



# Guidance for TVET Schools

South Sudan







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# 1. Balancing the academic and vocational elements of the curriculum

## A) The need for academic courses to meet national standards

The South Sudanese Curriculum Framework is the foundation underpinning learning in all of the nation's schools.

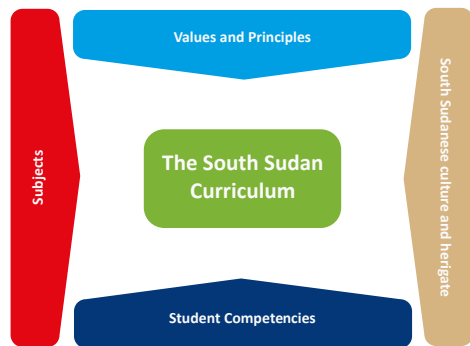


Fig 1 . Curriculum Framework model

TVET teachers, along with teachers in all schools, work to achieve the same curriculum aims and to:

- develop the same values and principles
- develop the same competencies
- promote South Sudanese culture and heritage

The subjects differ as learners pass through the different stages of education.

The Framework sets out the core curriculum to be studied by all learners in every school in the country. The core curriculum for S1 to S4 is the same in TVET schools and in academic schools so that everyone studies these important subjects to the same high standard and everyone sits the same national examinations.

This has three important advantages:

- Learners can transfer between academic and TVET schools and continue with their academic subjects at the same stage

- Learners in TVET schools can reach the highest standards in school, on a par with those in academic schools
- All learners, including those in TVET schools, can go on to study at university and become the future leaders in all sectors of the economy

The table shows the core (compulsory) subjects that are taught in both TVET and academic schools as well as the TVET school options.

S1 - 4		
	Status	Periods per week (45 minutes each)
English	Compulsory	5
Maths	Compulsory	5
Religious Studies	Compulsory	2
Citizenship	Compulsory	2
School Programmes	Compulsory	2
Academic Options	3 x3 periods (appropriate to vocational choice)	9
Vocational Options	15 periods	15
<b>Total</b>		<b>40</b>

Table 1. Subjects in TVET schools

It is for TVET schools to decide the best way to organise learning and to plan timetables so that deep learning takes place (see D below). For learners, it is very important that the core curriculum supports learning in vocational subjects and that teachers take opportunities to stress how all learning is connected.

### B) The need for academic courses to support vocational learning

There are very good reasons why each of the academic subjects has its place in the curriculum. However, it should be recognized that the academic courses have a key role in supporting learning in the vocational subjects.

The medium of learning (or medium of instruction) for all subjects is English and learners are being prepared for a world of work in which they will require good skills in English. It is therefore a key part of the role of every teacher to help learners to improve their English.

All vocational subjects require a good understanding of mathematics and of how to apply mathematics to solve practical problems. As with English, mathematics is important not only to improve learning in school but also for success in employment. It is therefore not only mathematics teachers who are responsible for developing learners' skills in the subject.

Religious Education and citizenship are subjects that have a key role in shaping learners' attitudes and values and so their relationships with others. Relationships have an impact on how well learners interact with others and so on how they perform. Teachers across the curriculum have a role in helping learners develop positive attitudes and values.

School programmes differ from school to school but may include sport, life skills, careers guidance, community engagement and gardening. School programmes provide learners with opportunities to become healthier in body and mind and to be more involved with the school and the community. These benefits also have a positive impact on learning.

Academic and vocational courses should not be regarded as two separate aspects of learning in TVET schools. Instead the important links between them should be highlighted so that teachers and learners understand how academic courses contribute to improved learning in vocational subjects.

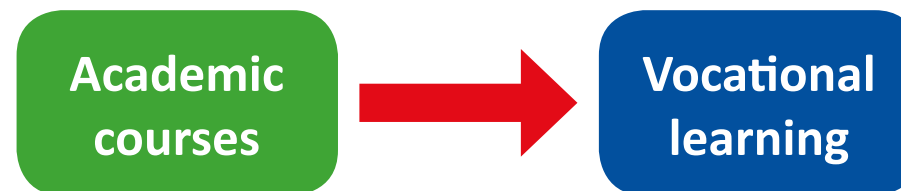


Fig 2. Academic courses support vocational learning

### C) Learning in meaningful contexts

Learning is much deeper when learners understand the connections between different subjects. In this way, learning in one subject helps to develop understanding of another subject. Using vocational courses as a context for academic learning, and vice versa, can make a very powerful contribution to deepening learning. Teachers should take opportunities to do this frequently.

#### C i) Vocational courses as contexts for academic learning

There are many opportunities for academic learning to take place in vocational contexts. Some examples are listed here and teachers will be able to think of many more.

In mechanical engineering, when teaching about engine compression ratios, teachers could take the opportunity to make the link with mathematics and revise ratios.

In agriculture, learning about irrigation of crops could be supported by reference to biology and the topic of water flow through plants and the process of transpiration.

In commerce, a teaching approach to learning about internal trade could focus on the mathematics of profit and loss in local businesses.

**C ii) Academic courses as contexts for vocational learning**

Academic learning can be made more meaningful, and so deepened, by referring to vocational examples. Again, teachers will be able to draw on their knowledge and experience to come up with their own examples to add to those given here.

In English, teachers could use topics from any of the vocational programmes as the focus for oral work e.g. debates, or for tasks to develop writing skills e.g. writing instructions for a process or persuasive writing.

In mathematics, topics concerning linear measurement or measurement of volume could be given greater relevance by relating them to a wide range of vocational courses where measurement is important.

In physics, teaching about friction and the energy wasted through heat production could be made more meaningful by referring to the automotive topic of lubrication systems and their role in reducing friction.

**D) Timetabling for effective vocational learning**

Every school is responsible for making the best use of its resources for the benefit of students. In TVET schools, where practical learning is an important key to success, the way the subjects are arranged in the timetable must be considered very carefully.

As table 1 above shows, there are fifteen periods per week devoted to vocational subjects. This is 37.5% of the total time.

The academic subject lessons may be single lessons of 45 minutes or perhaps double lessons of 90 minutes but these slots are too short for most TVET subjects. For effective learning, there must be extended time periods in workshops, laboratories or on the farm. School leaders (Head Teachers and Deputy Head Teachers) must think carefully about how to achieve this.

In the sample timetables shown here, the academic lessons are shaded in pink and the vocational lessons in green. The fifteen TVET subject lessons have been arranged differently in the two, but both provide long time periods when practical learning can take place.

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					

Key	Academic Subjects	Vocational Programmes
-----	-------------------	-----------------------

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					

Figure 3. TVET school timetable models

In the first example, there are whole afternoon blocks of time devoted to vocational subjects and, in the second, vocational learning has one whole day and almost the whole of a second day. TVET schools do not have to choose between these two. An 'in-between' solution may suit some schools better with, perhaps, one whole day and two afternoons.

These examples might reflect the timetable for S4. The timetables for S1, S2 and S3 would be similar but with their TVET subjects on different days and times to make optimum use of practical spaces. Where a school does not yet have enough workshops, creative strategies have to be developed to ensure all students have the practical time they need.

It is up to every school to decide on a timetable that suits its own circumstances. In commercial schools, where many of the vocational lessons are classroom-based, there is not such a need for extended time slots.

**E) Incorporating values, competencies, cross-cutting issues, culture and heritage**

The curriculum model (figure 1) shows how the subjects are integrated with learning about the values, the competencies and South Sudanese culture and heritage to form the framework for the curriculum.

Every teacher has a responsibility for making sure this learning happens as well as subject learning. In this way students' learning is constantly reinforced about the importance of values and principles, the competencies and culture and heritage. This applies across the whole curriculum. Teachers of TVET subjects have the same level of responsibility as teachers of academic subjects for this cross-curricular learning.

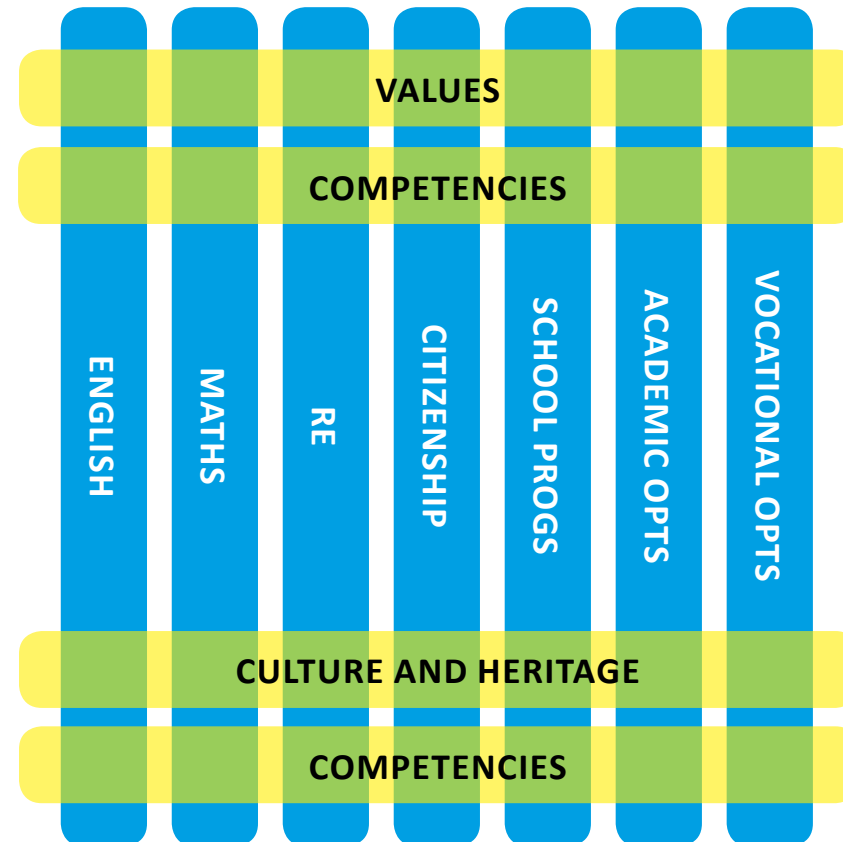


Figure 4. An integrated curriculum

### E i) Values

Attitudes and behaviours are determined by peoples' values. Every teacher has a part to play in guiding students to develop positive values that will help them to make a positive contribution to society.

The values set out in the curriculum framework are the same for all learners, regardless of their age and the subjects they study.

- **Human rights and gender equity**
- **Respect and integrity**
- **Peace and tolerance**
- **Compassion and social justice**
- **Democracy and national pride**

Teachers of TVET subjects should take opportunities to ensure students understand all of these values and recognize their importance. Gender stereotyping can be a particular issue in relation to TVET subjects. Students should be helped to understand that gender should not be a barrier to success in any subject and that there are no subjects that are exclusively for either boys or girls.

### E ii) Competencies

As TVET subjects have such a focus on practical learning, teachers have a particularly important role in developing competences.

The group work approach that is required when carrying out practical tasks involves **co-operation** and **communication** between group members. Teachers focus on developing co-operation and communication so that groups operate as effective teams, supporting each other and making sure that each individual gains the necessary subject specific practical skills.

**Critical** and **creative thinking** is another competence that is routinely developed through TVET subjects. Problem-solving challenges require students to think critically about the task and about how they can use the skills they have gained to come to a

solution. They consider different options and think creatively in finding the best way to solve the problem. Teachers should regularly provide open-ended tasks so that students have plenty of opportunities to become competent and confident thinkers.

Every teacher has a role in helping students to develop their own identities and to feel valued as individuals, respected for who they are and for their cultural background. TVET teachers have the same level of responsibility as others for focusing on **culture** and **identity** and so helping to create a society in which everyone feels accepted and involved.

### E iii) Culture and heritage

It is important that South Sudanese **culture and heritage** are reflected in the curriculum. A key reason for this is that students should be able to recognize the relevance of their learning to their lives and their communities.

Culture and heritage often focus on, for example, dance, music, art, religion, festivals, local customs and tribal traditions. While there may not be many opportunities to associate these with TVET learning, it should be remembered that culture is often influenced by the sorts of work people do. This is particularly true in the case of those who live on the land whether as commercial or subsistence farmers.

No matter what their specialist subject, teachers in TVET schools should always make an effort to link learning to students' experience and to familiar aspects of their culture and heritage.

### E iv) Cross-cutting issues

The three cross-cutting issues are also the same for all subjects and teachers in TVET schools should work to ensure students develop good knowledge and understanding of these issues. The three cross-cutting issues are:

- **Environmental Awareness and Sustainability**
- **Peace Education**
- **Life Skills**



Learning in all subjects frequently has a focus on the life skills that will serve students well throughout their lives such as literacy and numeracy as well as personal and emotional development. Peace education may not have a direct relevance to topics covered in TVET subjects but teachers can make an important contribution, particularly if and when students' display attitudes that are not conducive to peace and harmony.

Many TVET subjects prepare students for a working life in which they will use valuable resources on a daily basis. With positive attitudes in relation to sustainability, in the course of a working life each individual could save a large quantity of resources and so make a real difference to the environment. TVET teachers therefore have a particular responsibility for developing positive attitudes and behaviour in relation to the environment and sustainability.

#### **F) Role of school leaders**

School leaders (Head Teachers, Deputy Head Teachers and others in senior positions) in TVET schools have an important role in securing the best possible outcomes for students. This aim should drive all aspects of their work.

Using the timetable to make the best use of limited resources is covered in section C and there are many other ways in which school leaders can organize schools so that teachers and students can focus on improving learning. These key roles include:

- Creating a school environment that promotes learning and the best outcomes for every student
- Monitoring the quality of teaching and learning and helping teachers to improve their practice through support, mentoring and professional development
- Making sure that students gain sufficient experience of practical work and that they have opportunities to apply their learning so they are well prepared for the world of work
- Helping teachers keep up to date with their specialist subjects
- Keeping teachers and students well informed about the changing labour market and the skills students need

- Ensuring there is a strong focus on health and safety, especially in workshops where there are potentially dangerous tools and equipment
- Ensuring resources are well cared for and kept secure
- Advocating for and securing additional resources
- Building and maintaining positive relationships with relevant employers, businesses and industries
- Making sure that assessment systems promote learning and focus on skills and competences as well as on knowledge and understanding
- Making use of ICT (Information Communications Technology) to gather, analyse and use data to support effective management of the school
- Building positive relationships with parents and the wider school community and promote support for the school from the PTA, Board of Governors or Management Committee



### G) Role of specialist teachers

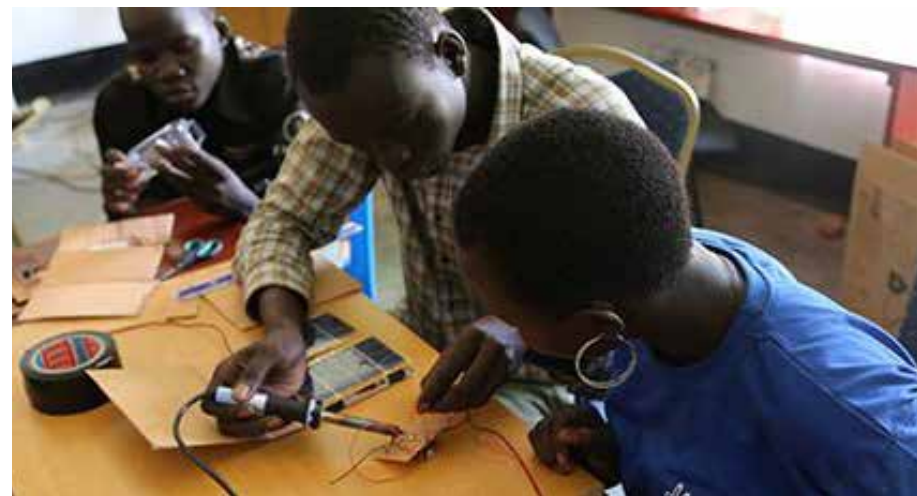
As detailed in section E, as well as teaching their own subjects, specialist teachers in TVET schools share the responsibility for developing students' values and competencies and for teaching about cross-cutting issues, culture and heritage.

The success of the education system depends upon the day to day interaction between teachers and students and the quality of the learning experiences provided in schools. Teachers are role models and should always behave in a professional manner that shows students the high standard they should set themselves.

The learner-centred approach involves teachers knowing each of their students well and being able to help every individual overcome any gaps in learning so that everyone makes good progress. Making effective use of formative assessment is a key element of this approach.

Teachers need to seek to continually improve their practice, engaging in professional development activities that both help them become better teachers and that update them in their specialist area. Social media are becoming increasingly important in enabling teachers to be involved in professional networks locally, nationally and internationally.

Heads of Department and team leaders in school should never forget their responsibility for the professional development of colleagues and enabling every teacher to do the best for their students.



## 2. Allocating students to appropriate courses

It is clearly in the best for each individual and for the nation as a whole if students' interests, talents and aptitudes are taken account of when decisions are made regarding allocation of courses. It is therefore important that, as far as possible, students are placed on the right courses when they begin their studies at TVET schools. If any students are misplaced, there should be systems to enable them to transfer to a more appropriate course as soon as possible.

Advice and guidance must be provided in primary schools so that learners and their families are able to make well-informed choices about which school and which course is most suitable for them. This advice and guidance may include:

- printed information that learners can take home,
- visits to primary schools from specialist TVET teachers and from employers who can explain courses and the employment pathways they might lead to
- online information

Transfer systems that enable students to switch to more appropriate courses must avoid allowing students to waste time and resources studying an unsuitable subject. These systems should:

- identify misplaced students as soon as possible
- inform students about possible alternative courses so that they can make choices quickly
- allow transfers to take place at an early stage
- include strategies for helping students to quickly catch up with their peers after transfer

A teacher or school leader in each school with particular responsibility for careers, advice and guidance and with knowledge of TVET employment sectors would help to ensure that all students are on a pathway to an appropriate career.

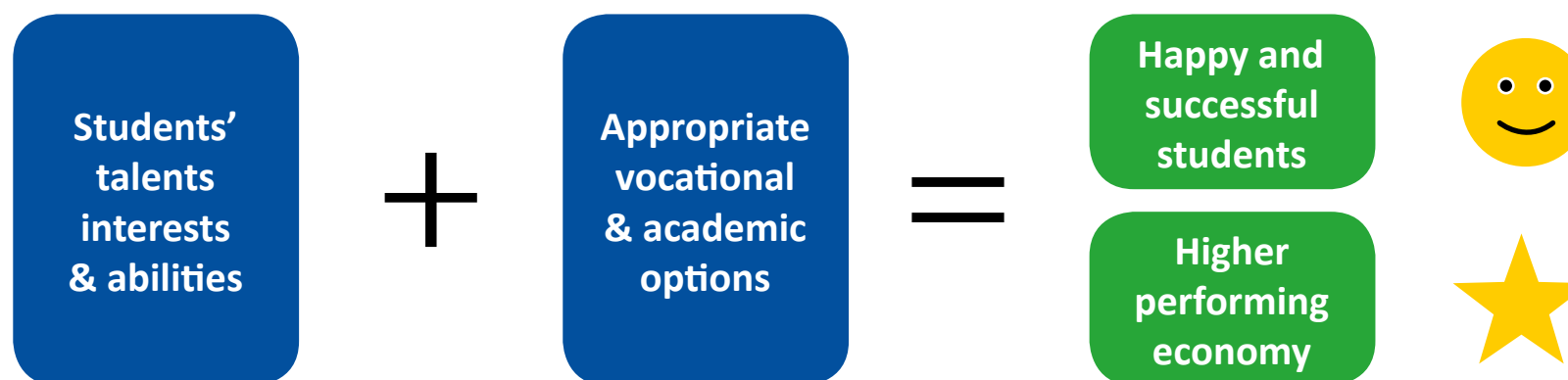


Figure 5. The importance of careful matching of students to courses

### 3. Effective vocational courses

A truly effective vocational course ensures students are as prepared as possible for the world of work. Such students are an asset to employers because they leave school with the ability to apply their learning in the workplace. They can do what is needed because they have been well trained and they have the required competencies, skills, attitudes, knowledge and understanding. This section describes the key features of vocational courses that prepare students in this way.

#### A) A practical approach

Theory lessons are an important element of every course but it is impossible to learn practical skills by studying theory. National guidance, aligned with that of countries across east and central Africa, is that a minimum of 70% of vocational lesson time should be practical. This means that in at least 10.5 of the 15 lessons allocated to vocational courses each week, students should be engaged in practical learning.

In technical and agricultural schools practical work involves being in workshops, laboratories or on the farm. The situation is not the same in commercial schools where the word 'practical' does not really describe the nature of the learning. In commercial schools, students gain their practical experience by applying their learning to the sorts of tasks and problems they will face in employment in the commercial sector. Teachers of commercial subjects should follow the 70% guideline, devoting this percentage of lesson time to application of learning rather than theory.

Practical lessons require careful planning to ensure resources are prepared and that health and safety risks have been taken into account. An important aspect of planning relates to grouping of students. Working in groups, students can make better use of limited resources. They can take turns to use equipment and can support each other with the process of improving their technique. They can discuss strategies and take responsibility for their own learning.

At the same time they develop their competencies. In teams, they communicate and cooperate with each other. They also engage in critical and creative thinking as they work out solutions to the challenges teachers have planned for them.

#### B) Employment focus

Although they are studying in school, it is important that students develop a frame of mind that is appropriate for the employment sector in which they will be working. TVET teachers should constantly relate learning activities to the workplace so that students are always aware of the relevance of their learning.

This approach provides students with the mindset and the confidence to make a smooth transition from school to employment. Understanding the value of the skills they are gaining and the standards expected in the employment sector helps to motivate students to do well in their courses.

As well as sector-specific skills, teachers should make sure students are prepared for work in a general sense, with an understanding of the need to have a good attendance record, to be punctual and to be well presented and respectful.





### C) Contact with employers

A key strategy for making sure students are well prepared for employment is to ensure that they have regular contact with employers. Employers can bring awareness of the real world of business and industry into TVET schools and help to keep teachers and students focused on what matters.

Teachers and school leaders should build strong relationships with employers and work with them to put systems in place for real engagement. This interaction is a virtuous circle. Schools gain as employers help them to improve their courses and, as a result, employers have the benefit of better-trained school leavers.

This contact can happen through:

- Employer visits to schools
- Employers contributing to courses with guest lectures or practical demonstrations
- Student visits to workplaces
- Student placements with employers
- Teacher visits to or placements with employers

### D) Keeping up to date

As advances in technology lead to changes in practice in different employment sectors, teachers need to keep the curriculum up to date. TVET schools would not serve their students or the nation well if courses were allowed to become outdated.

Employers can be a valuable source of information so that teachers can modernise their courses. Over time there will inevitably be a need, not only for existing courses to be updated, but also for new vocational courses to be developed and adopted. This will involve partnership working between employers, school leaders, teachers and colleagues with responsibility for TVET at Ministry level.

Teachers also have a responsibility for keeping themselves up to date with new developments. Working with employers and carrying out their own research are important for keeping teachers well-informed. However, there may also be a need for school leaders to organise training sessions in their schools and for teachers to have placements in business and industry.

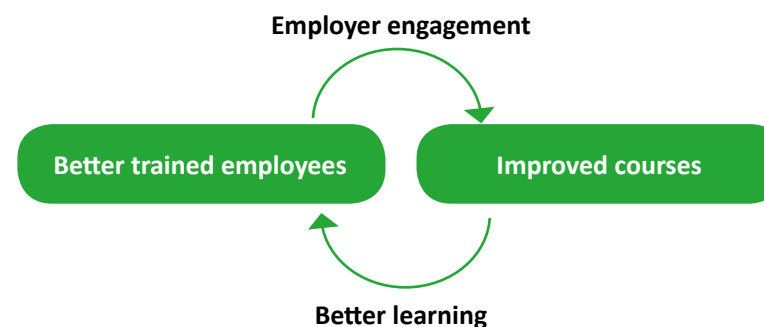


Figure 6. The virtuous circle of employer engagement

## 4. Assessment, monitoring and evaluation

### A) Formative and summative assessment

As the national Assessment Guidance document states, assessment is the process of finding out what a student has learned. In TVET schools, where a minimum of 70% of lessons focus on practical (or application of learning), teachers should make sure that this percentage is reflected in the way they assess students.

Summative assessments, the tests and examinations that are used at the end of a period of learning to find out what students have learned, are important. However, formative assessment is the key to ensuring students do well.

Formative assessments are part of the process of teaching and learning. Teachers regularly assess students' performance and take action to help them do better. This could involve providing students with advice on what they need to do to improve or it may be that teachers have to adjust their teaching. There is more detailed guidance on effective assessment in the Assessment Guidance document.

Much of the formative assessment that takes place in practical sessions may be informal. For example, a teacher may observe that a student is using a tool or a piece of equipment incorrectly and may intervene to demonstrate a better technique. This is effective use of formative assessment if it leads to the student gaining the necessary skill.

At the other end of the scale, formative assessment may be formal, for example, when written feedback is given that gives students specific advice about how to improve. Teachers may demand that students demonstrate that they have responded to the advice by making corrections or resubmitting a piece of work.

Formative assessment is central to the learner-centred approach. Teachers need to know their students well so that they can provide guidance matched to the needs of each individual. The use of self and peer-assessment can make an important contribution, especially with large classes. Students need to understand what is expected of them (the assessment criteria) and they can then assess their own progress and that of their classmates.

All teachers in TVET schools should make good use of formative assessment to improve learning, whether they are responsible for vocational or academic subjects. Students need to be constantly aware of the need for good progress across the whole curriculum if they are to make the best use of their opportunities in school and in life.

Through the continuous use of formative assessment as students progress from S1 to the end of S4, teachers make sure that students gradually acquire the knowledge and understanding they need as well as technical skills and the ability to apply their learning. As a result their learning is deep and they are well prepared for success in their summative assessments and for employment.

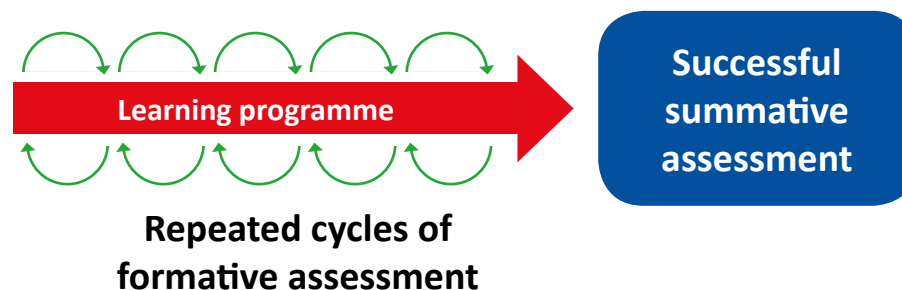


Fig. 7. The impact of formative assessment on learner outcomes

Teachers should also be constantly aware of their role in helping students gain cross-curricular competencies and positive attitudes and values. Formative assessment, again often informal, can also be very effective in this respect.

### **B) Monitoring and evaluation**

Teachers' records are an important instrument for monitoring students' progress and keeping track of their strengths and weaknesses. There is no need to keep track of every assessment, especially informal assessments that students can respond to immediately.

School leaders and teachers must determine policies for marking and record-keeping, making sure that the formative assessment data that is recorded is useful for improving teaching and learning. Policies should also relate to how often summative assessments are carried out and how these are used for evaluating the success of learners and of courses. Teachers should avoid giving students meaningless marks or grades that do not provide any guidance about how they can do better.



## Courses offered in TVET schools

Each type of TVET school offers a range of vocational courses, each of which makes a contribution to preparing students for a career as a specialist in a particular field. Brief details of the courses are provided below. The list of vocational courses

available will grow as the demands of business and industry change and as the nation is able to expand its TVET school network.

AGRICULTURAL SCHOOLS					
COURSE	CLASSES	MODULES	PERIODS / HOURS	COURSE DESCRIPTION	CAREER OPPORTUNITIES
Agricultural Extension & Research (Short Course)	S4	4	107 / 80	Examining the impact of government training on rural farming. Supporting farmers with communication, awareness of new technology and agricultural research to improve yields.	Advocate for new farming methods Crop researcher Farmer Agricultural consultant
Agro- Forestry (Short Course)	S4	3	87 / 65	Learning about trees and the different types and uses in South Sudan. Finding out about the principles and practices of Agro-forestry.	Tree Surgeons Agroforestry worker Advocate for sustainable timber uses
Bee Keeping (Short Course)	S3	2	56 / 42	Learning about the biology and ecology of bee keeping and how to manage a beehive. Studying the production of wax and honey from the hives.	Bee Keeper Honey and wax producer / vendor Farm worker
Food Technology (Short Course)	S2	8	59 / 44	Students will learn about food hygiene, food safety and the processing and preserving of food. They will examine and compare modern and traditional methods of food processing and production.	Chef / cook Food hygienist Jobs in food production
Agricultural Economics	S1 - S4	9	140 / 105	Learning about farm planning, farm accounts and budgeting for farm operations. Studying production economics, marketing to improve farm income.	Farmer Farm worker Agricultural economist Farm marketing Rural project management



AGRICULTURAL SCHOOLS					
COURSE	CLASSES	MODULES	PERIODS / HOURS	COURSE DESCRIPTION	CAREER OPPORTUNITIES
Agricultural Engineering	S1 - S4	14	367 / 275	To learn about mechanisation, farm power, maintenance and farm equipment. Learning about water irrigation, conservation, pollution and farm water supply.	Farm workers Farm mechanics Tractor drivers
Animal Production	S1 - S4	18	465 / 349	Learning about livestock breeds, their anatomy and livestock production. Finding out how to improve nutrition and animal health.	Food Security Farmer Veterinary nurse / technician / assistant Animal health worker
Horticulture	S1 - S3	8	205 / 154	Learning about the production of vegetable, fruit, beverage and ornamental crops for nutrition purposes. Finding out how to cultivate and care for medicinal and aromatic plants.	Farm Worker Farmer Gardener Crop Specialist
Soil Science	S1 - S3	4	124 / 93	Learning about improving soil fertility and using inorganic fertilisers. Studying soil science and land conservation and reducing soil erosion.	Rural agriculturist Soil Scientist Farmer Farm worker Environmental conservation
Crop Production	S1 - S4	18	363 / 484	Learning about different methods of farming and sustainable land management. How to plant, improve, harvest and control different crops.	Farmers Farm workers

COMMERCIAL SCHOOLS					
COURSE	CLASSES	MODULES	PERIODS / HOURS	COURSE DESCRIPTION	CAREER OPPORTUNITIES
Costing	S2 - S4	11	288 / 216	Students will learn about different types of costing in a business context. These include processing costs, contract costs, production costs and unit costs. They will study store accounts, the importance of record keeping, overhead costs and preparing pay sheets.	Storekeeper Wage clerk
Economics	S1 - S4	26	504 / 378	Students will receive a basic course in economics and commerce. They will learn about markets, money, inflation, international trade, customs, migration and supply and demand.	Bank employee Accounts Clerk Teller Cashier Bookkeeper Insurance clerk
Financial Mathematics	S1 - S4	14	396 / 297	Learning about currency exchange rates, shipping costs, insurance, shares and bonds, and interest calculations. Studying basic financial market principles like annuities, depreciation, bonds and share issues.	Cashier Teller Accounts Clerk Bookkeeper Trainee Financial market trader Foreign exchange clerk
Financial Accounting	S1 - S4	19	720 / 540	Students will be introduced to basic bookkeeping and accounting. Learning how to prepare trial balances, bank reconciliation statements and final accounts.	Cashier Teller Accounts clerk Bookkeeper Trainee Accountant

COMMERCIAL SCHOOLS					
COURSE	CLASSES	MODULES	PERIODS / HOURS	COURSE DESCRIPTION	CAREER OPPORTUNITIES
Government Accounts (Short Course)	S4	7	108 / 81	Students will study the processes of government accounts, budgets and revenue collection. They will also learn about the disbursement of public funds and the sources of government revenue.	Government accounts employee Rate collector Trainee book keeper
Management (Short Course)	S2	5	72 / 54	Students will get an introduction to the principles, functions and skills in management. You will also learn about motivation and delegation and the importance of effective leadership.	Clerk Office worker Trainee manager Receptionist
Office Practice (Short Course)	S1	4	108 / 81	Students will learn about the roles and practices in a modern office. Using a range of office equipment, handling and responding to mail and adverts.	Office manager Office worker Personal Assistant Administrative assistant
Taxation (Short Course)	S3	8	72 / 54	The course offers a basic introduction into taxation. Students will study tax rates, tax collection, local taxes and components of tax.	Tax clerk Tax collector Trainee Tax Inspector Wage clerk Office Accountant

TECHNICAL SCHOOLS					
COURSE	CLASSES	MODULES	PERIODS / HOURS	COURSE DESCRIPTION	CAREER OPPORTUNITIES
Automotive	S1 - S4	26	1584 / 1188	Students will learn about motor vehicle maintenance. They will study types of engines, lubrication, ignition, steering, clutch, braking and fuel systems and all other aspects of vehicle workings.	Mechanic Technician Driver Panel beater
Building and Construction	S1 - S4	37	1584 / 1188	Students will learn about construction and the safety rules as they apply. They will study the tools and equipment and ICT used in construction.	Trainee builder Bricklayer Labourer on a building site Draughtsman
Carpentry and Joinery	S1 - S4	19	1584 / 1188	Students will learn about carpentry and joinery and the safety rules as they apply. They will study the tools and machines used in carpentry, timber preservation and seasoning.	Trainee builder Carpenter Joiner Wood merchant Machinist
Electrical installation	S1 - S4	25	1584 / 1188	Students will learn about basic electrics and electrical installation. They will study circuits, switches, magnetism, transmission and domestic wiring as well as electrical theory.	Trainee Electrician Technician Electrical sales
Technical Drawing	S1 - S4	22	576 / 432	This course provides an introduction to the theory and practice of technical drawings. Students will learn about the tools required, symbols, orthographic, Isometric and oblique projections.	Draughtsman Surveyor Graphic Artist Architecture





