. The long term aim is that the GKVTC will become entirely self-sufficient in water, electricity, food and material needs.

3 Strategic Plan

Is it possible? A vocational training college ...

- Where students from very poor families get high-quality professional education.
- That has its boarding near a diversified, well-managed farm.
- That has sports fields, a library, a knowledge centre, and full internet and after-school activities.
- Where students have three meals a day made from their own farm-fresh products grown at the school.
- That has all of the facilities, equipment, tools and supplies needed to teach students practical skills in different fields.
- That teaches students the business skills they need to get good jobs or start their own enterprises.
- Where students receive an official TEVETA certificate so they can go on for a diploma and degree.
- Where girls get the same opportunities as boys.
- Where no student is excluded due to lack of funds.
- And above all, a college where our students graduate with the knowledge and skills they need to overcome poverty.

The George Korsten Vocational Training College (GKVTC) will do its utmost best to make this possible!

3.1 Vision

GKVTC is an innovative project, in which the design and vision of education play important roles.

3.1.1 *Vision on design and construction*

The design is based on the Open-Source-House criteria (www.os-house.org).

The design fits within the culture of Zambia and stimulates the local employment. The school will empower and upgrade Mpongwe district as a rural area. The concept of sustainable construction will be integrated in the theory and practical courses for the students. In this way, students gain insight in and knowledge on sustainable ways of construction. They can transfer this knowledge to other generations. Open Source House principles are:

- *Locally embedded.* The design is embedded in the local cultural context (e.g. socially and economically). It can be produced locally, aims at improving local employment and know-how and strives to minimize the need for import and transportation.
- *Design the whole life cycle.* The future disassembly and material-use are an integral part of the design. All organic and technical materials can be separated. Natural resources are renewable.
- *Climate.* The design makes optimal use of its location and surrounding climate conditions in order to minimize energy consumption.

- *Size.* The design adheres to local building standards. Elements are transportable and re-usable (e.g. elements of part A are exchangeable with elements of part B).
- *Structure.* The load-bearing structure is separated from the demountable building skin.
- *Connections.* All connections between the components and the structure are dry and demountable. This makes re-assembly easy and clean.
- *Installations.* All installations must guarantee a flexible organization of the household and provide a sustainable way of living. The installations are smart, safe, upgradeable and adapted to the local ecology. They can function independently from the structure and skin.
- *TEVETA criteria.*
- *Minimum building environment standards.* For office, classrooms, workshops, sanitary block, library, kitchen and dining room, laboratory, hostel.

3.1.2 Vision on education

Many young people in Mpongwe district drop out of school at an early age. Of those who make it through their basic schooling (usually grades 1-9) many never go to high school. Besides financial reasons, one of the reasons young people drop out is that neither they nor their parents think that more years of schooling will make a difference in their ability to get a job, they think that a decent job will be out of reach anyway, whether they go to high school or not.

GCMF will develop an innovative Vocational Training College in Mpongwe district. A new kind of school which will give young people in the Mpongwe district the kind of education they need to find good jobs, or to be able to create their own jobs, and thereby overcome poverty. The GKVTC will make a difference through the education students receive; where graduates are able to do productive things with their lives and where the word will spread that going to the GKVTC changes your life. As a result, more and more students want to attend the GKVTC.

Whether GKVTC is aiming at full financial self-sufficiency within a fixed time period, or seeking to develop a few income generating programs to improve educational quality and raise resources, the model of Education That Pays For Itself sells itself in several ways:

- *Adding educational value through learning by doing and earning.* Much of what is taught in traditional schools is academic and not relevant to students. Skills education is often poorly linked to the needs of the market and fails to address how to maximize income earned from competencies acquired. In the GKVTC academic teaching is integrated into practical lessons, which also include entrepreneurship education. The result is young rural entrepreneurs in the Mpongwe district, who have the academic qualifications required for further education, technical skills demanded by the market, and enough business experience to start their own profit making enterprises.
- *Adding developmental value.* The existing education system fails to sufficiently address the root causes of poverty or expand the opportunities available to its students. A student centered teaching approach and students teaching how to run successful business allows them to lift themselves out of poverty. Opening the three

doors to success in further education, employment, and self-employment increases the opportunities available for the youth in Mpongwe to fulfill their potential. Sexual and Reproductive Health Rights (SRHR) training will be mainstreamed into all courses and will form a crucial part of the course content.

- *Achieving financial sustainability.* Education programs continually fail to produce a long term impact because they are forced to stop when the funding dries up. GKVTC will provide education that pays for itself. Benefits include institutional independence, improved facilities, increased staff motivation, all of which lead to increased educational quality and capacity.
- *Achieving environmental sustainability.* The existing education system does not pay much attention to environmental issues such as, natural resources as water, energy, land and local materials. Environmental degradation has multiple long term negative consequences for poor communities risking the natural resources they depend upon. Through teaching sustainable agriculture, sustainable energy, and natural resource management from a business perspective, students learn how to protect the environment, which contributes to increase their future earnings.
- *Achieving Social sustainability.* Urban drift and lack of education for marginalized groups reinforces poverty in rural communities. An increasing number of pupils are leaving Mpongwe district in their search for future education. Young people who don't have finances or possibilities to follow professional training stay home unemployed.

The GKVTC will teach students how to earn a good living in the Mpongwe district. It will keep communities together and increase their wealth. Targeting marginalized groups and increasing gender equity in education reduces relative poverty and increases social cohesion. Emphasizing co-operative working at the school level builds social capital as well as human capital.

GKVTC has chosen for the Learning by Doing and Earning approach. This approach is mainly based on the point of view that students learn best through experience, and not by passively receiving information from others. GKVTC should provide much more than just a traditional classroom experience. It should provide a stimulating environment for living, working and gaining experience by a curriculum which is based on six educational pillars: Learning to be, learning to live together, learning to know, learning to do, learning to undertake, and learning to earn money.

If the purpose of education is to prepare students to lead productive, satisfying lives after they graduate, and if making a living will be an important part of the rest of their lives, then GKVTC should teach students about making money. Likewise, if good education is that students become life-long learners and if earning a living will be a life-long necessity, then GKVTC should spark an interest in learning about earning. There is no better way to do that than making earning part of learning. It helps to bring alive the subjects students are exposed to in the classroom, enabling them to acquire practical skills and become competent professionals. Additionally, it helps students to build self-esteem and the confidence to make concrete plans for the future. Learning by doing and earning also

provides a vehicle for students to learn how to work in a team, how to be open to new ideas and how to be flexible when facing change.

3.1.3 Vision on educational strategy

The educational strategy is based on a competence based curriculum. A competence based curriculum means that the curriculum focuses on the skills and competences, needed in practice and demanded by the stakeholders. GKVTC wants to work with a competence profile with six roles:

- Role of expert in a specific professional area (carpentry, organic farming etc).
- Role of communicator.
- Role of team worker.
- Role of designer.
- Role of researcher.
- Role of entrepreneur.

The educational strategy in GKVTC must be conceived as an overall educational concept which dominates the whole curriculum and determines all the elements of the curriculum. It implies the use of several educational methods.

Learning takes place, mainly according to the principles of action learning, where the practice is a starting point for learning, followed by reflection on this practice in the theory. Learning occurs in a relevant environment and is tied to a specific and relevant context. It means that not the instruction of the teacher, but the construction of new ideas and knowledge by the student is starting point of the learning process. Learning is always built on knowledge and skills that the student already has. Students have prior knowledge and experiences where the teacher can build on. An additional aspect is the social context in which learning occurs. Students learn by interacting with each other. This way they can combine their knowledge with the knowledge of their peers to solve a task or problem.

Students have an active role in this process and are responsible for their own learning. They actively construct their knowledge through interaction with the environment. The teacher has the task to coach the student in this process.

The educational strategy in the GKVTC must be conceived as an overall educational concept which dominates the whole curriculum and determines all the elements of the curriculum. It implies the use of several educational methods. One of the educational methods can be based on problem based learning.

Some of the most important advantages of the choice for problem based learning are:

- Problem based learning enables to make a clear and direct link between the subject material of the educational program and the professional practice.
- Problem based learning stimulates students to study the subject material more thoroughly.
- A lot of social skills, communication skills in particular, are trained during the course.

- Problem based learning makes it possible to reduce the number of contact hours for lecturers and therefore to improve the cost management; more time can be spent for curricular development and contacting the professional practice.
- Problem based learning brings more joy to studying.
- Problem based learning stimulates lifelong learning.

3.2 Mission

GKVTC will provide a broad, sustainable professional preparation, adapted to the characteristics and learning needs of the individual student, in co-creation with central stakeholders, so that the students can learn and develop themselves as a lifelong learning professional.

GKVTC would hereby distinguish positively from other vocational training centers with regard to the priorities:

- Explicit vision on the design and construction of the college.
- Explicit vision on learning: Learning by doing and earning.
- Explicit vision on educational strategy: Competence based and student centered.
- Explicit vision on growing to a self-sufficient school.
- Explicit vision on partnerships with other educational and business institutions (see paragraph 2.1.6).

The school will be an example which hopefully inspires many other schools in rural Zambia to take a new approach to education so that low-income students can get an affordable, high-quality education that enables them to overcome poverty.

3.3 Values

- *Compassion*, our first and fundamental value. GKVTC is moved by and empathise with the suffering and exclusion of others and are motivated to action to transform that reality.
- *Team work*, fostering an environment in which everyone works together.
- *Respect*, GKVTC will respect the opinions of stakeholders (staff, students and those external to the college).
- *Quality*, the GKVTC will consistently emphasize quality in the implementation of all activities.
- *Gender and equity*, the GKVTC will not only ensure the provision of equal opportunities to both the men/boys and the women/girls but will also ensure that there is fairness in their outcomes.
- *Dedication*, the GKVTC will be dedicated to its duties so as to enhance ownership and a feeling of belonging. It will be dedicated to working through team work and to enhancing accountability and transparency.
- *Non-partisan*, in all its work, the GKVTC will remain non-partisan and not align itself to any party, ruling or otherwise.
- *Integrity and honesty*, in handling its properties.
- *Diversity*, maintaining a diversity of courses and programs.

- *Human Dignity*, the GKVTC embraces as a core principle the absolute respect for the dignity of every human person.
- *Service*, primarily in deeds rather than words; the GKVTC commits itself to coherent and professional service to the highest human standards.
- *Accountability and transparency*, the GKVTC will to be exemplary in demonstrating stewardship of the resources entrusted to it and expect the same of those with we work.
- *Collaboration*, the GKVTC chooses to work in close and respectful partnership with a whole range of stakeholders, women and men who share the vision.
- *Awareness-raising*, communicating authentically experiences of the lives of the poor and analyses of their struggles is the basis of the mission and development of undertaken education to foster solidarity and a spirituality of justice.

3.4 Objectives

There are four kinds of objectives for this project: regarding a GKVTC in Mpongwe, regarding sustainable construction, regarding the educational strategy and regarding self-sufficiency.

3.4.1 Objectives regarding a GKVTC in Mpongwe

- To create infrastructure for a VTC for around 500 students, of which 64 boarding students and 100 part-time students in 2026.
- To give yearly 500 young people without higher educational new perspectives.
- To create employment for the local community (46 men and 12 women as piece workers during the construction, and after construction approximately 50 employees for the GKVTC).
- To empower the people of Mpongwe being a rural district and guaranteeing community involvement (intersectional executive committee).
- To increase the expertise of the evolved employees by participation in schooling and workshops.

3.4.2 Objectives regarding sustainable construction

- To construct a school that is entirely self-sufficient in its water, electricity, food and material needs.
- To construct business units which serve as a practical training centre/learning company for students, which prepare students for becoming entrepreneurs and which generate income for the VTC (e.g. carpentry, bricklaying, auto mechanics, catering, tailoring and design).
- To stimulate entrepreneurship and to create economic development (for example through micro credits for graduates starting a business).
- To integrate the concept of sustainable construction in the theory and practical courses for the students. In this way, students gain insight in and knowledge on sustainable ways of construction. They can transfer this knowledge to other generations.

3.4.3 Objectives regarding educational strategy

We want students to become professionals, who are:

- Problem solvers.
- Capable of self-directed learning.
- Independent.
- Critical thinking.
- Responsible for their own learning process.
- Aware of competencies and deficits (self-reflecting).
- Good communicators.

3.4.4 *Objectives and results regarding a self-sufficient school*

- To add educational value: Learning for earning. Academic teaching is integrated into practical lessons, which also include entrepreneurship education. The result is young rural entrepreneurs in the Mpongwe district, who have the academic qualifications required for further education, technical skills demanded by the market, and enough business experience to start their own profit making enterprises.
- To add developmental value: Teaching students how to run successful business allows them to lift themselves out of poverty. Opening the three doors to success in further education, employment, and self-employment increases the opportunities available for the youth in Mpongwe to fulfil their potential.
- To achieve financial sustainability: Education that pays for itself. Benefits include institutional independence, improved facilities, increased staff motivation, all of which lead to increased educational quality and capacity.
- To achieve environmental sustainability: Through teaching sustainable agriculture, sustainable energy, and natural resource management from a business perspective, students learn how protecting the environment can contribute to increasing their earnings.
- To achieve social sustainability: Teaching students how to earn a good living in the Mpongwe district holds communities together and increases their wealth. Targeting marginalized groups and increasing gender equity in education reduces relative poverty and increases social cohesion. Emphasizing co-operative working at the school level builds social capital as well as human capital.

3.5 **Outcomes**

3.5.1 *Intended outcomes of the project*

- I. Good quality teaching and practical facilities available to support the theory and practical elements of TEVETA courses available to an initial of 80 students by January 2017.
- II. Cumulative number of enrolled students increases to 400 students by September 2021 and 600 by September 2026.
- III. Good quality IT & Study facilities available to students from January 2017, helping to overcome the digital backlog experienced by people in Mpongwe.
- IV. On Campus accommodation available to 32 males and 32 females per year by September 2021.
- V. TVET courses available to a wide target group within Mpongwe District.
- VI. High standard of water provision and sanitation cover on a busy campus hosting 500+ people per day.

VII. An entirely self-sufficient GKVTC.

3.5.2 Related indicator for each outcome

- I. Number of students who enroll at the GKVTC for initial courses in January 2017.
- II. Cumulative number of students that enroll at the GKVTC.
- III. Number of students and local community members using computer room and library (will be linked with exam performance).
- IV. Number of young males and young females staying in the boarding.
- V. % of GKVTC students from outside immediate surroundings of Mpongwe Township.
- VI. Water supply available to campus, measured in cubic liters, number of times water storage system used, and incidences of water borne or sanitation related illnesses on campus.
- VII. Amount of donor money needed for daily management and maintenance.

3.5.3 Measuring instruments

- I. Student records.
- II. Student records.
- III. Hostel occupancy records.
- IV. Student records.
- V. Technical report on water system and storage capacity.
- VI. Records of use of water system, provided in quarterly reports.
- VII. Quarterly reports.

3.6 Quick Wins

Most of the future income generating activities of the GKVTC will require capital investment. However for three business units these investments have already been done and they can soon start giving revenues. A ZESCO connection will boost not only the education but also these enterprises.

3.6.1 ZESCO Connection

A detailed electrical design and bill of quantities have been made and the fundraising is currently in a far advanced stage. Once installed, the computer lab can start functioning and administration offices can be used, also for further fund raising.

3.6.2 Carpentry workshop

A full range of heavy duty carpentry machines with all necessary accessories is in place at the GKVTC. This workshop has been intensively used for construction activities but can start running as an income generating carpentry workshop. A business plan was developed in 2015.

3.6.3 Poultry

GCMF possesses two poultrys to support the GKVTC, one in Ibenga and one in Mpongwe with capacities of respectively 1200 layers and 600 broilers. While the poultry in Ibenga currently counts 1000 birds (not yet laying eggs), the poultry in Mpongwe is not being used at the moment, but can start up at any given time.

3.6.4 Garden

A 20x50 meter drip irrigation kit is purchased in 2016 and will be installed by the first intake of Organic Horticulture students. The garden can thus soon grow crops for the college and the local market.

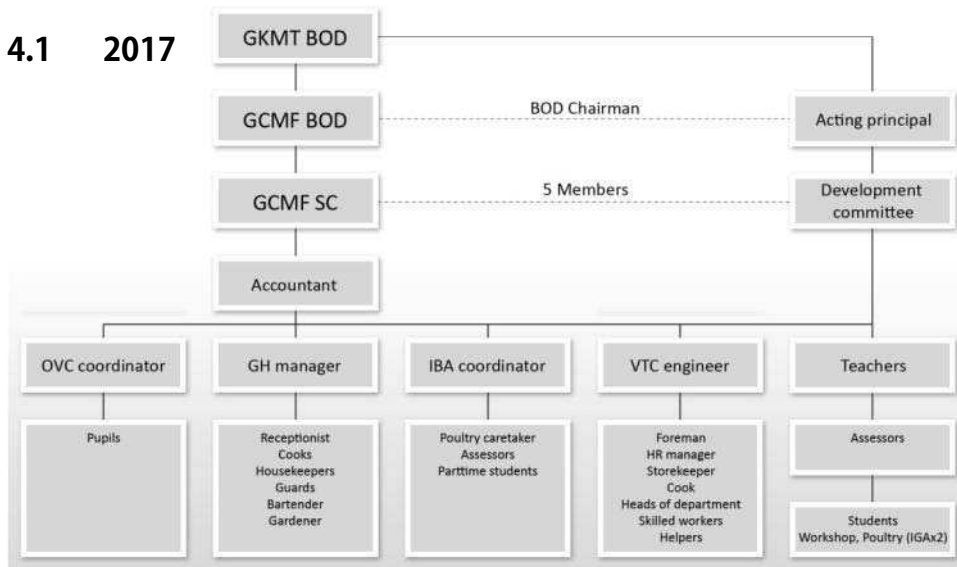
3.7 Gap Analysis

The table below shows how we want to start and where we aim to be ten years from now.

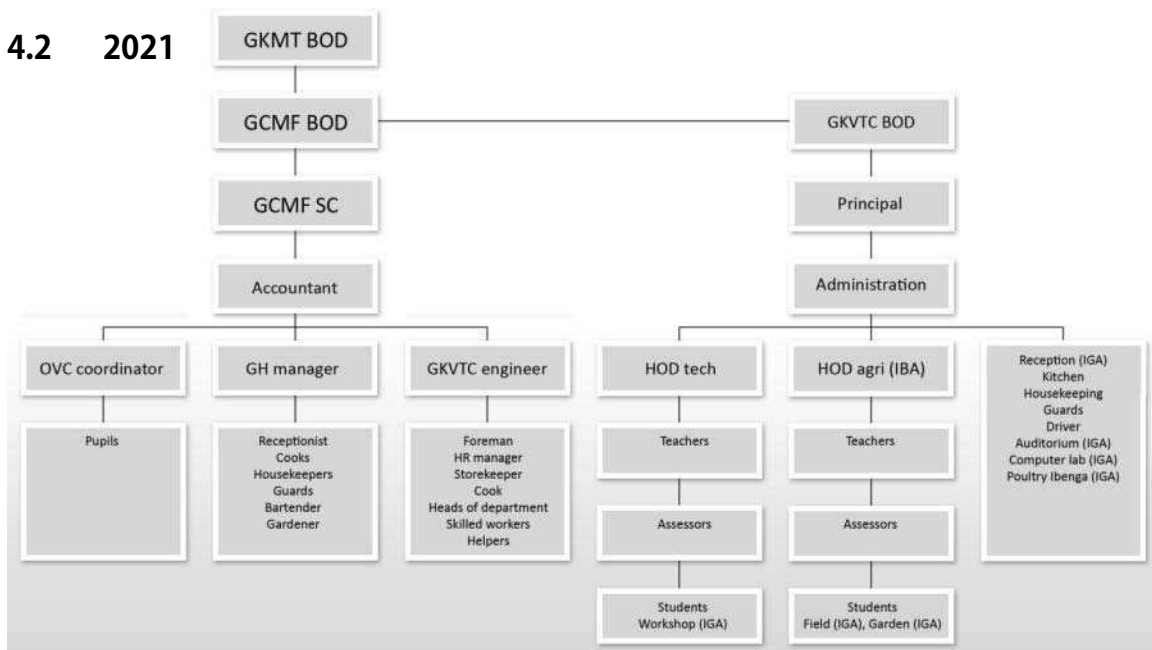
	<i>Starting point 2016/2017</i>	<i>Desired position in 2021</i>	<i>Desired position in 2026</i>
<i>Construction</i>	Phase 1 finished	Phase 2 finished	Phase 3 and 4 finished
<i>Students</i>	80 (fulltime)	400 (300 fulltime, 100 part-time)	600 (500 fulltime, 100 part-time)
<i>Courses</i>	3 fulltime courses at level III, 1 fulltime course at level I	6 fulltime courses at Craft level, 2 part-time courses at level III	10 fulltime courses at Craft level, 2 part-time courses at level III
<i>Board</i>	GKMT/GCMF board, GCMF chairman is acting principal	GKVTC board, Fulltime assigned principal, supervised by GKMT/GCMF	GKMT/GCMF hands over to GKVTC board and principal
<i>Teachers</i>	4 teachers, 3 assessors	8 teachers, 6 assessors	12 teachers, 10 assessors
<i>Staff</i>	3 (1 cook, 2 guards)	12 (2 cooks, 2 guards, 2 head of department, 1 administrative staff, 1 receptionist, 1 storekeeper, 1 driver, 2 cleaners)	27 (2 cooks, 4 guards, 3 head of department, 2 administrative staff, 1 accountant, 1 receptionist, 1 secretary, 1 librarian, 1 storekeeper, 1 driver, 4 cleaners, 4 animal care takers, 2 concierge)
<i>Staff houses</i>	1	6	28
<i>Business units</i>	2 (Carpentry, Poultry)	7 (Each course is connected to a business unit)	16 (Each department runs a business unit, including administration, auditorium, computer lab, etc.)
<i>Self-sufficiency</i>	Donor dependent	Donor dependent, each department is working on income generating venues	The college is financially independent
<i>Partnerships</i>	GKMT/GCMF	MAF&TC	MAF&TC

4 Organization Structures

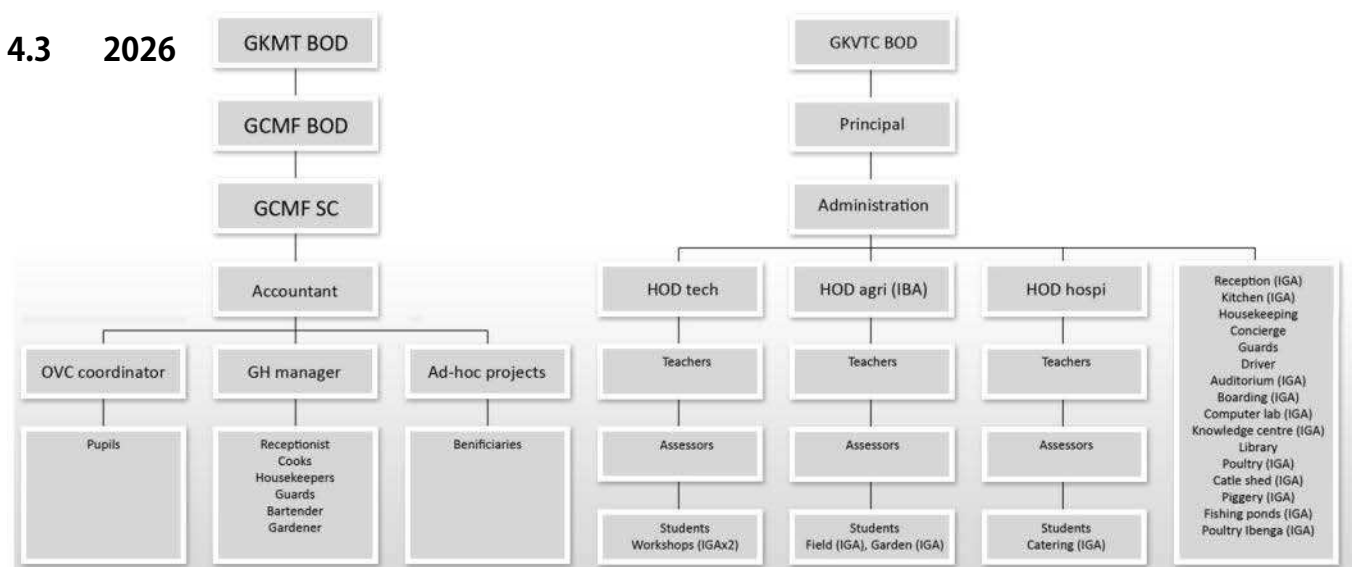
4.1 2017




4.2 2021



4.3 2026



5 Registration NGO Act


REPUBLIC OF ZAMBIA

Form 4
(Regulation 7)

The Non-Governmental Organisations' Act, 2009
(Act No. 16 of 2009)

The Non-Governmental Organisations
(Forms and Fees) Regulations, 2011

CERTIFICATE NO. ENGO 101/0395/14

CERTIFICATE OF REGISTRATION

(Section 13 of the Non-Governmental Organisations' (Act, 2009)


Holder's name GIVE THE CHILDREN OF MPONGWE A FUTURE

Address MPONGWE

The certificate is granted for a period of five (5) years commencing on the
30th December day of 2014

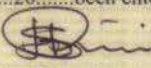
The conditions of grant of the certificate are as shown in the Annexures
attached hereto.


Issued at Lusaka this 30th day of December 2014


S. Phiri
Registrar

ENDORSEMENT OF REGISTRATION

This Certificate has this 30 day of 12 2014 been entered in the Register.


S. Phiri
Registrar



6 Registration Business Name

Form V
(Regulation 4)

Certificate No. 211097
Serial No. 2247221



Republic Of Zambia

THE REGISTRATION OF BUSINESS NAMES ACT, 2011
(Act No. 16 of 2011)

CERTIFICATE OF REGISTRATION

I HEREBY CERTIFY that: **GEORGE KORSTEN VOCATIONAL TRAINING COLLEGE**

have (has) been registered in accordance with section 7 of the Registration of Business Names Act, 2011 and have (has) been entered in the Register under Number 211097 of the Register.

This Certificate of Registration is valid until transferred or cancelled.

Issued at **Lusaka** this 10th day of May, 2013.



L.S. Thole
Assistant Registrar

[Note that this certificate is not valid unless the official seal of the Registrar of Business Names has been affixed]

0078119

7 List of BOD and SC Members GCMF

GCMF has a fifteen headed Zambian board of directors (BOD) of which six form the steering committee (SC). Steering committee members are assigned to several departments of the foundation and meet every two weeks. The entire board meets quarterly. The members are:

1 Chairman <i>Board</i> BOD <i>Position at GKVTC</i> Acting Principal	<i>Name</i>	Mr. Kalima, Anthony
	<i>NRC</i>	103967/31/1
	<i>Birth date</i>	17/4/1950
	<i>Contact address</i>	PO Box 14, Mpongwe
	<i>Phone number</i>	0966675634
	<i>Nationality</i>	Zambian

2 Vice-Chairlady <i>Board</i> BOD	<i>Name</i>	Mrs. Musukuma, Fridah
	<i>NRC</i>	138369/62/1
	<i>Birth date</i>	20/12/1962
	<i>Contact address</i>	Po Box 50, Mpongwe
	<i>Phone number</i>	0966363903
	<i>Nationality</i>	Zambian

3 Secretary <i>Board</i> BOD	<i>Name</i>	Mr. Mutakela, Patrice
	<i>NRC</i>	203784/62/1
	<i>Birth date</i>	21/10/1975
	<i>Contact address</i>	PO Box 10190, Luanshya
	<i>Phone number</i>	0964114853
	<i>Nationality</i>	Zambian

4 <i>Board</i> BOD <i>Position</i> Member	<i>Name</i>	Mrs. Lusambo, Elisabeth
	<i>NRC</i>	153419/71/1
	<i>Birth date</i>	16/07/1963
	<i>Contact address</i>	PO Box 14, Mpongwe
	<i>Phone number</i>	0969833292
	<i>Nationality</i>	Zambian

5 <i>Board</i> BOD <i>Position</i> Member	<i>Name</i>	Mrs. Ngoma, Justine
	<i>NRC</i>	200790/61/1
	<i>Birth date</i>	16/07/1957
	<i>Contact address</i>	PO Box 12, Mpongwe
	<i>Phone number</i>	0969958198
	<i>Nationality</i>	Zambian

6 Board BOD Position Member	<i>Name</i>	Mrs. Mali, Robiness
	<i>NRC</i>	126173/62/1
	<i>Birth date</i>	24/08/1968
	<i>Contact address</i>	PO Box 50, Mpongwe
	<i>Phone number</i>	0964305445
	<i>Nationality</i>	Zambian

7 Board BOD Position Member	<i>Name</i>	Mrs. Munkombwe, Rose
	<i>NRC</i>	331093/11/1
	<i>Birth date</i>	25/03/1959
	<i>Contact address</i>	PO Box 55, Mpongwe
	<i>Phone number</i>	0961212173
	<i>Nationality</i>	Zambian

8 Board BOD Position Member	<i>Name</i>	Mr. Dhaka, Isaih
	<i>NRC</i>	318604/52/1
	<i>Birth date</i>	25/01/1958
	<i>Contact address</i>	PO Box 37, Mpongwe
	<i>Phone number</i>	0964004505
	<i>Nationality</i>	Zambian

9 Board BOD Position Member	<i>Name</i>	Mr. Mvula, Scotch
	<i>NRC</i>	745158/11/1
	<i>Birth date</i>	12/12/1980
	<i>Contact address</i>	PO Box 141, Mpongwe
	<i>Phone number</i>	0977403360
	<i>Nationality</i>	Zambian

10 Chairman Board SC Department VTC Organizational	<i>Name</i>	Mr. Mushipi, Chanda
	<i>NRC</i>	162521/46/1
	<i>Birth date</i>	07/07/1972
	<i>Contact address</i>	Plot 61, Mpongwe
	<i>Phone number</i>	0968621380
	<i>Nationality</i>	Zambian

11 Vice-Chairman Board SC Department VTC Business units	<i>Name</i>	Mr. Mwiya, Victor
	<i>NRC</i>	185237/71/1
	<i>Birth date</i>	31/05/1973
	<i>Contact address</i>	PO Box 14, Mpongwe
	<i>Phone number</i>	0953730832
	<i>Nationality</i>	Zambian

12 Secretary <i>Board</i> SC <i>Department</i> Guesthouse and OVC	<i>Name</i>	Mr. Kasapo, Clifford
	<i>NRC</i>	341379/67/1
	<i>Birth date</i>	24/08/75
	<i>Contact address</i>	PO Box 50, Mpongwe
	<i>Phone number</i>	0966200777
	<i>Nationality</i>	Zambian

13 <i>Board</i> SC <i>Department</i> VTC Agricultural	<i>Name</i>	Mr. Kangwa, Stephen
	<i>NRC</i>	150852/68/1
	<i>Birth date</i>	23/07/1960
	<i>Contact address</i>	PO Box 65, Mpongwe
	<i>Phone number</i>	0955759318
	<i>Nationality</i>	Zambian

14 <i>Board</i> SC <i>Department</i> VTC Electricity	<i>Name</i>	Mr. Jere, Joseph
	<i>NRC</i>	171118/13/1
	<i>Birth date</i>	25/03/1960
	<i>Contact address</i>	PO Box 61, Mpongwe
	<i>Phone number</i>	0966787358
	<i>Nationality</i>	Zambian

15 <i>Board</i> SC <i>Department</i> VTC Educational quality	<i>Name</i>	Mr. Mwenda, Vackson
	<i>NRC</i>	145595/68/1
	<i>Birth date</i>	01/02/1959
	<i>Contact address</i>	Plot 12N-ex, Ibenga Road
	<i>Phone number</i>	0966620140
	<i>Nationality</i>	Zambian

8 List of Instructive/Administrative Staff

Lecturer <i>Qualifications</i> <ul style="list-style-type: none"> Teaching Methodology Diploma in Agriculture Bachelor of arts in Theology 	<i>Name</i>	Mr. Nkhoma, Joe
	<i>NRC</i>	230715/68/1
	<i>Birth date</i>	16/01/1977
	<i>Contact address</i>	PO Box 14, Mpongwe
	<i>Phone number</i>	0966482033
	<i>Nationality</i>	Zambian

Lecturer <i>Qualifications</i> <ul style="list-style-type: none"> Teaching Methodology Bachelor of Education Craft certificate in Carpentry & Joinery 	<i>Name</i>	Mr. Ndongo, Isaac
	<i>NRC</i>	176271/23/1
	<i>Birth date</i>	20/04/1976
	<i>Contact address</i>	PO Box 7, Masaiti
	<i>Phone number</i>	0968600382
	<i>Nationality</i>	Zambian

Lecturer <i>Qualifications</i> <ul style="list-style-type: none"> Craft certificate in Bricklaying & Plastering General certificate of Education 	<i>Name</i>	Mr. Banda, Barnabas
	<i>NRC</i>	234465/66/1
	<i>Birth date</i>	03/08/1971
	<i>Contact address</i>	PO Box 7, Masaiti
	<i>Phone number</i>	0966664984
	<i>Nationality</i>	Zambian

Lecturer <i>Qualifications</i> <ul style="list-style-type: none"> Teaching Methodology Diploma in Forestry Bachelor in Agro-forestry Master in Tropical forestry 	<i>Name</i>	Mr. Kalaluka, Ricky
	<i>NRC</i>	214524/83/1
	<i>Birth date</i>	13/02/1981
	<i>Contact address</i>	PO Box 14, Mpongwe
	<i>Phone number</i>	0977824751
	<i>Nationality</i>	Zambian

Assessor <i>Qualifications</i> <ul style="list-style-type: none"> Trade level I in Carpentry & Joinery Former head carpenter at GKVTC 	<i>Name</i>	Mr. Mishi, Webby
	<i>NRC</i>	191961/68/1
	<i>Birth date</i>	23/09/1967
	<i>Contact address</i>	PO Box 14, Mpongwe
	<i>Phone number</i>	0964241222
	<i>Nationality</i>	Zambian

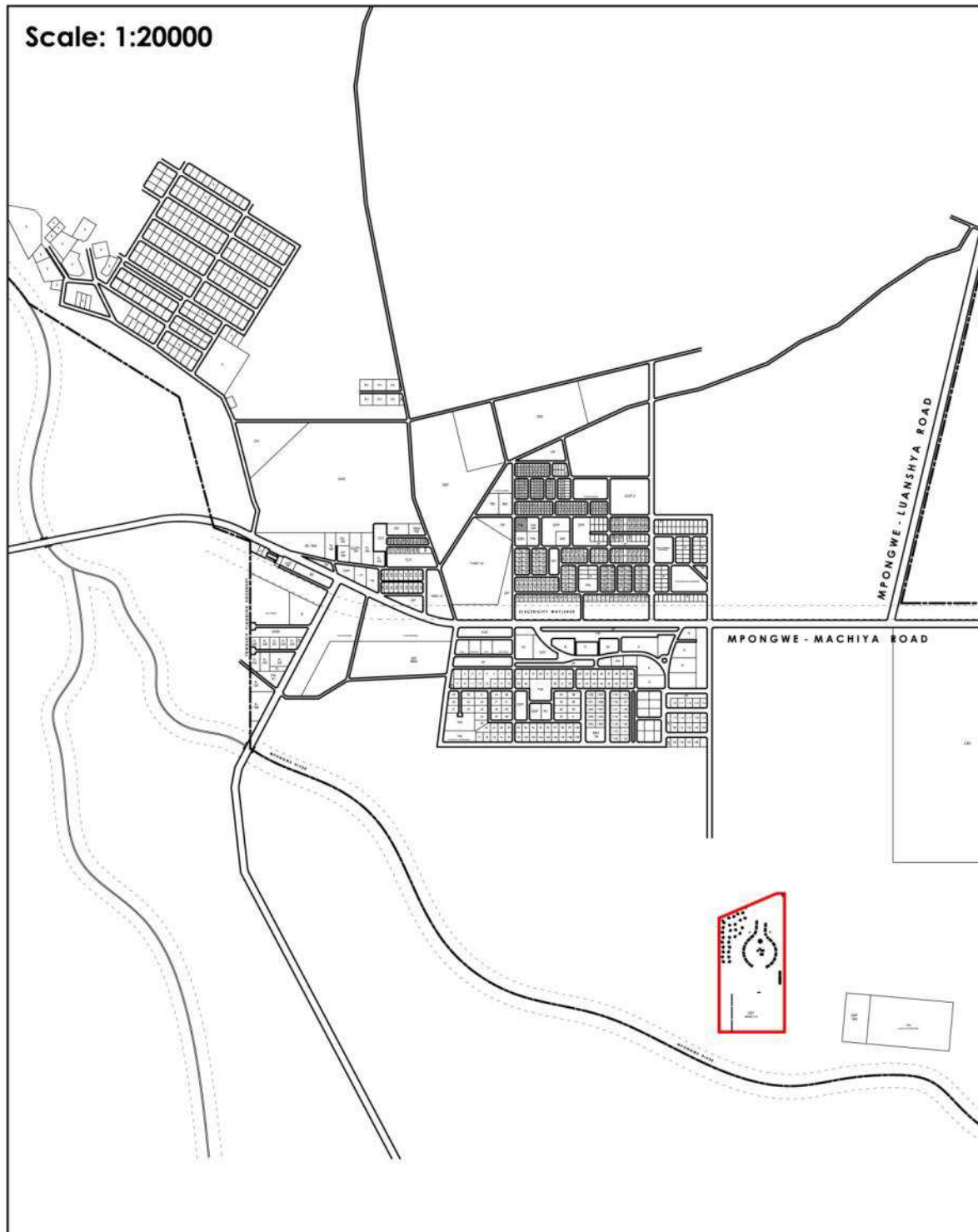
Assessor <i>Qualifications</i> <ul style="list-style-type: none"> Former head bricklayer at GKVTC Former foreman at GKVTC 	<i>Name</i>	Mr. Kunda, Carlington
	<i>NRC</i>	114701/69/1
	<i>Birth date</i>	04/10/1983
	<i>Contact address</i>	PO Box 14, Mpongwe
	<i>Phone number</i>	0960391728
	<i>Nationality</i>	Zambian

Assessor <i>Qualifications</i> <ul style="list-style-type: none"> Pursuing Bachelor in Agri-business 	<i>Name</i>	Mr. Siakoche, Arnold
	<i>NRC</i>	281540/74/1
	<i>Birth date</i>	07/10/1971
	<i>Contact address</i>	PO Box 14, Mpongwe
	<i>Phone number</i>	0969769298
	<i>Nationality</i>	Zambian

Accountant <i>Qualifications</i> <ul style="list-style-type: none"> Certificate in accounts and business studies National accounting technician 	<i>Name</i>	Mr. Thole, Derrick
	<i>NRC</i>	439745/52/1
	<i>Birth date</i>	27/09/1975
	<i>Contact address</i>	PO Box 22398, Kitwe
	<i>Phone number</i>	0963610580
	<i>Nationality</i>	Zambian

For CV's of the lecturers and accountant, see attachment after second TAB

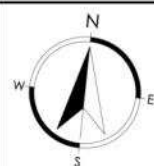
9 Location Plan



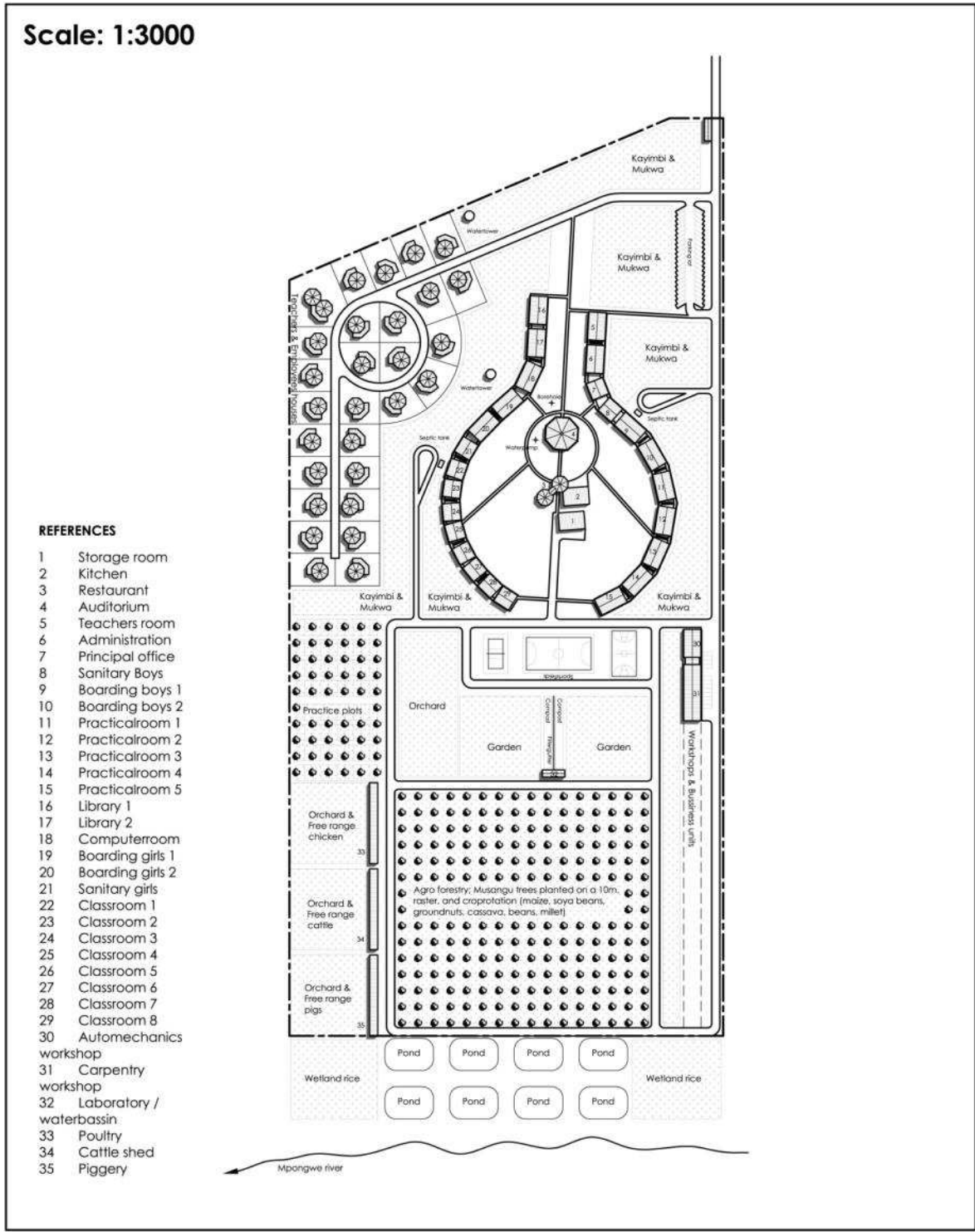
Locationplan for GKVTC, Plot #40440 in Mpongwe Township

General notes - Figured dimensions are to be taken in preference to scaling. Unless otherwise specified all dimensions are given in Millimeters. All dimensions are to be checked on site.
Date: 21st of August 2014

Drawing: Locationplan Mpongwe Township
 Scale: 1:20000
 Size: A4
 Client: GCMF
 Drawn by: Eng. A. B. Sol



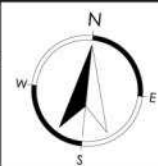
10 Site Plan



Siteplan for GKVTC, Plot #40440 in Mpongwe Township

General notes - Figured dimensions are to be taken in preference to scaling. Unless otherwise specified all dimensions are given in Millimeters. All dimensions are to be checked on site.
Date: 21st of August 2014

Drawing: **Siteplan GKVTC, Mpongwe Township**
 Scale: 1:3000
 Size: A4
 Client: GCMF
 Drawn by: Eng. A. B. Sol



11 Referees

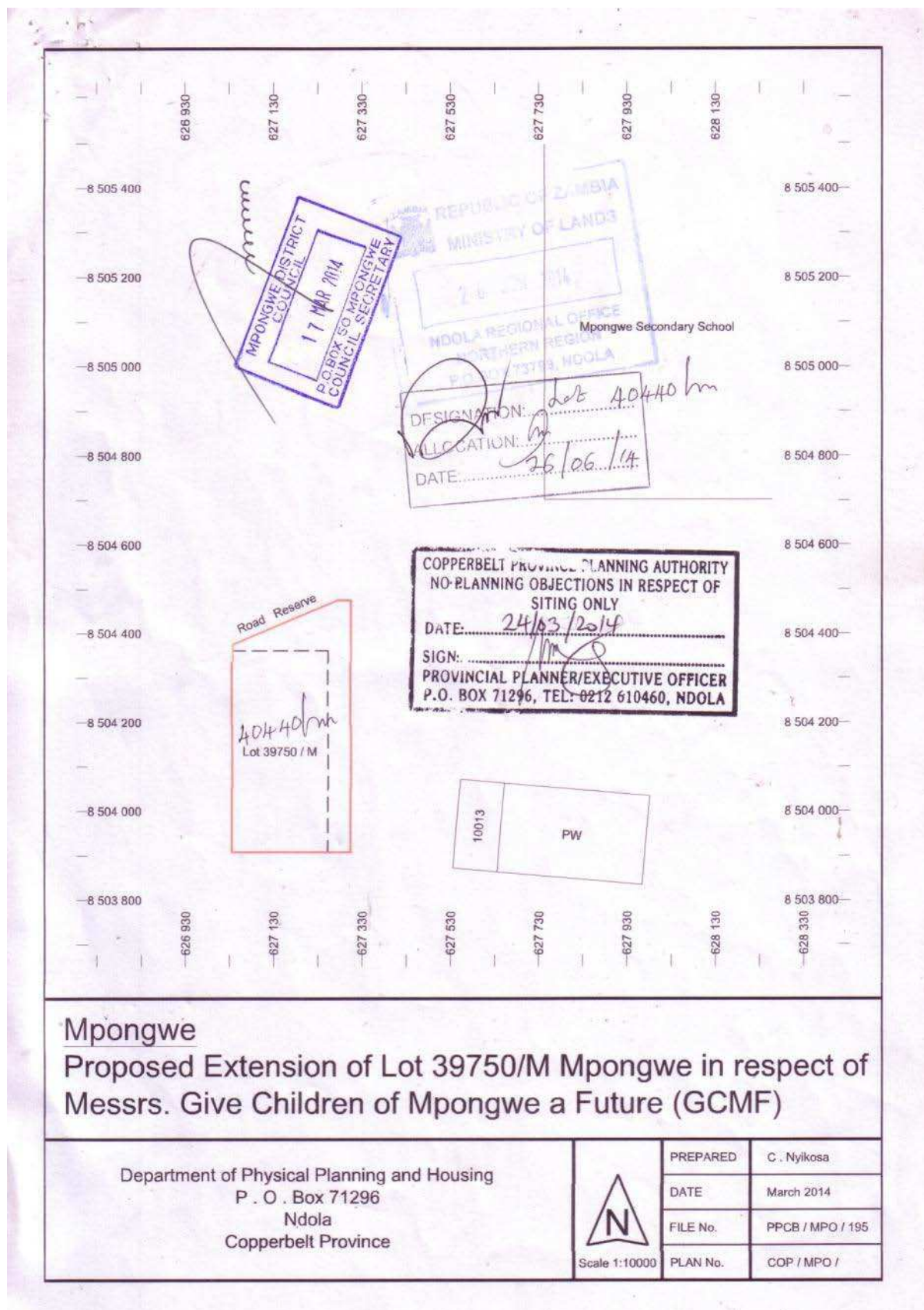
Branch Manager Natsave (current banker)	<i>Name</i>	Mr. Mvula, Scotch
	<i>Contact address</i>	PO Box 141, Mpongwe
	<i>Email address</i>	Scotch.Mvula@natsave.co.zm
	<i>Phone number</i>	0977403360
	<i>Nationality</i>	Zambian

District Commissioner	<i>Name</i>	Mr. Maila, Keith
	<i>Contact address</i>	PO Box 50, Mpongwe
	<i>Email address</i>	Keithmaila79@gmail.com
	<i>Phone number</i>	0977246585
	<i>Nationality</i>	Zambian

District Education Board Secretary	<i>Name</i>	Ms. Chanda, Agnes
	<i>Contact address</i>	PO Box 12, Mpongwe
	<i>Email address</i>	agnessmshanga@yahoo.com
	<i>Phone number</i>	0977275078
	<i>Nationality</i>	Zambian

Council Chairman	<i>Name</i>	Mr. Chillufia, Benjamin
	<i>Contact address</i>	PO Box 50, Mpongwe
	<i>Email address</i>	
	<i>Phone number</i>	0966617016
	<i>Nationality</i>	Zambian

12 Proof of Ownership Training Premises



13 TEVETA Registration Certificate

