**PROVIDING FREE EDUCATION TO THE NEEDY CHILDREN IN UGANDA**

# PROJECT PROPOSAL

# MENTOR A CHILD FOUNDATION

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# Abbreviations

**HIV/ AIDS**

**LRA - Lords Resistance Army**

**CRC - Convention of the Rights of the Children**

**MCF- Mentor a Child Foundation**

**MoES - Ministry of Education and Sports**

**BTVET - Business, Technical Vocational**

**NGO - Non Government Organization**

# 1.0 Background

Mentor a Child Foundation was founded and registered as a non-profit Community Based Organization in Uganda in 2013. It was established with a mandate to help and support disadvantaged children, sustain livelihoods and human rights for the most vulnerable members of the community. The vulnerable children may be orphaned, neglected, school dropouts, abandoned or simply living in acute poverty and are frequently affected by the ravages of HIV/AIDS.

## 1.1 About Uganda

Called “the Pearl of Africa” by Winston Churchill, Uganda is a lush and fertile country. This East African nation is rich in wildlife and natural resources. Uganda is a landlocked plateau straddling the equator and bordered by Southern Sudan to the north, Democratic Republic of Congo to the west, Rwanda and Tanzania to the south and Kenya to east. The country lies in a cradle on mountains and is home to half of Lake Victoria and the source of river Nile.

The Republic of Uganda is a modern construct of the result of Unification of ancient kingdoms and much other smaller independent chiefdom. In all, Uganda embraces 52 different ethnic groups. Music and dance are integral to each of these cultures, as is a rich tradition of storytelling and folklore. Uganda’s population is estimated at nearly 35 million, 50% of whom are under the age of 15. English is the official language. Uganda depends on an agricultural economy with 85% of its workforce engaged in farming, forestry, and fishing largely on a subsistence basis. Coffee is the main commercial and export crop. Others ate tea, tobacco, fish, cotton, flowers and other horticultural products.

After achieving independence from Great Britain in 1962, Uganda was ruled by two brutal dictators: Idi Amin (1971-79) and Milton Obote (1980-85) who were responsible for the deaths of nearly 1 million people. In 1986, Lt. General Yoweri Kaguta Museveni seized power and established a government that remains in place today. Under Museveni’s tenure, Uganda economy has stabilized, its education improved and its infrastructure steadily rebuilt.

However, since 1987 the Lord’s Resistance Army has been engaged in brutal armed rebellion in the North of the country. Operating from bases in the Southern Sudan, LRA has abducted tens of thousands of children and at clandestine bases, terrorized them into virtual slavery as guards, concubines and soldiers. In November 2005, the United Nations announced its intent to increase its activities in northern Uganda in the coming year to help the 2 million Ugandans displaced by Africa’s longest running, yet least reported conflict.

## 1.2 Facts about the children in Uganda

Significant investments in children and women in recent years have led to developmental successes in Uganda, notably in primary education and in the fight against HIV/AIDs. However, in the north, two decades of conflict between the Government and the Lords Resistance Army (LRA) spurred a severe humanitarian crisis marked by widespread insecurity and massive displacement. Uganda has ratified the convention on the Rights of the child (CRC), and the optional protocol to the involvement of children on armed conflict. A children’s Act, based on the CRC was passed in 1996.

## 1.3 Issues facing children in Uganda

* Malaria respiratory infections and diarrhea are the main causes of under 5 mortality.
* Approximately 90,000 babies are infected by HIV annually through mother to child transmission.
* Nearly half of the estimated 2 million orphans are orphaned due to AIDS with the total expected to rise to 4.5 million by 2015.
* Children and women comprise 80 percent of the 1.4million people forced to flee their homes due to conflict and land slides. They live in more than 200 camps with very limited services.
* The LRA abducted more than 25,000 children since 1986-2011.

# 2.0 Mission Statement

There is an orphan crisis in Uganda. Currently the country is home to nearly 2.4 million children who have lost one or both parents to HIV/AIDS, extreme poverty and civil conflict. In fact, Uganda has the largest orphan population per capita of any country in the world.

## 2.1 VISION

“To empower and support hundreds of orphans and vulnerable children with quality education, discipline practical skills for self reliance in order to be acceptable, God fearing and healthy citizens in modern competitive society so they can positively impact the world”.

The foundation will thus be complementing efforts towards poverty eradication, preventing the spread of HIV/AIDS and improvement of life by the central Government.

The institutional setup is expected to oversee the transformation of the foundation’s philosophy into actions that will yield tangible results.

## 2.2 MISSION

“To contribute to the promotion of socio-economic development through support to education and health initiatives, community empowerment and promotion of good cultural values and practices”

“To establish a firm Christian foundation for the less privileged, the vulnerable, the needy by lifting God among the young/ youth and through ministering the love and care to all so that He may draw all to Himself”.

James 1: 27, John 12: 32

To accomplish the mission, Mentor a Child Foundation will focus on four FOCAL AREAS with very specific target groups. This element is key in Mentor a Child Foundation operation is education and will enable the organization to remain sharply focused on its mission.

### 2.2.1 Focal areas

1. Education
2. Health
3. Community empowerment

## 2.3 GOALS

The goals of Mentor a Child Foundation in accomplishing the mission are respectively envisaged per focal area.

1. Reducing the impact illiteracy, poverty and HIV/AIDS in Uganda
2. To enhance access to education for disadvantaged children, and youth.
3. To contribute to improved healthstandards for children and youth.
4. To build these children’s self esteem and give them life skills for a better living.
5. Ensuring right to education to deprived urban children.

# 3.0 Problem Statement

Education is a key factor to national development. In the case of Uganda, it is the Ministry of Education and Sports (MoES) that is charged with the responsibility of providing high quality education in the country at the lowest affordable cost and accessible to all. The education structure currently includes the following sub-sectors: Pre-primary, Primary, Secondary, Post primary / Business, Technical, Vocational Education and Training (BTVET), University, Tertiary and Non-Formal education.

The majority of literate Ugandans go through two basic levels of education i.e. primary and secondary schools and very few make progress to university and other tertiary institutions.

For the period 2005- 2009, enrolment in primary schools rose from 7.2 million to 8.2 million and in secondary schools enrolment rose from 728,393 to 1,194,454. In spite of the increases in enrolment, clearly the gap between primary and secondary school enrolments is very big, an indication that most Ugandans stop at primary level of education since very few register to join post-primary institutions. The Table below illustrates the wide difference between primary and secondary school enrolment over the period 2005- 2009. The gap increases more every year.

**Uganda’s pupil enrolment growth (2005- 2009)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **2005** | **2006** | **2007** | **2008** | **2009** |
| Primary enrolment | 7,224,000 | 7,362,000 | 7,537,000 | 7,964,000 | 8,297,000 |
| Secondary enrolment | 728,393 | 814,087 | 954,328 | 1,088,744 | 1,194,454 |

Source: Statistical Abstract 2010, Uganda Bureau of Statistics

# 4.0 Proposed Project

In pursuance of its objectives, Mentor a Child Foundation proposes to set up a primary and secondary school in Wakiso District, 15 km out of Kampala City. The overall aim of the project is to educate the children/ youth in order to equip them with life skills, competencies and attitudes to enable them harness and sustainably engage with their environment to be able to earn a living and meaningfully contribute to the development of the country. With the knowledge and skills acquired, the youth will be well positioned to provide quality level services, but more importantly; the school will enhance the capacity of the students to know the word of God.

For the purpose, setting up a children’s village where the organisation can provide these children with a home, free or subsidized education and vocational skills which gives them opportunities and hope for a brighter future. Within the children village, Mentor a Child Foundation proposes to set up a primary secondary school, a farm and medical clinic. The farm will not only be used to teach vocational skills but is able to produce food that is used to help the children. The school will be called **Morning Ridge Christian Academy**.

# 5.0 Project objectives

* Spread awareness and motivate parents in target locations on importance of children’s education
* To facilitate and develop a model of child friendly education system and to create interest amongst the children towards formal education system
* Create a participatory model of community schooling through integrating the existing education/ school and support systems.
* Ensure participation of children in developing child friendly teaching/ learning materials and facilitate their process of learning joyful.

# 6.0 Project beneficiaries

The direct beneficiaries of this project will be 500 children for mainstreaming program. They are basically vulnerable group of deprived children more specially street children, slum children, working children, children of sex workers, children of families ‘at risk’ (like HIV/AIDS affected, refugees, migrants single parents), girl child.

Indirectly we shall ensure participation of community children and parents, formal schools, local authority, clubs and other NGOs.

# 7.0 Project Concept

Mentor a Child Foundation would like to contribute to enhancing the productivity of young people through construction of community schools to provide basic education and skills to the poor people

The organization will provide a day and boarding pre- primary, primary and secondary school. Later on the organization will introduce vocational skills training like; agricultural production, computer literacy, tailoring, catering, art and craft, weaving and other as the market may demand.

The proposed school will be located in Wakiso District. As a means of building synergy and optimizing resources, the Mentor a Child Foundation will work closely with other agencies that are already grounded in the development of the country.

This document provides an assessment of the need for educational training in Uganda and the specific intervention Mentor a Child Foundation would like to make through establishment of a school and the approach to implementation of the school project.

We also plan to have five other schools within Mbale, Luweero, Gulu and Kampala where we will be able to help many children from poor rural areas and inner-city slums who would normally be denied the opportunity of an education.

Through the project, Mentor a Child Foundation aims at:

1. Spread the word of God to the children and the youth, Counsel and mentor young people.
2. Setting up an ultra modern and well equipped school in Wakiso district
3. Providing quality education to the youth.
4. Improving the country’s capacity to reach and effectively contribute to the creation of a well trained human resource, essential for development.
5. Promoting self employment.

# 8.0 Project Rationale

The school will address a wide range of needs and interests of both the community and children. These include: becoming literate, complementing poverty eradication efforts of the central Government, local Governments and the communities themselves by teaching the children to become financially literate and teaching them practical skills.

The Foundation will help people through its poverty reduction initiatives by complementing poverty eradication efforts of the Central Government, Local Governments and the communities themselves. Mentor a Child Foundation activities are in the areas of education, helping people access and demand for health and education services, and community empowerment. The Foundation targets/ beneficiaries are children, youth. Mentor a Child Foundation will endeavor to achieve this through educating the children, community empowerment for social and economic development.

Parents are willing to accept this project as their own project and that is why a hundred percent participation from the community members is now the asset of this project.

With endless efforts MCF is willing to succeed in making the community members understand that education is the right of every child and that is why children are not for schools rather schools are meant for their education. So if they are unable to reach to school then school will reach to them.

MCF assumes that 500 students out of 1000 students are going to be mainstreamed with in 2 years. MCF will prove its credibility in community based education.

The students of Morning Ridge Christian Academy will be acting as role models for other non school going children of the community.

## In such a circumstance Mentor a Child Foundation is very much eager to work with these schools.

## 8.1 Activities

Staff selection and training

Establishing shelter homes for the children

Talent developing programmes like singing, sports, art and crafts etc

# 9.0 Sources of funding

This charity will benefits from the many volunteers that will visit and give their time, money and support, and also benefit from fundraising by Children’s Choir, grants and donations from churches, schools, sponsors and other organizations.

# 10.0 Expected outcome

Mentor a Child Foundation expects to mainstream 500 non school going and dropped out children of age group 3-18 in a formal school with in July 2014- June 2016.

Mentor a Child International will endeavor to achieve this through educating children, community empowerment for social and economic development.

## 10.1 The choir

The choir members signing will be selected from talented students who attend the schools of Mentor a Child Foundation. Some of the children come from caring families and others from less disadvantaged backgrounds who are being taken care of by the Foundation.

Music will be a way of bringing so much joy into a person's life and so MCF realized that the choir would be a means of brightening up the lives of these young ones regardless of their background.

It is also another way of communicating to those who enjoy music and others who need a divine touch.

Some of the objectives of the Choir are;

* To Promote, appreciate and develop the young talented artists.
* To inculcate in them a sense of creativity, self motivation, evaluation and to maintain the skills acquired
* To learn to exchange their desirable and acceptable culture to other communities in the world.
* To advertise and fundraise for the needed support for the development of Mentor a Child Foundation and school projects.

# 11.0 Mentor a Child Foundation Institutional Set up

The Mentor a Child Foundation will have a constitution governing its operations. It will have, Board of Directors (10 members), 2 Committees of the Board and a Secretariat. The Board of Directors develops and monitors policies, oversees the operations of the Mentor a Child Foundation, establishes committees as deemed necessary and approves Mentor a Child Foundation work programs/ budgets. The Board members are all well respected individuals drawn from diverse walks of life, including the judiciary, diplomatic corps, academia, banking, the non-governmental sector, the media, and the private sector.

The Administration and Finance Committee gives direction to the organisation affairs - financial, banking accounts, budgets, accounting and financial reporting. The Programs and Resource mobilization committee advises the secretariat together with the Board of Directors on project development and implementation. It is also responsible for mobilising resources through fundraising, creating awareness and promoting the Foundation.

## 11.1 Organisational Structure

The Morning Ridge Christian Academy will be run as an independent autonomous project of the MCF. It will have its own Boards of Directors and Management Team; the School Principals will also serve as the interim Board Secretary. The Board will be responsible for providing policy direction to the schools.

At operational level, the school will be headed by a professional school managers serving as the Principals. The Principal will be the overall Chief Executive reporting to the Board of Directors. Below is the school’s proposed organisational set-up.

MCF Board of Directors

Morning Ridge Christian School Board of Directors

Morning Ridge Christian School Management and Staff

Morning Ridge Christian School

Primary Principal

Morning Ridge Christian School

Secondary Principal

# 12.0 IMPLEMENTATION PLAN

The school will be developed gradually phases. The proposal for school establishment is designed in a simple and economic way to provide needy children/youth within Uganda and East Africa at large a school with reasonable formal education that can enable them to become God fearing, knowledgeable, self-reliant and responsible citizens.

Morning Ridge Christian Academy is a starting point for the Mentor a Child Foundation, it will later be develop a vocational programme for high school graduates.

The establishment phase will include purchase of land and construction of the initial buildings and infrastructure will be set up. Following this, staff will be recruited as well as the pioneer students of the school.

## 12.1 Establishments Costs

Below is detailed information on the basic requirements to start the vocational school in a simple and low cost way. The estimated cost of the school project is Ushs 554 million (USD 221,662).

Table below shows the cost summary.

|  |  |  |
| --- | --- | --- |
| **Establishment Costs Summary** | |  |
| **Item** | **Cost (Ushs)** | **Cost (USD)** |
| 5 acres of land | 50,000,000 | 20,000 |
| Buildings | 118,800,000 | 47,520 |
| ***Sub total*** | ***168,800,000*** | ***67,520*** |
| Tools and equipment |  |  |
| *Office equipment* | 9,800,000 | 3,920 |
| *Textbooks/Reference books* | 9,000,000 | 3,600 |
| ***Sub total*** | ***18,800,000*** | ***7,520*** |
| Add operating Costs | 349,100,000 | 139,640 |
| 5% Maintenance costs | 17,455,000 | 6,982 |
| **Grand Total** | **554,155,000** | **221,662** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Building and construction requirement costs** |  |  |  |
| **Building** | **Area (sqM)** | **Cost Per sq M** | **Total** |
| Administration Block |  |  |  |
| *Principal's office, staff room, store, reception* | 70 | 250,000 | 17,500,000 |
| 16 classrooms |  |  |  |
| *Pre-primary, primary, secondary* | 100 | 200,000 | 20,000,000 |
| Dormitories |  |  |  |
| *Primary, secondary* | 90 | 200,000 | 18,000,000 |
| Multi-purpose Hall | 50 | 250,000 | 12,500,000 |
| Kitchen | 15 | 200,000 | 3,000,000 |
| Installation of utilities- electricity, Water, Phone |  |  | 6,000,000 |
| Latrine, Showers and Guard house | 50 | 200,000 | 10,000,000 |
| Furnishing |  |  | 10,000,000 |
| *Office tables, chairs, desks* |  |  | 5,000,000 |
| *Double desks, classroom chairs* |  |  | 6,000,000 |
| **Sub-total** |  |  | **108,000,000** |
| Contingency 10% |  |  | 10,800,000 |
| **Total** |  |  | **118,800,000** |

1 USD: Ushs 2500

|  |  |  |  |
| --- | --- | --- | --- |
| **Office equipment costs** |  |  |  |
| **Item** | **Quantity** | **Unit Cost** | **Total** |
| Computer | 3 | 1,800,000 | 5,400,000 |
| One Lap Top | 2 | 1,250,000 | 2,500,000 |
| Printer | 1 | 500,000 | 500,000 |
| Photocopier | 1 | 800,000 | 800,000 |
| Others e.g. Dust bins, Files etc |  | 600,000 | 600,000 |
| **Total** |  |  | **9,800,000** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Text and reference books costs** |  | |  | |  | |
| **Item** | **Quantity** | | **Unit Cost** | | **Total** | |
| Reference books for Instructors | 50 | | 30,000 | | 1,500,000 | |
| Reference books for Students | 250 | | 30,000 | | 7,500,000 | |
| **Total** |  | |  | | **9,000,000** | |
| **Operating Costs** | |  | |  | |  | |
| **Item** | | **Number** | | **Monthly cost** | | **Annual cost** | |
| Staff | |  | |  | |  | |
| *Principal Primary section* | | 1 | | 800,000 | | 9,600,000 | |
| *Principal secondary* | | 1 | | 800,000 | | 9,600,000 | |
| *Receptionist /secretary* | | 1 | | 400,000 | | 4,800,000 | |
| *Instructors preprimary* | | 4 | | 350,000 | | 16,800,000 | |
| *Instructors Primary* | | 6 | | 400,000 | | 28,800,000 | |
| *Instructors Secondary* | | 10 | | 420,000 | | 50,400,000 | |
| *Office Messenger* | | 1 | | 150,000 | | 1,800,000 | |
| *Accountant* | | 1 | | 400,000 | | 4,800,000 | |
| *Part Timers* | |  | | 250,000 | | 3,000,000 | |
| *School nurse* | | 1 | | 300,000 | | 3,600,000 | |
| *Girls dormitory matron* | | 1 | | 200,000 | | 2,400,000 | |
| *Boys dormitory warden* | | 1 | | 200,000 | | 2,400,000 | |
| ***Sub Total*** | |  | |  | | ***138,000,000*** | |
|  | |  | |  | |  | |
| Food | |  | |  | |  | |
| *Students - 200 days a yr at Ushs 1,000 per plate (Day)* | | 800 | |  | | 160,000,000 | |
| *Students - 200 days a yr at Ushs 1,500 per plate (Borders)* | | 800 | |  | | 24,000,000 | |
| Staff - 330 days a yr at Ushs 2,000 per plate | | 20 | |  | | 480,000 | |
| ***Sub Total*** | |  | |  | | ***184,480,000*** | |
|  | |  | |  | |  | |
| Services | |  | |  | |  | |
| *Compound cleaning and maintenance* | | 1 | | 60,000 | | 720,000 | |
| *Cooks/Chef* | | 4 | | 200,000 | | 9,600,000 | |
| *Training materials for students* | |  | | 200,000 | | 2,400,000 | |
| *Stationery, cleaning materials, other consumables* | |  | |  | | 800,000 | |
| *Meetings* | |  | |  | | 500,000 | |
| *Travel expenses* | |  | |  | | 2,000,000 | |
| *Security (hired security company)* | | 1 | | 300,000 | | 3,600,000 | |
| *Services - Water, Electricity, Telephone.* | |  | |  | | 2,000,000 | |
| *Medical Expenses* | |  | |  | | 2,000,000 | |
| *Miscellaneous* | |  | |  | | 1,000,000 | |
| *Audit fees* | |  | |  | | 2,000,000 | |
| ***Sub Total*** | |  | |  | | ***26,620,000*** | |
| **Total** | |  | |  | | **349,100,000** | |

Below is detailed information on the minimum basic requirements for the school.

1) Administration Block with:

1. Principal’s Office & Store
2. Reception area
3. Staff room
4. A Book Store (library)
5. First Aid room
6. Science Laboratory

2) Three blocks of classrooms.

1. Two 400-bed dormitories one for boys and another for girls
2. A Multi-Purpose Hall
3. A 10 Stances Latrine including; 4 for Girls, 4 for Boys and 2 for Staff.
4. Shower rooms block 4 for Girls, 4 for Boys and 2 for Staff.
5. A small room for guards and a fence around the school.
6. Sports ground
7. Kitchen

# 13.0 CONCLUSION

The Mentor a Child Foundation School project is a welcome intervention in delivering formal education and practical skills to children in Uganda. As illustrated in Section 3.0 above, there are so many children falling out of the education ladder. Education appears to be the solution to imparting skills to the numerous children falling out of school. To bridge the gap, several private schools are being set up, but because of the high cost involved in operating them, many are delivering low quality services to the students.

The MCF would like to offer formal education but with a difference. The plan is to start the school. The ultimate aim is to develop it into a big school to educate many of the East African children. However this will take time to achieve. The first step the MCF would like to take is to start the school with Pre-primary, primary and secondary level and a student population of 500 students.

The biggest challenge the school will face will be in meeting its operational costs. This therefore means that the school will have to look for funding from elsewhere. The easier option is to solicit donor funds both locally and internationally.

One on the largest cost centres contributing to the operating loss is maintenance of boarding students. Depending on the demand and supply for boarding facilities at the school as well as the availability of funds to meet or subsidize the boarding costs, a decision may be made during the course of implementation on whether to open up the boarding section or not.

The Morning Ridge Christian Academy is top on the agenda for the key Projects the MCF plans to implement in this financial year and has been presented to several potential donors to the MCF. There is demonstrated willingness to donate from the various contacts that the MCF has made, once the initial phase of the project takes off. The donors are keen to see the project materialize so that they can target their donations more specifically and precisely at the school. **The driving factor in moving the project lies in “getting started”.**  It will therefore be a great boost for the MCF to receive the seed money to invest in establishment of the school.