

**GOD'S MERCY NURSERY & PRIMARY SCHOOL-  
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**GMNPS**

## **Conceptual Strategic Plan 2024-2027**

### **Upgrading GMNPS to an Excellent Specialized INTERNATIONAL SCHOOL.**



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GMNPS-KAMWEZI

*Feb, 2024*

## ***LACKNOWLEDGEMENTS***

This Conceptual Strategic Plan would not have been possible without the contribution of the individuals who participated in a comprehensive consultation and planning meetings, in reviewing financial and operational data and previous reports, and in for less privilege children, dropout school and youth with disabilities specific needs assessment conducted earlier.

Deep appreciation is extended to the dropout school and youth with physical disabilities who participated in focus groups and shared their experiences, their preferences and their hopes and dreams. In addition, we thank the service providers of GMNPS-KAMWEZI (GOD'S MERCY NURSERY & PRIMARY SCHOOL- KAMWEZI) who gave up a whole day to speak to us and share their experiences in working with less privilege children, with dropout school ,with physical disabilities. All focus group participants showed a great deal of integrity and honesty in responding to our questions.

The Government of Uganda receives our special recognition for providing significant subsidies to GMNPS-KAMWEZI to address technical and staffing needs. Our gratitude extends to the GMNPS-KAMWEZI of Directors, especially Mr Richard MWETEIS the Legal Representative for sharing with us his very long experience, and for all suggestions, deep thoughts, support and the opportunity provided to us to discover the less privilege children, the dropout school and youth with physical disability Employment issues, reveal potential resources, and come away enlightened.

Finally, we express big gratitude to all, who participate with commitment and technical and financial assistance to develop this Conceptual Strategic Plan.

## *II. EXECUTIVE SUMMARY*

GMNPS- KAMWEZI Center developed a Conceptual strategic plan that identifies long-term direction and guide resources utilization to accomplish its mission. It describes the GMNPS- KAMWEZI is planning to progress from its current situation to the desired future Specialized International School. The document identifies the current characteristics specific to GMNPS- KAMWEZI and the setting in which it operates and a vision of how it wishes to be in the future, and define the roadmap and actions required to change the current situation to the desired future Specialized International School.

Investments in Education, rehabilitation services and provision of assistive technologies are beneficial because they build human capacity and can be instrumental in enabling people with limitations in functioning to remain in or return to their home or community, live independently, and participate in education, the labor market and civic life.

Building upon the lessons of past experiences and the existing services, this plan focuses on meeting current needs of the less privilege children, dropout school youth and those with physical disabilities, with the intent of reaching universal access to a full range of employment, various services, devices and assistive technologies. Thus, the document makes projections for the future specialized International School taking into account health characteristics, service delivery, and financial capacity of the GMNPS- KAMWEZI.

Three strategies objectives were developed:

(i) Enhance GMNPS-KAMWEZI technical capacity to provide Specialized International School in education.

; (ii) Improve access to Specialized technical and vocational training for the less privilege children, youth dropout school; and (iii) Reinforce GMNPS- KAMWEZI Organizational training Center in the existing national Education system

The successful implementation of this strategic plan will require the cooperation and involvement of GMNPS-KAMWEZI stakeholders, such as Ministry of Education through **Uganda Education Board**, RUKIGA District, Companies which we have a Memorandum of Understanding/MoU and Parents

Finally, the success of this strategic plan implementation will require obtainment of Funds to carry out all planned activities.

### III. TABLE OF CONTENTS AND TABLES

#### Table of Contents

I. LACKNOWLEDGEMENTS.....	i
II. EXECUTIVE SUMMARY .....	ii
III. TABLE OF CONTENTS AND TABLES .....	iii
IV. ACRONYMS.....	iv
V. INTRODUCTION .....	1
V.1. THE PROCESS OF PLANNING .....	1
V.2. SITUATION ANALYSIS.....	2
V.2.1. Historic of GOD'S MERCY NURSERY & PRIMARY SCHOOL- KAMWEZI <b>Error! Bookmark not defined.</b>	
V.2.2. Technical training disparities and barriers in accessing Quality training at GMNPS <b>Error! Bookmark not defined.</b>	
V.3 SWOT Analysis .....	3
Table 4: SWOT Analysis .....	3
VI. STRATEGIES AND RESULTS FRAMEWORK .....	<b>Error! Bookmark not defined.</b>
VI.1 Definitions and Target Groups .....	<b>Error! Bookmark not defined.</b>
VI.1.1 Definition .....	<b>Error! Bookmark not defined.</b>
VI.1.2 Vision, Mission and values.....	5
1) GMNPS- KAMWEZI Vision Statement.....	5
2) GMNPS- KAMWEZI Mission Statement .....	5
3) GMNPS- KAMWEZI Core values .....	6
VI.1.3. Goals and objectives .....	6
1) Goals:.....	6
2) Strategic Objectives .....	6
VI.2 STRATEGIC DIRECTION.....	7
VI.2.1 STRATEGIC OBJECTIVE 1:.....	7
VI.2.2 STRATEGIC OBJECTIVE 2: .....	8
VI.2.3 STRATEGIC OBJECTIVE 3:.....	9

Table5: Vision, Mission and Objectives into Actions .....	11
VILMONITORING&EVALUATIONAND IMPLEMENTATION ARRANGEMENTS.....	12
Table 6: Strategic Objectives into Actions, Timeline and Budget Required	<b>Error! Bookmark not defined.</b>
VIII.INSTITUTIONAL FRAMEWORK AND IMPLEMENTATION.....	18
VIII.1 Implementation.....	18
VIII.2 Financing and Advocacy .....	18
VIII.3 Coordination .....	18
IX. CONCLUSION.....	18

### *VI.ACRONYMS*

GMNPS- KAMWEZI: God's Mercy Nursery &Primary School- KAMWEZI

IR: Intermediate Results

M&E: Monitoring and Evaluation



MoE: Ministry of Education

MoU : Memorandum of Understanding

PBF: Performance-Based Financing

PWDs: Persons with Disabilities

## ***V.INTRODUCTION***

### **BACKGROUND:**

GOD'S MERCY NURSERY & PRIMARY SCHOOL-KAMWEZI is a private owned community based school operating in the above mentioned area approximately 20km from MUHANGA Town council heading to KYOGO Parish in KIJONGO cell since 2017. The school was founded by teacher Richard MWETEISE as the Director and the proprietor, in his small residential house constructed on the small piece of land, after failing to get a government payroll for a longtime.

The school started with fifteen (15) students in both nursery one, two and three caregivers including the head teacher.

Later , the number of students increases year by year totaling up to two hundred students(200) in the year 2023.

***MISSION: TO TRANSFORM OUR LIVES THROUGH EDUCATION***

### **OBJECTIVES OF THE SCHOOL.**

- To provide quality education to the future citizens.
- To help the needy children access quality education.
- To provide employment opportunity.
- To create market for the school going children parents agriculture products through feeding children at school.
- To Establish recreational places such football and volleyball pitches to attract and help learners to love schooling.

## ***V.I.THE PROCESS OF PLANNING***

Referring to the request from GMNPS-KAMWEZI Board of Directors, this Conceptual Strategic Plan was developed in a comprehensive consultation process and engagement of technical education experts and in conjunction with key professionals, for their insights into GMNPS-KAMWEZI can better utilize resources within the technical education training system to provide youth dropout school qualified technical training. The Conceptual Strategic Plan was also based on needs assessment conducted earlier for our specific clients –less privilege children, youth dropout school and persons with physical disabilities. Inclusive consultation was designed to ensure that the health services strategies are relevant, robust and consistent with the needs of youth dropout school and specifically those with physical disabilities.

GMNPS- KAMWEZI conducted a thorough assessment of the specialized technical training and rehabilitation of Its infrastructure through a comprehensive discussion process, and review of financial and operational data and previous reports.

GMNP- KAMWEZI S then facilitated planning sessions with key informant staff, comprised of both trainers and administrators. These sessions focused on:

- Identifying strategic vision, goals, and priorities based on the results the center assessment
- Designing a Conceptual Strategic Plan aligned to the nation education policy
- 

## *V.2.SITUATION ANALYSIS*

The organization decided to participate in the building of education sector in Uganda that is trying . The lead promoter, Mr. **Richard MWETEISE**.

The school has plans to modernize its facilities and improve its education infrastructure and build more classes to attract more trainees so as to provide a value-added education to its trainees.

It is imperative that the children are properly Technical educated so that they can actively participate in development of their country; competition requires well educated individuals and that is what the school wants to do by helping the government in education for the future generations.

- Construction of a modern flat/stalled classroom block to save land for expansion and wich can accommodate a large number of needy children.
- To start a secondary school to help the needy children continue their studies up to at least a higher
- To increase the number of qualified teachers staff that can meet the increasing number of children to support.
- To construct dormitories for both boys and girls to accommodate children coming from distant places

### *V.3 SWOT Analysis*

The table below presents a SWOT matrix for making and implementing strategic decisions to move from the current status of International School services provided to the less privilege children youth dropout school and those with physical disabilities in GMNPS to a desired mission.

The external analysis identifies both the opportunities offered by the environment GMNPS-KAMWEZI should take advantage of and uses to design the Conceptual Strategic Plan, in addition to threats to the institution from which it should protect itself and minimize their potential impact. The internal analysis identifies weaknesses, which are issues that GMNPS-KAMWEZI should try to limit or correct, and strengths, which should be the subject of strategic actions to consolidate and develop them, and from which the maximum performance should be obtained.

*Table 4: SWOT Analysis*

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<b>Environment</b>	<b>Helpful to Objective</b>	<b>Harmful to Objective</b>
	<b>Strengths</b>	<b>Weaknesses</b>

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<b>Internal Origin</b>	<ul style="list-style-type: none"> <li>• Clear vision, mission and values</li> <li>• Outstanding and strongly committed leadership and health professionals</li> <li>• Strong Government Commitment to improving quality technical training of disadvantaged youth</li> <li>• Long experience in Education management of disadvantaged youth since its creation</li> </ul>	<ul style="list-style-type: none"> <li>• Despite progressive ministerial orders to facilitate youth access Education, there are inadequate implementation modalities</li> <li>• Lack of Adequate Resources: Insufficient qualified staff, limited financial resources, aging equipment and infrastructure</li> <li>• Physical, financial or social barriers to access vocational and technical training</li> <li>• Lack of some national innovative programs at facility level: For renovation or rehabilitation of existing infrastructure</li> <li>• Limited technical equipment supplies through district</li> <li>• Weak technical guidance, program management and supervision</li> </ul>
<b>External Origin</b>	<p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Existing functioning buildings for technical training and enough land for further extension</li> <li>• Provision of some specialized services</li> <li>• Willingness of partners</li> <li>• Increased Managed Care Business</li> <li>• Growing Community technical training</li> <li>• Programs High level of adherence to vocational and technical training</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Reduced external donor's support</li> <li>• Scarcity of Specialized trainers in the country</li> <li>• Inadequate integration of these activities into the existing system</li> <li>• Reliance on external donor funding that reduces ownership and sustainability</li> <li>• High poverty rate among youth due to the unemployment and underemployment</li> </ul>

#### *V.4. A snap shot of youth dropout school in Uganda*

##### **School attendance**

The questions asked in the Census enquire about school attendance rather than enrolment. Young people can be classified into those who at some time attended school and who are currently out of school, those who are currently in school and those who have never been to school. In the current education system, children who are between three and six are of pre-primary school age. Primary school officially starts at seven and lasts six years until 12. Secondary school also lasts six years and is divided into lower secondary (the first three years, 13–15) and upper secondary (the last three years, 16–18). At the national level, 12% of the resident youth population in Rwanda has never been to school. Those who were attending school at the time of the Census make up 29%, while those who attended in the past but are now out of school constitute the majority with 58%. The proportion of young people who have never been to school is higher in rural areas (14%) than

in urban areas (6%). Moreover, more women were found not to have been to school than men (13% as against 11%) while there were more men who had attended school at some time or were attending school than women. However, in urban areas, proportionally more women were found to be attending school in 2012 than men, though the difference is not large (32% as against 30%).

*Fourth Population and Housing Census, Uganda 2012 page 35*

#### ***VI.1.2 Vision, Mission and values***

##### **GMNPS- KAMWEZI Statement**

- To ensure that the young generation of Uganda have access to quality of education. This has the effect of preparing them for being good citizens in future.
- To be more professional in vocational Training.

##### **1) GMNPS- KAMWEZI Mission Statement**

- To educate the young generation of Uganda, eradicate ignorance, and train them to be job creators rather than job seekers.
- To provide quality training and development for professionals and managers while giving due recognition to its stakeholders.

To pursue and fulfill this mission, we need to keep our trainees upper most in our minds as we are constantly adjusting our operations that are designed to keep our resources, activities and efforts focused on the mission.

Achieving this mission will also requires clear priorities, strong partners' commitment and underpinned by the core values.

## 2) GMNPS- KAMWEZI Core values

1. **Compassion:** We treat all those we serve with kindness and compassion. We embrace the whole person, responding to emotional and spiritual concerns as well as their needs. We demonstrate a caring support and concern to dropout school and their families.
2. **Charity:** We always look at patients with tenderly love, serve them in professional ways and respect each one's values and wishes.
3. **Partnership:** We fulfill our mission together with other partners
4. **Quality:** The culmination of the values described above combined with competent, well-trained trainers' staff and updated technology ensures that we continue to provide high quality technical and vocational training.
5. **Professionalism:** We shall strive to attain the highest quality standards in everything we do through the application of professionally competent staff and embracement of modern technology

### *The program will be successful due to:*

- Dedicated founders who are prepared to move the school forward.
- Availability of infrastructure for students, teachers and management.
- Experienced and committed management.
- Ideal and suitable location of the school.
- Government Education Support policy

### *VI.1.3. Goals and objectives*

#### 1) **Goals:**

Underpinned by this critical perspective, the goal of the Conceptual Strategic Plan is GMNPS-KAMWEZI and its partners to make the greatest possible contribution to improve the quality of life the less privilege children, youth dropout school, advancing toward the ultimate goal of universal access to specialized Teacher training and a specialized services for those in need of care, as a human right and within the context of a comprehensive response to technical skills access.

#### 2) **Strategic Objectives**

On the basis of this primary goal, there are a number of objectives linked to physical disability as our area of focus:

1. Enhance GMNPS- KAMWEZI technical capacity to provide Specialized technical and vocational training education.



2. Improve access to Specialized technical and vocational training for the less privilege children, youth dropout school.
3. Reinforce GMNPS- KAMWEZI Organizational training Center in the existing national Education's system

## ***VI.2 STRATEGIC DIRECTION***

Building on these strategic objectives, the Conceptual Strategic Plan includes packages of interventions that consider national priorities with regards to the less privilege children, youth dropout school and relate closely to the major problem areas outlined in the situation analysis.

To bring to fruition the aforementioned objectives, key intermediate results/outcomes were developed and deliberated in the Board of Directors meetings. These intermediate results (IR) serve as important milestones that will guide the GMNPS- KAMWEZI to assess progress during the implementation of this Conceptual Strategic Plan. On the other hand the IR clarifies synergy between all the players and strongly emphasizes coordination, collaboration, prioritization, thus ensuring efficiency and effective implementation.

### ***VI.2.1 STRATEGIC OBJECTIVE 1:***

#### **I. Enhance GMNPS- KAMWEZI technical capacity to provide Specialized technical and vocational training education.**

As this strategic objective will play a central role in establishing ownership, support, and sustainability, partnerships with the Government and other development partners will be a fundamental component for effective meeting this objective.

To achieve this objective of strengthening the capacity of GMNPS- KAMWEZI that leading to improving availability and quality of specialized Technical and Vocational Training services at GMNPS- KAMWEZI will be directed by three interventions:

##### **1. Recruiting Trainers and Para trainers' staff:**

In recruiting trainers and para trainers capable to deliver necessary technical skills services, more will be done to train youth who will be more competitive on labor market, particularly in specialized in different department and vocation trainings, and in delivering continuous quality implemented for higher impact. Attention will be given to person with physical disabilities.

At the individual level, training and capacity building will include the less privilege children, dropout, and training, monitoring, and continuing education courses. At GMNPS- KAMWEZI

level, capacity building is intended to facilitate and accelerate the development of sustainable specialized training and improve the ability to manage technical training of youth dropout school.

Additional activities to support individual/workforce include access to information and professional networks, and providing clear job requirements and career progression for individuals.

To enhance and retain competencies, individual capacity requires supportive supervision along with the requisite job aids, supplies and equipment.

Partnership Framework is an important foundation for identifying what key partners will support capacity building efforts that will be explicitly monitored for their effectiveness.

**2. Provide specialized equipment, Tools and essential consumables;**

**3. To strengthen and extend technical training skills, assistive technology, assistance and support services at GMNPS- KAMWEZI.**

Access to various services and technologies is often a prerequisite for the less privilege children, Youth dropout school and those with physical disabilities to be able to go to work, participate in community life, and access technical and vocational training. Enabling the individual to participate and be included in the community is the focus of improving their life by employment.

The need for GoU (Government of Uganda) to undertake appropriate measures to organize, strengthen good education, by ensuring the provision of appropriate education Policy and technologies. Training and support services at **GMNPS- KAMWEZI** are commonly provided at expensive price through family members with limited resources and social networks as well as through formal provision.

Significant barriers to pay school fees and other support services, including the lack of means by parents and nonexistent or inadequate funding mechanisms; insufficient numbers of appropriately trained professionals, absence of facilities and equipment; and ineffective service models and lack of integration and decentralization of services.

***VI.2.2 STRATEGIC OBJECTIVE 2:***

**Improve access to Specialized good ducation and vocational training for the less privilege children ,youth dropout school**

We view access to good Education as resulting from the interaction of determinants pertaining to characteristics of individuals (e.g. the place where they live, their economic resources and their social status) and of services (e.g. quantity, location of facilities, costs). It is not simply the cost of Education services themselves that determines if services are affordable but also the capacity of people to pay for these services. Similarly, the location of a Training Center will have an impact on access to Education depending on the patterns of settlement of the population it serves and their capacity to travel to the training service.



Nowadays, **GMNPS- KAMWEZI** is one of the school having the less privilege children an over population demand in the country, because of its location in RUKIGA District a rural area, the students are attending at lower cost. The training service provision is related to the technical interventions offered to the less privilege children, dropout school, it includes the children of the surroundings area. To conceptualize access to specialized good Education and Vocational Training and these assistive devices, **GMNPS- KAMWEZI** focuses three dimensions:

- Availability and accommodation: ability to reach the service in an appropriate time frame,
- Affordability: ability to pay for services
- Effectiveness and appropriateness: the degree to which the service meets the needs of dropout's school

These training disparities will be reduced by making existing training systems more inclusive at **GMNPS- KAMWEZI** including specialized in good education and Vocational Training and assistive devices accessible to the less privilege children, youth dropout school with substantial reduced costs.

There are essentially two main options for achieving universal coverage of dropout school:

(i) one is a Technical Education financing system whereby general tax revenue is the main source of financing specialized technical training education services;

(ii) Second, there is Ministry of Education which in principle involves compulsory membership, and the GoU provide contributions for those who otherwise would not be able to pay, including persons with physical disabilities. Therefore, the following activities will be conducted to cover dropout needs and ensure financial risk protection, then promote good Education and vocation training in order to promote employment of the less privilege, youth dropout school.

- Raise sufficient partner's' funds to ensure financial protection and enhancing **GMNPS- KAMWEZI** infrastructures
- Include/reinforce specialized good education and Vocational training services package offered **GMNPS- KAMWEZI**.
- Reduce the reliance on direct out-of-pocket payments, to lowers the financial barriers to access and reduces the impoverishing impact of Technical Education Training payments.

### ***VI.2.3 STRATEGIC OBJECTIVE 3:***

**Reinforce GMNPS- KAMWEZI Organizational training Center in the existing national Education's system**

The request of a specialized in good Education and Vocation Center is predicated on a modernist vision Infrastructure, Equipment and Specialized trainers for providing quality training services, in which applying custom-made-or theses and training are seamlessly integrated with specialized

technical training for dropouts. The assumption behind this vision is that the Centre will at least partly solve the uncomfortable Education problem of what we should do with the growing 'burden' of chronic mindset diseases in this category of vulnerable youth dropout school.

Hence, some other training education conditions may also be a risk factor for youth dropout school and those having physical disabilities, which are often poorly managed. Different assistance measures, such as inappropriate classrooms and workshops, modern equipment, tools and finally specialized trainers.

Supporting a Specialized in good Education and vocational training will be key services to provide at **GMNPS- KAMWEZI**

**GMNPS- KAMWEZI** will reinforce management of these conditions, through the following interventions:

1. Integrate Performance-Based Financing Program
2. Construction of appropriate infrastructures
3. Well-equipped Modern Workshop
4. Well-equipped Modern infrastructures buildings.
5. Enhance good Education and vocation training quality



Table: Vision, Mission and Objectives into Actions

<b>Our Vision</b>	<ul style="list-style-type: none"> <li>- To ensure that the young generation of Uganda have access to quality good education. This has the effect of preparing them for being good citizens in future.</li> <li>- To be more professional in Vocational Training.</li> </ul>				
<b>Our Mission</b>	<ul style="list-style-type: none"> <li>- To educate the young generation of Uganda, eradicate ignorance, and train them to be job creators rather than job seekers.</li> <li>- To provide quality training and development for professionals and managers while giving due recognition to its stakeholders</li> </ul>				
<b>Goal</b>	To contribute to improving the quality of life of the less privileged children, youth dropout school by training them in technical skills				
<b>Key Strategic objectives</b>	<i>Enhance GNMPS-KAMWEZI technical capacity to provide Specialized technical and vocational training education.</i>	<i>Improve access to Specialized technical and vocational training for youth dropout school</i>	<i>Reinforce GNMPS- KAMWEZI Organizational training Center in the existing national Education's system</i>		
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Designing an International school with 3 specialized trades</li> <li>2. Groundwork for implementing construction's activities as designed</li> <li>3. Construct and equip a modern International school centre</li> <li>4. Hire 3 more A1 Trainers for supervising training activities</li> <li>5. Train 3 Para trained staff for in required teaching domain</li> <li>6. Rehabilitate the existing old equipment for each trades/ Workshop</li> <li>7. Provide modern equipment to allow specialized good Education and vocation training</li> </ol>	<ol style="list-style-type: none"> <li>1. Seek for a local partnership with local authorities to identify youth dropout school</li> <li>2. Provide an appropriate equipment and respecting the room population as recognising by the Ugandan education Policy</li> <li>3. Provide a financial assistance to GNMPS to put in action this strategic plan</li> <li>4. Rehabilitate GNMPS the courtyard to make it accessible and use friendly for youth dropout school and persons with various forms of physical disabilities</li> </ol>	<ol style="list-style-type: none"> <li>1. Procure training consumables and other training supplies</li> <li>2. Reinforce the existing local medical Services to provide the urgent treatment of both trainers and trainees</li> <li>3. Integrate GBV Program at GNMPS- KAMWEZI</li> <li>4. Enhance Integrated Supportive and recreative activities at GNMPS</li> <li>5. Embed quality improvement principles and accreditation</li> </ol>		
<b>Core Values</b>	<p><b>COMPASSION</b> We treat all those we come with kindness and equality. We embrace the whole person, responding to emotional, physical and spiritual well being.</p>	<p><b>CHARITY</b> We strive to always uphold the attributes of kindness, gentleness and benevolence.</p>	<p><b>RESPECT</b> As the role of everyone engaged in improving performance is equal, we are courteous and sensitive to other's wishes and feelings and act without bias.</p>	<p><b>QUALITY</b> Values combined with competent, well-trained medical staff and updated technology ensure the provision of high quality and safe care.</p>	<p><b>PROFESSIONALISM</b> We attain the highest quality standards through the application of professionally competent staff and embracement of modern technology.</p>

## ***VII. MONITORING & EVALUATION AND IMPLEMENTATION ARRANGEMENTS***

Monitoring and evaluation (M&E) of the process, as well as the outcomes of the implementation of the strategic plan, are very critical to inform the MoE of the progress being made. Additionally, it identifies gaps and allows adaptation and innovation during the implementation phase.

Closely monitoring of progress throughout the implementation of strategies and taking action-execution phases will be mandatory. Monitoring of performance will occur via systems and processes established to enable **GMNPS- KAMWEZI** report to the Board of Directors and to the partners.

The table below outlines priorities for actions and indicators for quantifying outcomes. The table also contains an outline of the main budget by activity and the total amount required.

The way in which **GMNPS- KAMWEZI** will keep track of the degree to which the objectives will be reached is an inseparable part of the Conceptual Strategic Plan.

**Table 6: Strategic Objectives into Actions, Timeline and Budget Required**

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**BUDGET PLAN FOR CONSTRUCTING A FLAT/STALLED TEN CLASSROOM BLOCK AND ADMINISTRATION OFFICES , DORMITORIES FOR BOYS AND GIRLS, STAFF QUARTERS ,DINING HALL AND MODERN TOILETS + FENCING.**

<b>Materials needed</b>	<b>Quantity</b>	<b>Price per each(USD)</b>	<b>Total ( In US. Dollars)</b>
1. Iron sheets	600	22	13200
2. Bricks	30,000	1	30,000
3. Cement	6,00 bags	10.8	6480
4. Iron bars	4,00	32.4	12,960
5. Rings	200	1.9	380
6. Binding wires	400kg	1.6	640
7. Timber	700	2.7	1,890
8. Hard core(Sino truck)	50 Trips	378.4	18,920
9. Concrete stones(Sino truck)	40Trips	432.4	17,296

10. Sand ( Sino truck)	50Trips	351.4	17,570
11. Payans	80 Rolls	13.5	1,080
12. Plunk timber	300	2.2	660
13. Nails: ( for wood )	1000kg	1.9	1,900
( for ion sheets)	80kg	2.2	176
14. DPC Paper	400M	1.4	560
15. Gutters	200	12.2	2,440
16.Pipes	200	12.2	2,440
17. Clips(pipe holders)	100	9.5	950
18. Water tanks	10	351.4	3,514
19. Scaffolds (Trees for stands)	2,000trees	1.4	280
20.Wire mesh	60rolls	94.6	56,76
21.Wire mesh( Cealing)	100 bundles	12.2	1,220

22.Guards	-	-	1,621.6
23.Doors metallic and wooden	60	94.6	5,676
24.Windows	130	81.1	10,543
25.Filler	700kg	1.1	770
26.Paint( under coat)	60 jerry cans	21.6	1,296
27.Paint(Final coat- Emulsion)	50jerry cans	24.3	1,215
28.Weather guard( For outside walls)	50 buckets	102.7	5,135
29.Labour	-	-	15,540.3
30. Electricity installation			10,108.1
31. Land expansion			10,270.3
32.Fencing			3,216.2
33. Football, basket and volley ball pitches			10,540.5



<b>34. Furniture</b>		<b>20,884</b>	
<b>35. Maintenance</b>	<b>1200</b>	<b>14400</b>	
<b>SUB TOTAL</b>		<b>251,448</b>	
<b>OTHERS</b>			
<b>1.Salaries for teachers and non- teaching staff.</b>	<b>No. of teachers</b>	<b>Amount per month(150USD each)</b>	<b>Annual amount ( In US.Dollars)</b>
	<b>15</b>	<b>2,250.USD</b>	<b>27,000</b>
	<b>1 principal</b>	<b>250.USD</b>	<b>3000</b>
	<b>5 cooks</b>	<b>300.USD</b>	<b>3,600</b>
	<b>5 Clean</b>	<b>300.USD</b>	<b>3,600</b>
<b>2.School fees for 20 girls who got early pregnancies but brought to continue their studies at God's Mercy Nursery and</b>	<b>20 students</b>	<b>3,784</b>	<b>11,352</b>

primary school after mobilisations.			
<b>SUB- TOTAL</b>			<b>48,552</b>
<b>GENERAL TOTAL</b>	<b>48,552</b>	<b>251,448</b>	<b>=300,000</b>

NB. Amount of money needed for the project to achieve its goals is 300,000 US DOLLARS  
( THREE HUNDRED THOUSAND US DOLLARS)

## **VIII. INSTITUTIONAL FRAMEWORK AND IMPLEMENTATION**

### **VIII.1 Implementation**

Overall, the **GMNPS- KAMWEZI** will be responsible for the coordination and the primary implementer of the conceptual strategic plan. Active participation and financial contribution by the partners' will be a paramount.

The need to harness the shared roles and responsibilities of all stakeholders will be critical in the realization of the goals of this strategy. The MoE will ensure that complementarities of the roles and responsibilities Government institutions such as Uganda **Ministry of Education , institution VTC** and linkages will be further strengthened to ensure joint implementation, monitoring and evaluation of interventions.

Development Partners will provide high levels of commitment and effective advocacy, required funding, and added technical skills and assistance, that will increase opportunity for this Conceptual Strategic Plan implementation success.

### **VIII.2 Financing and Advocacy**

**GMNPS- KAMWEZI** in collaboration with the **RUKIGA District** will identify and look for funding for the implementation of this plan. In short and intermediate term, **GMNPS- KAMWEZI** will continue to rely on donor support. In addition to increasing budget allocations for the future **GMNPS- KAMWEZI**, will have to explore other funding sources such as coverage of Equipment and rehabilitation of fixed infrastructures.

### **VIII.3 Coordination**

Implementation of this conceptual strategic plan shall be coordinated by the **RUKIGA District** representing the **Uganda TVET Board**, in collaboration with **GMNPS- KAMWEZI**.

## **IX. CONCLUSION**

Continuously improving specialized in good Education and Vocational training for the less privilege children, dropouts' schools and youth with physical disabilities at **GMNPS- KAMWEZI** and greater access through community-based good education will improve their mindset, maintain their maximal independence to improve their socioeconomic activities. Strong commitment of the GoU through the **Uganda TVT Board** helps assure that such good education will help the Government of Uganda to achieve its goals in terms of poverty reduction by strengthening where Employment gaps are identified.

This Conceptual Strategic Plan is aligned to the National Education Sector mission of providing and continually improving affordable promotive, good Education and vocational education services of the highest quality, thereby contributing to the reduction of poverty and enhancing the

general well-being of the population. The Conceptual Strategic Plan describes also the way **GMNPS- KAMWEZI** is planning to progress from its current situation to the desired future Specialized good Education and vocational training Center. We are strongly convinced that developing this document is a significant step toward the provision of a Specialized good Education and Vocational Training Institution devices, and assistive technologies, at affordable cost, in a bid to enable dropout school and youth with physical disabilities to better live autonomously and participate fully in all aspects of Employment acquisitive or Sel-Employment.

The success of the implementation will also depend on an effective multisectoral teamwork and collaboration approach, with practical mechanisms for coordination and implementation between relevant development partners. Effective coordination is essential, but each partner is primarily responsible for ensuring that its main areas of activity are accessible to and respond to the requirements of dropout's school youth and those with physical disabilities.

Finally, this Conceptual Strategic Plan is not resource demanding because it mostly calls for adjusting, strengthening local and Vocational Education systems at way **GMNPS- KAMWEZI** by recognizing and expanding existing technical trades, and continuous improvement through more efficient interventions and strategies adjustment in the context of the country's adoption of innovative reforms in the Education sector.



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