



ABEXINAH VOCATIONAL TRAINING CENTRE

BUSINESS PLAN 2022 – 2027



Kinyamaseke Market Cell, Kinyamaseke Central Ward

Kinyamaseke Town Council, Kasese District –Uganda

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CHAPTER 1 –BACKGROUND AND MARKET ANALYSIS

Project Area

Abexinah Orphans and Vulnerable Community Information Centre is located in western Uganda, Kasese District, Kinyamaseke Town Council [396.8](#) Kms from Kampala the Capital City. The project will operate from the Kinyamaseke Town Council and intend to serve people from Kinyamaseke Town Council, and the Munkunyu, Nyakatonzi and Nyakiyumu sub-counties.

The total surface area of Kasese District is 3,389.8 sq.km. Of this, the total dry land area is 2,911.3 sq.km, the total area of water bodies is 409.7 sq.km and the total area for wetlands is 68.8 sq.km. About 63% of the land area is occupied by nature and wildlife conservation schemes and other Government projects such as prison land and irrigation farming.

Kasese District is one of the 80 districts that constitute the Republic of Uganda. It was gazetted in 1974 having been carved out of the former Tooro district. Before its creation, there was an uprising by the Rwenzururu Movement demanding, among other things, for the independence of Bakonzo and Bamba from Tooro Kingdom. This conflict continued up to the early 1980s. In the 1980s, the National Army for the Liberation of Uganda (NALU) started another uprising in the mountains, which, though on small scale, created instability in the mountainous part of the district. In 1996, there was an invasion of the Allied Democratic Forces (ADF), which affected progress of economic activities up today. In addition to the loss of incomes, during the Rwenzururu Movement, there was a great loss in terms of trained personnel who migrated to other safer districts e.g. in Bushenyi and Mubende.

Since December 19, 2017, thousands of Congolese nationals have fled to Uganda from tribal fighting between the Lendu and Bagegere in eastern Democratic Republic of Congo (DRC). Tired, hungry and worried, the Congolese refugees are arriving in Kasese District with several concerns and uncertainties. Some have arrived wounded while several children are unaccompanied, employees of the United Nation say.

Population and Socio-economic Conditions

Kasese District has a total population of 702,029 of which 338,796 (48.3%) are male, 363,233 (51.7%) are female, within 140,697 households. The project area has a population of 64,154 (48% male and 52% female). There are no statistical data available for the project area, but the demographic figures from the Kasese District as a whole can serve as reference for the project area. A young population; population below 18 years represents 57.5% of total population compared to 56% at national level. Primary school age population (6- 12 years) constituted 23% of total population compared to 22% at national level. Elderly (60+) represent 3.2% of the population compared to 4.6% at national level. Many people in Kasese District especially the project area are below the poverty line.

Youth unemployment in Uganda is the highest in Africa. A recent study, [Lost opportunity? Gaps in youth policy and programming in Uganda](#), published by ActionAid, put youth unemployment at 62%, although the [African Development Bank](#) says it could be as high as 83%. This is also the case with the Project area.

Uganda has the world's largest percentage of young people under 30 – 78% – according to the 2012 [State of Uganda population report](#) by the UN Population Fund. In the project area, young people have the highest population, and they still depend on their parents since they have no jobs and land where to practice subsistence farming.

Maternal deaths occurring in Kagando Hospital accounting 458/100,000 live birth compared to 104/100,000 in Bwera Hospital and 169/100,000 lives in Kilembe Hospital respectively. And among the

HCIVs Rwesande has the highest MMR at 394/100,000 higher than St. Pauls at 234/100,000 live births. Common factors underlying maternal deaths are: women seeking help too late; lack of partner support, refusal of treatment or admission, refused transfer to higher facility, lack of transport from home to health facilities, lack of transport between health facilities, lack of blood products, supplies & consumables, staff lacking expertise, inadequate numbers of staff. <http://kasese.go.ug/departments/health/>

The HIV/AIDS prevalence rate among the youth in Kasese District, has risen to 16 per cent, according to the Kasese district assistant chief administrative officer, Baita Mubi. Baita Mubi says that his office has received reports which indicate that many youths in the district are becoming more vulnerable to HIV and AIDS. He says that the youths in Bwera, Kinyamaseke, Rwesande and Kasese town are the worst affected. Baita Mubi attributes the increase in HIV/AIDS prevalence, to declining moral behaviours especially among the old men who force young girls into sex. He also says that the problem has been made worse by families which marry off their daughters, at too early age. Baita Mubi has asked development partners implementing anti-AIDS programs, to focus attention on the youth among whom the HIV infection rates are growing. <https://ugandaradionetwork.com/story/hivaids-prevalence-increasing-in-kasese-district>

The Speaker of Parliament, Rebecca Kadaga has condemned girl child marriages rampant in Kasese district and urged district leaders to establish ordinances to regulate the practice. "Out of every 100 girls, 25 get pregnant before their 18th birthday, and the high maternal mortality we have is partially due to teenage pregnancies. These young girls contribute 24 per cent of the maternal mortality rate," she said. <https://www.parliament.go.ug/news/2103/kadaga-condemns-child-marriages-kasese>

According to the 2002 Population and Housing Census Report, the working population enumerated, over 70% of the people are subsistence crop farmers, 6% are associate professionals and 5% are craft and related products' workers. Only 0.2% of the populations are in the managerial and senior officers' level and yet these are the categories that have high pay. 1.7% of the population are subsistence livestock and fishery workers, 4.4% are wholesalers and retailers, 1.3% are market oriented agricultural workers and 2.6% are machine operators. Young people tend to migrate to urban centres, giving up subsistence farming and seeking jobs in craft and service sectors (brushing shoes, working in carpentry workshops and in other service sectors). Some get and others do not get a job and remain unemployed.

Education

According to the Uganda National Examination Board figures, in just two decades, about 12.2 million pupils started primary one but only 6.95 million (57.2 per cent) completed their primary schooling cycles – over 5.2 million (42.8 per cent) dropped out. This means that at least 43 out of every 100 (or four out of every 10) pupils, who started school, dropped out before completing P7.

The project area also shares this high problem of school drop-out by students/pupils. These school dropouts end up using drugs, becoming thieves, girls getting married early and others leaving home to become street children. Most of these young people live far below the poverty line.

Even with less school drop-outs the area does not provide the educational opportunities needed. There is no technical school or vocational training centre in the project area. The Abexinah vocational training centre to be established will be the first. There are some workshops that employ carpenters and make furniture, but they do not provide training.

"Education is the key to unlock the golden door of freedom". George Washington carver

Number and Ownership of Learning Institutions in Kasese District

Level of institution	Number of schools		Total
	Government Aided	Private	
<i>ECD's</i>	0	107	107
<i>Primary</i>	233	161	394
<i>Secondary</i>	51	19	70
<i>Technical / Vocational</i>	0	0	0
<i>University</i>	2	0	2
Total	286	287	573

Source: <http://kasese.go.ug/departments/educationsports/>

CHAPTER 2 - VISION AND MISSION OF THE CENTRE

Basing on the high rates of unemployment, high school dropouts among youths, high numbers of Orphans and Vulnerable Children in the project area, Abexinah Orphans and Vulnerable Community Information Centre decided in 2013 to start a vocational training centre to empower youth, orphans and the vulnerable children through the development of skills.

Abexinah Orphans and Vulnerable Community Information Centre believe that ***self-sustainability or survival of the orphans, youths and other vulnerable Children can be realized through carpentry and in other vocational trainings.*** In Kinyamaseke area and other near or far areas, carpentry products are on demand yet less quality carpentry products are on the market. With quality training given to the orphans, youths and other vulnerable children, they shall be able to make quality carpentry products that shall be valuable, high purchase orders realized hence sustainability or high economic survival rates of the project beneficiaries caused.

Currently the centre provides training in computer, welding, tailoring, knitting, carpentry and joinery though on small scale. In the future, comedy/movie and music (songs recording) will be carried out to cater for orphans, youths and other vulnerable youths of different potentials or capabilities.

The training centre is located in Kinyamaseke, Kasese District where unemployment rates are high, school drop outs are high and many orphans as a result of HIV/AIDS, civil wars, internal conflicts and normal deaths. The area has also other vulnerable children (born in poor families who cannot afford the school fees, who are disabled, and live in unfavourable conditions). Many people in this area and the entire District live below the poverty line (Most people fail to provide themselves a standard meal, taking lunch or supper of poor quality, often no breakfast and dinner at all).

Abexinah training centre's mission is to equip orphans, youths and other vulnerable children with vocational skills to enable them earn a living through making vocational products that shall generate for them money through selling. The money generated through making (carpentry, welding, tailoring, computer products) will help the project beneficiaries to earn a living, to get money to pay school fees for their siblings, to pay medical bills and others. The project is to change the lives of these orphans, youths and other vulnerable children. Annually about 300 orphans, youths and other vulnerable children (about 200 boys and 100 girls) will acquire carpenter skills.

"Give a man a fish and feed him for a day; teach a man to fish and you feed him for a life time". Maimonides

CHAPTER 3 – CURRICULUM OF THE TRAINING CENTRE

Abexinah Training Centre will initially provide four training courses:

- Course in Carpentry
- Course in Computer Application
- Course in Welding and Metal Works, and
- Course in Tailoring
- *additional courses like in hair dressing (for male and female) and in acting and making movies / recording video are being considered. The syllabus for these additional courses will be included in a next version of the business plan.*

Abexinah training centre is aiming at orphans, youth and other vulnerable children. Among them are those that have never had any education at all, while some may have finished primary school. Abexinah training centre will therefore provide training to the following three main categories of trainees:

1. **Uneducated Trainees:** They will have to follow first a literacy class for 3 months followed by one-year carpentry training. The literacy class includes reading, writing and calculating / counting / simple mathematics. The instruction for this group will be in the Lhukonjo (Local) Language. The aim of the literacy class is for this group to be able to write and make simple calculation that allows them to make material costing for a particular carpentry furniture, etc.
2. **Limited Educated Trainees:** These are trainees that attained education, less than “O” level (Ordinary level) or those who never sat for S.4. (Under this category, someone has attended at least some kind of formal education and is able to read, write and carry out simple counting/mathematic).
3. **Educated Trainees:** those that did “O” (ordinary) level of education and higher. This group shall be trained under two sub-categories:
 - i. Those that only want to acquire carpentry skills without a national certificate. They shall be trained and given our centre`s certificate.
 - ii. Those that shall be subjected to a national carpentry certificate awarded after doing a national carpentry exam given by **Uganda Business and Technical Examination**. The centre for that reason will register with this examining body.

The admission system caters for people of all categories as described above. This means that no person under 25 years shall be denied a chance to gain skills from our centre.

The trainees selection will be as follows:

- Trainees selected by the Local Government offices. The Chairperson Local Council One is expected to make a list of vulnerable children and orphans in their areas.
- Trainees that have been referred to the centre by other organizations like Save the Children.
- Trainees that were brought directly by their parents /guardians to be trained at our centre.

The trainees selected by Chairperson Local Council One shall acquire the training for free. Trainees that are referred to the centre by other organizations shall pay an agreed fee that allows for the repairs of tools and the purchase of training materials like wood, nails, glue, stationary, cartridges, etc. Other trainees who are not orphans, vulnerable children but also wish to acquire the training shall pay a regular fee which contributes to the sustainability of the centre.

The total number of trainees that will enroll in these courses and apprentices that will subsequently practice in the workshop are projected to gradually increase. The apprenticeship will be for free (material needed for the apprenticeship will be paid from the sales of products made by the

apprentices). From the trainees about half will be paying training fees, the other half will receive training for free.

Projected enrolment of trainees and apprentices

COURSE		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Carpentry	No. of trainees to pay fees	15	20	20	20	20
	No. of trainees to study for free	15	20	20	20	20
	No. of apprentices for free	2	10	12	15	20
Welding	No. of trainees to pay fees	10	30	30	30	30
	No. of trainees to study for free	10	20	30	30	30
	No. of apprentices for free	5	10	15	20	25
Computer	No. of trainees to pay user fees	10	15	15	15	15
	No. of trainees not to pay user fees	10	10	10	10	10
	No. of apprentices for free	-	10	15	20	25
Tailoring	No. of trainees to pay fees	5	30	30	30	30
	No. of trainees to study for free	5	15	15	15	15
	No. of apprentices for free	-	15	15	15	15
Total number of trainees		80	160	170	170	170
Total number of apprentices		7	45	57	70	85

The training method will be both group training and one on one training. Group training involves theory training and training in using training tools, each trainee holding a training tool. The one on one training involves special arrangements for those that possibly missed some training during the group training.

The centre shall constantly test the trainees to evaluate their level of understanding of the training concepts. For those that will not do national exams, tests will mainly be on skills and whoever fails to pass, will have to follow additional training; once this is done, they are to graduate and awarded a certificate.

The syllabus of the different training courses is briefly explained in the table(s) below; a more detailed description of the curriculum is provided in the annex.

SYLLABUS OF CARPENTRY TRAINING

WK	TOPIC	CONTENT	DURATION (hours)
1	Orientation	<ul style="list-style-type: none"> - Learning the centre; - Checking facilities at the training centre - General centre rules and regulations 	35
2-4	Safety precautions and management of tools	<ul style="list-style-type: none"> - Specialization of each tool - Storage - Disassembling and assembling tools - Sharpening some tools - Safety at work 	105
5-13	Classification of material and tools	<ul style="list-style-type: none"> - General appearance and characteristics and its use 	280
14-22	Practicing making models	<ul style="list-style-type: none"> - Making mortise & tenon and dovetail joints 	70
23-45	Practicing assembling items	<ul style="list-style-type: none"> - Making doors, doorframes, tables, chairs, benches, beds, cupboards, book shelves (measuring, cutting wood, planning wood, making joints, dowelling / nailing, smoothening, gluing & 	805

		fixing, sand papering and vanishing)	
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SYLLABUS OF COMPUTER APPLICATIONS

WK	TOPIC	CONTENT	DURATION (hours)
1	Orientation	- Learning the centre; - Checking facilities at the training centre - General centre rules and regulations	35
2-4	Introduction	- Definition of a computer; Characteristics of modern computers; Terminologies & concepts; connecting a computer system(fixing cables, adapters, external devices)	105
5-11	Microsoft Word	- Practicing the features of Microsoft processing	245
12-14	Microsoft PowerPoint	- Practicing the features of PowerPoint / presentation software	140
15-18	Microsoft Excel	- Practicing the features of Excel / spreadsheet software	140
19-21	Access / Database	- Definition of terminologies; Features of a database development software; and practicing the features of a database	105
22-24	Microsoft Publisher	- Practicing the features of publisher software	105

SYLLABUS OF WELDING AND METAL WORKS

WK	TOPIC	CONTENT	DURATION (hours)
1	Orientation	- Learning the centre; - Checking facilities at the training centre - General centre rules and regulations	35
2-5	Introduction	- Description of each welding tool & use - Tools management - Assembling the welding tools	140
6-16	Doors	- Practicing making doors	350
17-34	Windows	- Practicing making windows	630
35-38	Beds	- Practicing making beds	140
39-48	Gates	- Practicing making gates	350

SYLLABUS OF TAILORING

WK	TOPIC	CONTENT	DURATION (hours)
1-2	Orientation	-	70
3-5	Introduction	- Oiling, cleaning, assembling, using and managing a sewing machine	105
6-17	Trousers	- Practicing making measurements, cutting according to measurements, joining the cut pieces using a sewing machine	420
18-20	Shirts	- Practicing making measurements, cutting according to measurements, joining the cut pieces using a sewing machine	105
21-24	Blouses	- Practicing making measurements, cutting according to measurements, joining the cut pieces using a sewing machine	140

In addition to the specific skill training the Centre will provide some special training as shown in the table below.

ADDITIONAL SPECIAL TRAINING

WK	TOPIC	CONTENT	DURATION (hours)
46	HIV AIDS	- Spread methods, Prevention methods, General information	35
47	Financial planning and Management	- Planning for the little money available, how to manage the little money available	35
48	Decision making	- Conflict Management and Resolution, Creative Thinking and Critical Thinking	35
	General Guidance and counselling	- Guidance on social issues	

Note:

1. General Guidance and counselling sessions shall be for 1-hour Friday of every week.
2. HIV/AIDS mini-sessions shall be carried out every Wednesday through the whole year
3. In case of admission of purely illiterate beneficiaries, informal education is to be in mathematics (Simple addition, subtraction, multiplication and Division). Reading and writing in the local language. The duration of this, is 3 months.

For the trainees that completed their training at the centre, the centre will also provide some post training privileges, such as:

1. Retooling /consultation
2. Connecting trainees to Job opportunities
3. Having rental/mobile tool boxes for trainees that completed their training and initiate businesses in making furniture.



“Education is not preparation for life; education is life itself”. John Dewey

CHAPTER 4: HUMAN RESOURCES TO DELIVER THE TRAINING

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

Abexinah training centre has a director who also acts as the Head instructor. He holds Bachelor of Science in Information Technology and a post graduate diploma in education. This makes him able to direct/manage all the technical and education issues at our training centre.

The finances of the centre are managed by the board's finance committee. The money handling load is still minimal and manageable and the resources still limited, so salaries for a bursar is still not affordable by the centre. In the future, the bursar shall be recruited.

The centre has qualified instructors and are all working on a voluntary basis (the centre only pays for transport cost, lunch and communication). In the future more instructors or assistant instructors will be recruited to assist in executing training activities like coaching, evaluating trainees and teaching. In the future, the centre will pay the trainers minimal manageable salaries. In case of any recruitment, formal procedures of recruiting staff shall be followed. The job available shall be advertised on radios and in newspapers.

The centre applies four core professional ethics, expected from instructors and other employees:

- Respect for the trainees by the staff. Under this clause,
- No sex harassment of our trainees by staff.
- No corporal punishments should be administered at our centre.
- Uttering wrong words, abusive words directed to the beneficiaries, or undermining them because of their sex, race, tribe and nationality status.
- No staff is expected to steal or vandalize any property that belong to the training centre
- No drinking/smoking or using any drug by staff at the centre. In addition, no coming at the centre while drunk.
- Proper outlook. Our staff should be presentable, smart while at the centre and in the community.

The required qualification and competences of the instructors is shown in the table below

Instructors qualifications and competences

Course	Qualification	Competencies
Carpentry and Joinery	<p>Carpentry and Joinery craft 1 and 2 from a recognized institution of learning.</p> <p>OR</p> <p>Certificate in Carpentry and Joinery from a recognized institution of learning.</p> <p>OR</p> <p>Bachelor of Architecture with focus on Carpentry and Joinery from a recognized institution of learning.</p>	<p>Ability to teach both practical and theory carpentry and Joinery lessons.</p> <p>Ability to speak English, Lhukonjo . Proficiency in Runyoro-Rutoro and Swahili is an added advantage.</p> <p>Health. Should not have a disease that can affect the health of other people at the centre e.g. TB</p> <p>Ability to explain to, guide the learners.</p> <p>Competencies like self-motivation, ability to work in a team, self-control, public speaking, time management, self-evaluation are an added advantage.</p> <p>General carpentry and Joinery tools management skills (Repair, sharpening, assembling etc.)</p>
Computer	Bachelor of Science and Information	Ability to teach both computer theory and practical.

studies	<p>technology. And a post graduate diploma in Education from a recognized institution.</p> <p>OR</p> <p>Bachelor of Arts or Science with Education with specialization in Computer from a recognized institution of learning.</p> <p>OR</p> <p>Diploma in Education, specializing in Computer education from a recognized institution of learning.</p>	<p>Wider knowledge in Microsoft word, excel, power point, publisher, access database, internet surfing is a must.</p> <p>Knowledge of page maker, adobe illustrator, corral draw is an added advantage.</p> <p>Ability to speak English, Lhukonjo . Proficiency in Runyoro-Rutoro and Swahili is an added advantage.</p> <p>Health. Should not have a disease that can affect the health of other people at the centre e.g. TB</p> <p>Ability to explain to, guide the learners.</p> <p>Competencies like self-motivation, ability to work in a team, self-control, public speaking, time management, self-evaluation are an added advantage.</p> <p>Knowledge of computer repair and maintenance is desirable</p>
Welding and metal works	<p>Certificate in welding and metal works from a recognized institution</p> <p>Or</p> <p>Proven on job training and efficiency in making welding and metal works products.</p>	<p>Ability to teach metal works practical only, or both practical and verbal theory</p> <p>Ability to speak English, Lhukonjo . Proficiency in Runyoro-Rutoro and Swahili is an added advantage.</p> <p>Health. Should not have a disease that can affect the health of other people at the centre e.g. TB</p> <p>Ability to explain to, guide the learners.</p> <p>Competencies like self-motivation, ability to work in a team, self-control, public speaking, time management, self-evaluation are an added advantage.</p> <p>Knowledge of metal works gargets repair and management.</p>
Tailoring	<p>Certificate in tailoring from a recognized institution</p> <p>Or</p> <p>Proven on job training and efficiency in tailoring from a recognized institution</p>	<p>Ability to use manual, treadle and electric tailoring machines.</p> <p>Ability to offer practical and verbal theory</p> <p>Ability to speak English, Lhukonjo . Proficiency in Runyoro-Rutoro and Swahili is an added advantage.</p> <p>Health. Should not have a disease that can affect the health of other people at the centre e.g. TB</p> <p>Ability to explain to, guide the learners.</p> <p>Competencies like self-motivation, ability to work in a team, self-control, public speaking, time management, self-evaluation are an added advantage.</p>

“Education is for improving the lives of others and for leaving your community and world better than you found it”. Marian Wright

CHAPTER 5: TEACHING AND LEARNING MATERIAL TO DELIVER THE TRAINING

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

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

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

The table below provides an overview of the training equipment and tools already available and the additional training equipment and tools the centre will procure.

Course	Teaching equipment and materials for instructor	Learning materials for trainees
1. Carpentry and Joinery	- Training modules	- Note books and pencils - Nails - Wood - Sand paper - Training cloth
	- Classroom furniture (including cupboard to store important equipment) - Routers - Jig saws - Cross cut saw & motor - Spindle moulder & motor - Planes - Cramps - Chisels - Claw hammers - Spoke shaves - Ratchet brace - Sanding machine - Vanishing machine - Oil stone - Tap measure - Cramps - Work bench and bench vices - Braces/drills/bits - Hacksaw	
2. Computer	- Training modules - Projector and projector board	- Note books and pens (optional)
	- Classroom furniture (including cupboard to store important equipment) - Internet modem - Computers	

	<ul style="list-style-type: none"> - Printers - Application software 	
3. Welding and metal works	<ul style="list-style-type: none"> - Training modules 	<ul style="list-style-type: none"> - Pens/pencils/ note books (Optional) - Overall (welding attire) i.e. suits, gloves - Welding Glasses - Safety shoes
	<ul style="list-style-type: none"> - Classroom furniture - Welding grinders - Welding machines - Welding tracks - Welding teer leavers - Welding hammers - Welding cables - Welding vices - Welding drilling machines - Welding compressors - Welding gas machines - Paint - Painting /vanishing brash 	
4. Tailoring	<ul style="list-style-type: none"> - Training modules 	<ul style="list-style-type: none"> - Note books & pencils/pens (Optional)
	<ul style="list-style-type: none"> - Classroom furniture (including iron tables) - iron boxes - sewing machines - measuring tapes - scissors - zips - cloths - yarn/thread for tailors 	

NB: Most materials are used both by trainers and trainees since these are practical courses. A trainer has to demonstrate using the training tools and the trainees have to carry out practical as the trainer using the same tools.

Few tools already at the centre

s/n	Category	Tools type	Quantity
1	Carpentry	Plane no 4.	2
		Wooden planes	4
		Files	2
		Oil stone	2
		Ribate plane	1
		Hand saws	2
		Hammer	1
		Cross cut saw	1
		Simple spindle molder	1
	Carpentry materials	Tables	1
2	Metal works	Simple / low quality welding machine	1
		Vice	1
		Hammer	1
		Teer leever	1
		Hacksaw	1
		Brash	1
3	Computer	Computers	5

		Stabilizer	1
		Printer	1
		Power adopters	2
		Flash disk	1
		Power Generator	1
	Materials	Tables	5
4	Tailoring	Manual tailoring machine	4
		Iron box	1
	Materials	1 table	1

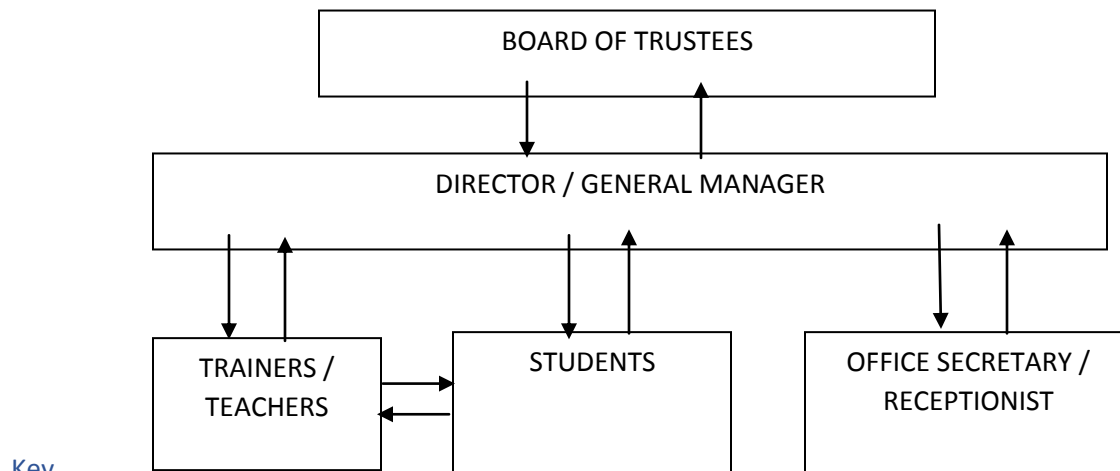
Note: we request tools and some materials in the 1st year plan to add on these that are already at the centre

“An investment in knowledge pays the best interest”. Benjamin Franklin

CHAPTER 6: ORGANISATION AND OPERATION OF THE TRAINING CENTRE

The organization of the functioning of Abexinah Training Centre is structured to ensure maximum participation of all stakeholders while at the same time guaranteeing quality in the training offered at the centre and ensuring compliance with existing legislation and other variables inherent in the running of the centre. The Organization thus comprises of the following structures:

ORGANISATION'S MANAGEMENT STRUCTURE



Key

→ Shows the flow of information

The Board of Trustees is the governing body of Abexinah Orphans and Vulnerable Community information centre. This board does strategic planning for the organization and major decisions.

The board is made up of:

1. The Chair person
2. The vice Chairperson
3. The secretary
4. The Treasurer
5. Director/General Manager (is a default member of the board)
6. 4 other members of the organization

The Board of Trustees elects from among the organisation's members, a Chair and Vice Chair. The Board of Trustees also elects an Executive Secretary and Treasurer among the other board members at the general assembly.

(a) CHAIR PERSON.

The Chairperson presides at all meetings of the Board of Trustees. He/she has duties of general supervision of the affairs of the Organisation and makes reports to the Board to keep its members informed of the Organisation's activities. The Chair shall perform all duties as from time to time may be assigned to them by the Board of Trustees. The Chair is a signatory of the organisation's Bank account.

(b) VICE CHAIRPERSON.

The Vice Chairperson performs duties delegated to him/her by the Chair and shall perform all duties of the chairperson when the chairperson is off office/duty especially during leave, prolonged illnesses, prolonged off office organizational duties.

(c) EXECUTIVE SECRETARY.

The Executive Secretary keeps records of all board meetings; ensures that all notices are duly given in accordance with the provisions of Bylaws or as required by law; maintain corporate records and perform all duties of the office of the Executive Secretary. The secretary is a signatory of the organization's account.

(d) TREASURER.

The Treasurer is:

- Custody of and is responsible for all funds of the organization.
- Receives and gives receipts for any money due and payable to the organization from any source.
- Deposit all such money on the organization's bank account, or accounts of other people and contractors after endorsement by either the Chairperson board or general manager or director.
- Reports to the board or members during the general assembly, financial matters of the organization.
- Advises the executive secretary on issues including the audits, make financial reports to the Board of Trustees at regular and special meetings, and perform such other duties as assigned by the Chair or the Board of trustees.

Note: The treasurer is the bursar of the centre and signatory of the organisation's bank account.

(e) Other 4 board members

DIRECTOR/ GENERAL MANAGER

The General manager / Director is responsible for the day to day management of the centre's activities. Supervises all other organization's workers. That is to say, the teachers, secretary. He/she looks into the welfare of the students. He/she reports to the board on progress of the activities being implemented. He/she is member of the board. He/she reports to the donors about the progress of the projects.

RECEPTIONIST/OFFICE SECRETARY

He/she welcomes all visitors that visit Abexinah Orphans and Vulnerable Community Information Centre and directs them to relevant offices/ departments, receives calls and advises appropriately in a courtesy way. He/she is responsible for typesetting and proper management of non-board related documents, responsible for cleaning and keeping the office clean.

THE TEACHERS/TRAINERS

They teach or learn skills and knowledge in their respective subjects of specialization. They are responsible for guiding and counselling the students, prepare schemes of work, and report to the general manager about the progress of the activities.

THE STUDENTS

They are the beneficiaries of the training and obedient to all the centre's rules and regulations.

STANDARD OPERATIONAL PROCEDURES.

Training sessions duration: 7 hours a day from Monday – Friday

Food: students are assumed to access training after their breakfast / lunch; as the centre does not provide breakfast or lunch. Until a review by stake holders is done and preparations are in place.

Attendance: teachers and students reports all 5 days and sign attendance books for monitoring purposes.

Teachers tools: Teachers makes records of work in a template provided to them by the director / general manager, makes attendance records, schemes of work. The scheme of work is drawn from the teaching curriculum / syllabus. Schemes of work have to be submitted to the director/general manager by teachers before teaching take place.

TEACHERS` CODE OF ETHICS.

1. Respect for the trainees by the staff. Under this clause,
 - No sex harassment of our trainees by staff.
 - No corporal punishments should be administered at our centre.
 - Uttering wrong words, abusive words directed to the beneficiaries, or undermining them because of their sex, race, tribe and nationality status.
2. No staff is expected to steal or vandalize any property that belong to the training centre
3. No drinking/smoking or using any drug by staff at the centre. In addition, no coming at the centre while drunk.
4. Proper outlook. Our staff should be presentable, smart while at the centre and in the community.

Note: Failure to adhere to the above four core ethics, our staff is liable to a punishment, warning letter, dismissal, forwarded to courts of law or any other punishment decided by the board disciplinary committee.

When violated such codes of ethics, a teacher shall be reported to the board's disciplinary committee by the director / general manager for appropriate actions.

STUDENTS RULES AND REGULATIONS

- Attendance of classes is mandatory. Whoever misses has to come with a guardian/parent to give an explanation.
- General body hygiene must be observed by learners.
- Training attires or other clothes should be clean all days
- Use of inappropriate language is prohibited at the training centre and in the community.
- Vandalizing or stealing the training materials (tools) is not welcomed. An appropriate action may be determined by the director.
- Disorder at the centre is not welcomed at the centre. In case of this, special guidance sessions must be prepared / done for the culprits.
- Respect for visitors, teachers and among the learners themselves is a must.

FINANCIAL ADMINISTRATION

Deposit: All financial resources of the organisation shall be deposited on the organisation's account that is under the name of Abexinah **Orphans and Vulnerable community Information centre**, with Centenary Rural Development Bank Uganda. Account number: **32 01 95 19 31** - swift code: **CERBUGKA**. Any person can deposit money on this account. All user fees are deposited on the above bank account for transparency, and quick accountability through bank statements.

Conditions for money withdrawal: A withdrawal mandate is that any two of the chairperson, secretary and treasurer (signatories to the organisation's account) must sign a withdrawal from the account. The treasurer coordinates all bank activities. The money withdrawn is handed to the treasurer for transfers to the relevant persons and money usage report submitted to the board for verification. All the bank statements and other account administration documents are kept in a file at the centre's office for easy accessibility and verification.

MANAGEMENT OF ASSETS.

The properties of this Organisation are put into record, not moved outside the premises of the organisation without the authorization of the concerned Organisation's officer.

Whoever uses an asset of the organisation has to sign for it before getting it from the store and again sign when he/she brings it back. This is directly under the supervision of the director/ general manager.

MONITORING AND EVALUATION

This activity is headed by the director / general manager and aims to determine the success of the implemented activities.

An external person along with the director / general manager conducts a review of the teacher's training materials and methods. Meetings with staff, parents and local government officials to determine the progress of the organisation's vocational training centre. In these meetings, the minutes are taken for future reference and conclusion drawing.

Project success indicators focused on

- The number of youths & OVCs trained
- The number of youths employed
- How freely the people are to embrace (welcome) the project
- The number of youths who have acquired the skills

Instrument and criteria for evaluation

- Questionnaire method. The questions in the questionnaire are to be centred on getting success information from the trainees or their parents/guardians.
- Interview methods. Project beneficiaries are to be interviewed and response recorded, sorted and presented to generate a conclusion.
- Follow-up activities. Visits to the graduate trainees to find out what they do after the training.
- Meetings with certain stake holders. The parents, students, teachers, local Government officials and members of Abexinah Orphans and vulnerable community information centre.

Reporting arrangements.

The general manager/director or together with any other assigned person reports to the donors about the progress of the projects being implemented. Reporting can be quarterly, or annually depending on the need or donors' instructions.

Note:

Since the organisation and its vocational training activities are in its infant stage, management changes may be made to adjust the conditions at a given moment. Annual reviews of the business plan will be made and if necessary, revision will be made.

“The progress of the world depends almost entirely upon education”. George Eastman

CHAPTER 7: FINANCIAL PLAN OF THE TRAINING CENTRE

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

The centre requires external funding for its establishment, but will be totally (financially) independent and sustainable from the second year onwards.

FIVE YEARS EXPENDITURES (2022 – 2027) STATEMENT

s/ n	Action	Activity	Year 1	Year 2	Year 3	Year 4	Year 5
1	Training centre venue	Water bill	240,000	240,000	240,000	240,000	240,000
		Security	600,000	600,000	600,000	600,000	600,000
		Cleaning the centre	420,000	420,000	420,000	420,000	420,000
		Electricity bills	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000
		Internet bundle subscription	1,080,000	1,080,000	1,080,000	1,080,000	1,080,000
		Communication or airtime	48,000	48,000	48,000	48,000	48,000
		Rent for the current training centre until shifting to new centre	840,000	Nil	Nil	Nil	Nil
		New centre construction funding/funds reservation	1,800,000	1,800,000	1,800,000	1,800,000	1,800,000
		Yearly operation license	50,000	50,000	50,000	50,000	50,000
2	Training centre policies and strategies	Drafting tools usage policies	100,000	Nil	Nil	Nil	Nil
		Drafting general centre rules and regulations	100,000	Nil	Nil	Nil	Nil
		Drafting Training modules	25,200	Nil	Nil	Nil	Nil
3	Human Resources	Director `s allowance	240,000	240,000	240,000	240,000	240,000
		Carpentry instructors (3). Each 150,000 p/m	5,400,000	5,400,000	5,400,000	5,400,000	5,400,000
		Welding instructors (2). Each 150,000 p/m	3,600,000	3,600,000	3,600,000	3,600,000	3,600,000
		Computer instructors (2). Each 150,000 p/m	3,600,000	3,600,000	3,600,000	3,600,000	3,600,000
		Mathematics teacher (allowances)	180,000	180,000	180,000	180,000	180,000
		Instructors on HIV/AIDS, financial planning , decision making , guidance and counseling (allowances)	14,400	14,400	14,400	14,400	14,400
		Office secretary / receptionist	960,000	960,000	960,000	960,000	960,000
4	Equipments	Furniture (office and classrooms)	1,350,000	Nil	Nil	Nil	Nil
		Internet modem	200,000	Nil	Nil	Nil	Nil
		Carpentry equipment	27,536,081	Nil	Nil	Nil	Nil
		Welding equipment	40,760,000	Nil	Nil	Nil	Nil
		Computer equipment	28,325,000	Nil	Nil	Nil	Nil
		Tailoring equipment	13,780,000	Nil	Nil	Nil	Nil

		Chalk board aiding informal training	60,000	Nil	Nil	Nil	Nil
5	Materials	Carpentry (material)	7,325,000	7,325,000	7,325,000	7,325,000	7,325,000
		Welding (material)	35,570,000	35,570,000	35,570,000	35,570,000	35,570,000
		Computer (material)	4,120,000	4,120,000	4,120,000	4,120,000	4,120,000
		Tailoring (material)	4,700,000	4,700,000	4,700,000	4,700,000	4,700,000
6	Additional operational cost	Registering with UBTEB	840,000	840,000	840,000	840,000	840,000
		Graduation ceremony	480,000	480,000	480,000	480,000	480,000
		Certificates of a wards	36,000	36,000	36,000	36,000	36,000
		Connecting trainees to job opportunities	12,000	12,000	12,000	12,000	12,000
		Teachers attendance books	48,000	48,000	48,000	48,000	48,000
		Teachers record of work books	10,000	10,000	10,000	10,000	10,000
		Students registers	48,000	48,000	48,000	48,000	48,000
		Tools record books	48,000	48,000	48,000	48,000	48,000
		External monitoring and evaluation	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
		Questionnaire printing	200,000	200,000	200,000	200,000	200,000
		Note books for interview recording	100,000	100,000	100,000	100,000	100,000
		Bank charges	36,000	36,000	36,000	36,000	36,000
		Pens	30,000	30,000	30,000	30,000	30,000
		Un & Ruled papers	200,000	200,000	200,000	200,000	200,000
Total expenditure			187,311,681	74,073,400	74,073,400	74,073,400	74,073,400

Against above indicated (planned) expenditures the Centre projects the following revenues. The organisation will seek external funding for the necessary training equipment, which are estimated at UGX 112 million, equivalent to USD 30,000.

“He, who opens a school door, closes a prison”. Victor Hugo

FIVE YEARS ESTIMATED REVENUES (2022 – 2027) STATEMENT

s/n	Action	Activity	Year 1	Year 2	Year 3	Year 4	Year 5
1	Carpentry	User fee collection	4,500,000	6,000,000	6,000,000	6,000,000	6,000,000
		Sale of carpentry products	20,000,000	25,000,000	25,000,000	25,000,000	25,000,000
2	Welding	User fee collection	3,000,000	9,000,000	9,000,000	9,000,000	9,000,000
		Sale of welding products	21,666,670	25,000,000	25,000,000	25,000,000	25,000,000
3	Computer Training	User fee	3,000,000	4,500,000	4,500,000	4,500,000	4,500,000
		Provision of computer services to the public	14,002,000	14,002,000	14,002,000	14,002,000	14,002,000
4	Tailoring	User fee	1,500,000	9,000,000	9,000,000	9,000,000	9,000,000
		Sale of tailoring products	900,000	1,800,000	1,800,000	1,800,000	1,800,000
Total Direct Revenues			76,668,670	94,302,000	94,302,000	94,302,000	94,302,000
5	Membership fees		1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
6	Results fundraising events		3,000,000	3,000,000	3,000,000	3,000,000	3,000,000
7	Returns cotton sales		900,000	900,000	900,000	900,000	900,000
Total Indirect Revenues			5,400,000	5,400,000	5,400,000	5,400,000	5,400,000
TOTAL PROJECTED REVENUES			82,068,670	99,702,000	99,702,000	99,702,000	99,702,000

“The roots of education are bitter, but the fruit is sweet”. Aristotle

ANNEXES

ANNEX 1 – TEACHING SYLLABUS / CURRICULUM

CARPENTRY COURSE

WK	TOPIC	SUB TOPIC	CONTENT	LEARNING/ TEACHING AID	LEARNERS` ACTIVITY	TEACHER'S ACTIVITY	DURATION (HOURS)
1	ORIENTATION		<ul style="list-style-type: none"> - Moving around the training centre - Checking facilities at the training centre - General centre rules and regulations 	<ul style="list-style-type: none"> - Facilities at the centre 	<ul style="list-style-type: none"> - Observation - Listening - Noting down notes 	<ul style="list-style-type: none"> - Showing - Explaining 	35
2,3,4	SAFETY PRECAUTION AND MANAGEMENT OF TOOLS		<ul style="list-style-type: none"> - Tool usage policies - Specialization of each tool - Storage - Assembling tools (removing some tools` components and re-fixing them) - Sharpening some tools - Safety at work 	<ul style="list-style-type: none"> - Workshop tools 	<ul style="list-style-type: none"> - Listen - Some note down notes. (Optional) - Sees 	<ul style="list-style-type: none"> - Explains - Demonstrates 	105
5	CLASSIFICATION	Classification of wood <ul style="list-style-type: none"> - Soft wood - Hard wood - Soft and hard 	<ul style="list-style-type: none"> - General appearance / characteristics 	Physical Soft Wood	<ul style="list-style-type: none"> - Observation - Take down notes (Optional) 	<ul style="list-style-type: none"> - Describe - Demonstrate 	35
6			<ul style="list-style-type: none"> - Hard wood - General appearance / characteristics 	Physical hard wood	<ul style="list-style-type: none"> - Observation - Take down notes (Optional) 	<ul style="list-style-type: none"> - Describe - Demonstrate 	35
7			<ul style="list-style-type: none"> - Soft and Hard wood - General appearance / Characteristics 	Physical hard and soft wood	<ul style="list-style-type: none"> - Observation - Take down notes (Optional) 	<ul style="list-style-type: none"> - Describe - Demonstrate 	35
8		Classification of tools <ul style="list-style-type: none"> - Common hand tools - Marking tools - Measuring tools - Electrical tools - Moulding tools 	Common hand tools <ul style="list-style-type: none"> - Hand saws - Chisels - Hand planes - Gauges - Cramps - Sharpening tools 	Physical common hand tools	<ul style="list-style-type: none"> - Observation - Take down notes (Optional) - Touch the tools 	<ul style="list-style-type: none"> - Describe - Show tools to learners 	35
9			Marking tools <ul style="list-style-type: none"> - Pencil - Knife cutters - Campus 	Physical marking tools	<ul style="list-style-type: none"> - Observation - Take down notes (Optional) - Touch the tools 	<ul style="list-style-type: none"> - Describe - Show tools to learners 	35

10 11,12, 13			Measuring tools - Tape measure - Strings	Physical measuring tools	- Observation - Take down notes (Optional) - Touch the tools	- Describe - Show tools to learners	35
			Electrical tools - Drills - Sand papering - Jig saws - Router machine - Spindle molder - Grinding stone - Circular saw - Cross cutting saw	Physical electrical tools	- Observation - Take down notes (Optional) - Touch the tools	- Describe - Show tools to learners	35
			Molding tools - Spindle molder - Gauges	Physical molding tools	- Observation - Take down notes (Optional) - Touch the tools	- Describe - Show tools to learners	35
14 -22	MODELS	Joints - Mortise & Tenon - Housed - Mitre - Dovetail - Half lap (Halved)	Making mortice & Tenon, housed, mitre, Dovetail joints	- Wood - Hand and electrical workshop tools	- Listens - Note down notes (optional) - Hands on (Practical session)	- Explains - Demonstrates - Supervises	70
23, 24	ASSEMBLING ITEMS	Office Chairs	- Measurements - Cutting wood - Planning wood - Making joints - Smoothing - Gluing & fixing - Sand papering - Vanishing - Storing	- Workshop tools - Wood - Wood glue - Sand paper	- Do practical	- Explains - Demonstrates - Supervises	70
25		Frames	- Measuring - Cutting wood - Planning wood - Rebating wood - Fixing wood - Nailing wood	- Workshop tools - Wood - Nails	Hands on (practical sessions)	- Explains - Demonstrates - Supervises	35
26		Doors	- Measuring	- Workshop tools	Hands on (practical)	- Explains	35

			<ul style="list-style-type: none"> - Cutting wood to size - Planning wood - Making joints - Smoothing - Gluing & fixing - Dowelling, Sandpapering, Vanishing, Storing 	<ul style="list-style-type: none"> - Wood - Dowels - Glue 		<ul style="list-style-type: none"> - Demonstrates - Supervises 	
27,28,29		Cup boards	<ul style="list-style-type: none"> - Measuring - Cutting wood - Planning wood - Making joints - dowelling - Smoothing - Gluing & fixing - Sand papering - Vanishing 	<ul style="list-style-type: none"> - Workshop tools - Wood - Sand paper - Dowels - Glue 	Practical sessions	<ul style="list-style-type: none"> - Explains - Demonstrates - Supervises 	105
30, 31		Tables	<ul style="list-style-type: none"> - Measuring - Cutting wood - Planning wood - Making joints - dowelling - Smoothing - Gluing & fixing - Sand papering - Vanishing 	<ul style="list-style-type: none"> - Workshop tools - Wood - Sand paper - Dowels - Glue 	Hands on	<ul style="list-style-type: none"> - Explains - Demonstrates - Supervises 	70
32		Book Shelves	<ul style="list-style-type: none"> - Measuring - Cutting wood - Planning wood - Making joints - Dowelling - Nailing - Smoothing - Gluing & fixing - Sand papering - Vanishing 	<ul style="list-style-type: none"> - Workshop tools - Wood - Sand paper - Dowels - Glue - Nails 	Hands on (practical sessions)	<ul style="list-style-type: none"> - Explains - Demonstrates - Supervises 	35
33		Benches	<ul style="list-style-type: none"> - Measuring - Cutting wood - Planning wood - Making joints - Dowelling 	<ul style="list-style-type: none"> - Workshop tools - Wood - Sand paper - Dowels - Glue 	Practical sessions	<ul style="list-style-type: none"> - Explains - Demonstrates - Supervises 	35

			<ul style="list-style-type: none"> - Nailing - Smoothing - Gluing & fixing, Sand papering - Vanishing 	<ul style="list-style-type: none"> - Nails 			
34		Reading stands	<ul style="list-style-type: none"> - Measuring - Cutting wood - Planning wood - Making joints - Dowelling - Nailing - Smoothing - Gluing & fixing - Sand papering - Vanishing 	<ul style="list-style-type: none"> - Workshop tools - Wood - Sand paper - Dowels - Glue - Nails 	Practical sessions	<ul style="list-style-type: none"> - Explains - Demonstrates - Supervises 	35
35,36, 37		Coffins	<ul style="list-style-type: none"> - Measuring - Cutting wood - Planning wood - Making joints - Dowelling - Nailing - Smoothing - Gluing & fixing - Sand papering - Vanishing 	<ul style="list-style-type: none"> - Workshop tools - Wood - Sand paper - Dowels - Glue - Workshop tools - Wood - Sand paper - Dowels - Glue and nails 	Practical sessions	<ul style="list-style-type: none"> - Explains - Demonstrates - Supervises 	105
38		Bee hives	<ul style="list-style-type: none"> - Measuring - Cutting wood - Planning wood - Making joints - Dowelling / Nailing - Smoothing - Gluing & fixing - Sand papering, Vanishing 	<ul style="list-style-type: none"> - Workshop tools - Wood - Sand paper - Dowels - Glue - Nails 	Practical sessions	<ul style="list-style-type: none"> - Explains - Demonstrates - Supervises 	35
39,40, 41, 42		Beds	<ul style="list-style-type: none"> - Measuring - Cutting wood - Planning wood - Making joints - Dowelling - Nailing - Smoothing - Gluing & fixing - Sand papering - Vanishing 	<ul style="list-style-type: none"> - Workshop tools - Wood - Sand paper - Dowels - Glue - Nails 	Practical sessions	<ul style="list-style-type: none"> - Explains - Demonstrates - Supervises 	140

43, 44		Coffee sets	<ul style="list-style-type: none"> - Measuring - Cutting wood - Planning wood - Making joints - Dowelling - Nailing - Smoothing, Gluing&fixing, Sandpapering, Vanishing 	<ul style="list-style-type: none"> - Workshop tools - Wood - Sand paper - Dowels - Glue -Nails 	Practical sessions	<ul style="list-style-type: none"> - Explains - Demonstrates - Supervises 	70
45		Counters	<ul style="list-style-type: none"> - Measuring, cuttingwood, planningwood, Making joints , Dowelling, Nailing, Smoothing - Gluing &fixing, Sandpapering, Vanishing 	<ul style="list-style-type: none"> - Workshop tools - Wood - Sand paper - Dowels - Glue - Nails 	Practical sessions	<ul style="list-style-type: none"> - Explains - Demonstrates - supervises 	35

COMPUTER COURSE

WK	TOPIC	SUB TOPIC	CONTENT	LEARNING/ TEACHING AID	LEARNERS' ACTIVITY	TEACHER'S ACTIVITY	DURATION (HOURS)
1	ORIENTATION		<ul style="list-style-type: none"> - Moving around the training facilities - A quick look at the computer lab - Computer lab rule and regulations 		<ul style="list-style-type: none"> - Listens - Observes 	<ul style="list-style-type: none"> - Explains - Shows 	35
2, 3, 4	INTRODUCTION		<ul style="list-style-type: none"> - Definition of a computer - Characteristics of modern computers - Terminologies & concepts - why computer knowledge is important - connecting a computer system(fixing cables, adapters, external devices) - starting the computer, - possible causes of computer start-up failure - description of a keyboard and mouse 	<ul style="list-style-type: none"> - computer system - Text books - Projector 	<ul style="list-style-type: none"> - Listens - Observes - Some note down notes (optional) - Hands on (practicals). Practically perform according to instructions 	<ul style="list-style-type: none"> - Explains - Demonstrates 	105
5	Microsoft word processing	Introduction to word processing	<ul style="list-style-type: none"> - Features of a word processor 	<ul style="list-style-type: none"> - computer system with a functional 	<ul style="list-style-type: none"> - Listen - Observe 	<ul style="list-style-type: none"> - Explains - Shows 	35

				<ul style="list-style-type: none"> word processor - Text books - Projector 			
6,7,8,9,10,11		Word processing	<ul style="list-style-type: none"> - Typing text - Edit text - Page formatting - Page background - Text formatting - Font - Styles - Clip board - Illustration - Links - Headers and footers - Text box and word art - Symbols - Drop cap - Paragraph formatting - Saving - Printing - Inserting tables, formatting tables, typing in tables, cell alignment - Page format - Text alignment - Indent - Table of contents - Foot notes, end notes - Caption - Index - Table of authorities - Citations and bibliography - Mail merge - Proofing - Comments , - Document protection - Document views - Rulers, gridlines, thumbnails, document map - Zoom - Macros - Borders - Alignment , sort, formula 	<ul style="list-style-type: none"> - Computer system with a functional Microsoft word processor - Projector 	<ul style="list-style-type: none"> - Listens - Observe - Practically handle concepts 	<ul style="list-style-type: none"> - Explains - Demonstrates/s hows 	210

12	Power point(presentation)	Introduction	<ul style="list-style-type: none"> - Definition of terminologies - Features of a presentation software 	<ul style="list-style-type: none"> - Computer system with a functional power point application - Projector 	<ul style="list-style-type: none"> - Listens - Observes 	<ul style="list-style-type: none"> - Explains - Shows 	35
12, 13,14		Presentations	<ul style="list-style-type: none"> - Creating slides - slide design - Textbox - Format text - Editing text - Bullets & numbers - Background formatting - Content layout - Basic effects - Transitions - Import images - Design templates - Advanced effects - Slide and content animation - Slide shows - Saving options - Slide master - charts - Printing options 	<ul style="list-style-type: none"> - Computer system with a functional power point application - Projector 	<ul style="list-style-type: none"> - Listens - Observes - Practicals done 	<ul style="list-style-type: none"> - Explains - demonstrates 	105
15	Microsoft Excel (spread sheet)	Introduction to spreadsheets	<ul style="list-style-type: none"> - Definition of terminologies - Features of spreadsheet software and their uses 	<ul style="list-style-type: none"> - Computer system with a functional spread sheet application. - Projector 	<ul style="list-style-type: none"> - Listens - Observes - Noting down notes (optional) 	<ul style="list-style-type: none"> - Explains - Shows/demonstrates 	35
16,17,18		Spreadsheets	<ul style="list-style-type: none"> - Data entry - Inserting rows & columns - Editing contents of a cell - Borders - Types of operators - Functions (sum,average,max,min, lookup, count,mode,median, frequency and variance) - formula - Charts &graphs - Formatting options - Printing options - Editing options 	<ul style="list-style-type: none"> - Computer system with a functional spread sheet application - Projector 	<ul style="list-style-type: none"> - Listens - Observes - Does practicals 	<ul style="list-style-type: none"> - Explains - demonstrates 	105

			<ul style="list-style-type: none"> - Import/export - Saving options - Filtering/sorting - Renaming worksheets - Coping the contents of a cell range , or worksheet between worksheets or workbooks, - Coloring tabs - Cell reference 				
19	Microsoft database(access)	Introduction to databases	<ul style="list-style-type: none"> - Definition of terminologies - Features of a database development software - Features of a database 	<ul style="list-style-type: none"> - Text books - Computer system with a functional access software - Projector 	<ul style="list-style-type: none"> - Listens - Observes 	<ul style="list-style-type: none"> - Explains - Shows 	35
20,21		Database design	<ul style="list-style-type: none"> - Planning - Layout design - Table designs - Data entry - database manipulation (forms , queries & reports) - Saving - Printing 	<ul style="list-style-type: none"> - Functional access application on a computer system - Projector 	<ul style="list-style-type: none"> Listens Practically handle activities 	<ul style="list-style-type: none"> - Explains - Demonstrates 	70
22	Microsoft Publisher	Introduction	<ul style="list-style-type: none"> - Defining some technologies - Features of publisher software 	<ul style="list-style-type: none"> - Text book - Computer system with publisher application functional - Projector 	<ul style="list-style-type: none"> - Listen - Does practicals 	<ul style="list-style-type: none"> - Explains - Shows 	35
23 ,24		Designing invitation cards	<ul style="list-style-type: none"> - Design - Layout - Background colors - Color schemes - Text boxes - Boarder formatting - Inserting words/text - Formatting font - Inserting/importing images - Printing the cards - Cutting the cards 	<ul style="list-style-type: none"> - Computer system with publisher application functional - Projector 		<ul style="list-style-type: none"> - Explains - Demonstrates 	70

WELDING COURSE

WK	TOPIC	SUB TOPIC	CONTENT	LEARNING/ TEACHING AID	LEARNERS` ACTIVITY	TEACHER`S ACTIVITY	DURATION (HOURS)
1	ORIENTATION		<ul style="list-style-type: none"> - Moving around the facility /training centre - A quick look at the training equipments - Rules and regulations 	<ul style="list-style-type: none"> - Tools , text book 	<ul style="list-style-type: none"> - Observes - Listens 	<ul style="list-style-type: none"> - Explains - Demonstrates 	35
2, 3,4,5	INTRODUCTION		<ul style="list-style-type: none"> - Description of each welding tool & use - Tools management - Assembling the welding tools 	<ul style="list-style-type: none"> - Welding tools 	<ul style="list-style-type: none"> - Observes - Listens - Carry out practicals 	<ul style="list-style-type: none"> - Explains - Demonstrates 	140
6,7,8,9	DOORS	Single door	<ul style="list-style-type: none"> - Measurement - Squaring - Cutting - Framing - Diagonal testing - Inside partition - Measuring sheets - Folding welding sheets - Fixing sheets on frames using a welding touch - Straightening sheets - Ankle line cutting - Louver making - Bolts - Shuttering - Padlocking - Grinding - Painting 	<ul style="list-style-type: none"> - Welding machine - Blade - Welding touch - Welding machine - Vice - Grinder - Square - Measuring tape - Gargles - Brash - Wired brash - Paint - Materials that make doors 	<ul style="list-style-type: none"> - Observes - Listens - Carry out practicals 	<ul style="list-style-type: none"> - Explains - Demonstrates 	140
10,11,12,13,14,15,		Double door	<ul style="list-style-type: none"> - Measurement - Squaring - Cutting - Framing - Diagonal testing - Inside partition - Measuring sheets - Folding welding sheets - Shuttering - Fixing sheets on frames using a welding touch 	<ul style="list-style-type: none"> - Welding machine - Blade - Welding torch - Welding machine - Vice - Grinder - Square - Measuring tape - Gargles - Brash - Wired brash 	<ul style="list-style-type: none"> - Observes - Listens - Carry out practicals 	<ul style="list-style-type: none"> - Explains - Demonstrates 	210

			<ul style="list-style-type: none"> - Straightening sheets - Ankle line cutting - Louver making - Bolts - Padlocking - Grinding , Painting 	<ul style="list-style-type: none"> - Paint - Materials that make double doors 			
17,18,19,20	WINDOWS	Single windows	<ul style="list-style-type: none"> - Measurement - Squaring - Cutting - Framing - Diagonal testing - Inside partition - Measuring sheets - Folding welding sheets - Shuttering - Fixing sheets on frames using a welding touch - Straightening sheets - Ankle line cutting - Louver making - Bolts - Padlocking - Grinding - Painting 	<ul style="list-style-type: none"> - Welding machine - Blade - Welding torch - Welding machine - Vice - Grinder - Square - Measuring tape - Gargles - Brash - Wired brash - Paint - Materials that make windows 	<ul style="list-style-type: none"> - Observes - Listens - Carry out practicals 	<ul style="list-style-type: none"> - Explains - Demonstrates 	140
21,22,23,24		Double windows	<ul style="list-style-type: none"> - Measurement - Squaring - Cutting - Framing - Diagonal testing - Inside partition - Measuring sheets - Folding welding sheets - Shuttering - Fixing sheets on frames using a welding touch - Straightening sheets - Ankle line cutting - Louver making - Bolts - Padlocking - Grinding - Painting 	<ul style="list-style-type: none"> - Welding machine - Blade - Welding torch - Welding machine - Vice - Grinder - Square - Measuring tape - Gargles - Brash - Wired brash - Paint - Materials that make windows 	<ul style="list-style-type: none"> - Observes - Listens - Carry out practicals 	<ul style="list-style-type: none"> - Explains - Demonstrates 	140

25,26,27,28,29,30		2 in one window	<ul style="list-style-type: none"> - Measurement - Squaring - Cutting - Framing - Diagonal testing - Inside partition - Measuring sheets - Folding welding sheets - Shuttering - Fixing sheets on frames using a welding touch - Straightening sheets - Ankle line cutting - Louver making - Bolts - Padlocking - Grinding - Painting 	<ul style="list-style-type: none"> - Welding machine - Blade - Welding torch - Welding machine - Vice - Grinder - Square - Measuring tape - Gargles - Brash - Wired brash - Paint - Materials that make windows 	<ul style="list-style-type: none"> - Observes - Listens - Carry out practicals 	<ul style="list-style-type: none"> - Explains - Demonstrates 	210
31,32,33,34		Glass windows	<ul style="list-style-type: none"> - Measurement - Squaring - Cutting - Framing - Diagonal testing - Inside partition - Measuring sheets - Folding welding sheets - Shuttering - Fixing sheets on frames using a welding touch - Straightening sheets - Ankle line cutting - Louver making - Bolts - Padlocking - Grinding 	<ul style="list-style-type: none"> - Welding machine - Blade - Welding torch - Welding machine - Vice - Grinder - Square - Measuring tape - Gargles - Brash - Wired brash - Paint - Glasses - Glass cutter - Glass fixing glue - Materials that make windows 	<ul style="list-style-type: none"> - Observes - Listens - Carry out practicals 	<ul style="list-style-type: none"> - Explains - Demonstrates 	140

			<ul style="list-style-type: none"> - Painting - Glass cutting - Fixing glasses 				
35,36,37,38	BEDS	All types of beds	<ul style="list-style-type: none"> - Measurement - Squaring - Cutting - Framing - Diagonal testing - Shuttering - Grinding - Painting 	<ul style="list-style-type: none"> - Welding machine - Blade - Welding torch - Welding machine - Vice - Grinder - Square - Measuring tape - Gargles - Brash - Wired brash - Paint - Materials 	<ul style="list-style-type: none"> - Observes - Listens - Carry out practicals 	<ul style="list-style-type: none"> - Explains - Demonstrates 	140
39,40,41,42,43,44,45,46,47,48	GATES	All types of gates	<ul style="list-style-type: none"> - Measurement - Squaring - Cutting - Framing - Diagonal testing - Inside partition - Measuring sheets - Folding welding sheets - Shuttering - Fixing sheets on frames using a welding touch - Straightening sheets - Ankle line cutting - Louver making - Bolts - Padlocking - Grinding - Painting 	<ul style="list-style-type: none"> - Welding machine - Blade - Welding torch - Welding machine - Vice - Grinder - Square - Measuring tape - Gargles - Paint brash - Wired brash - Paint - Materials 	<ul style="list-style-type: none"> - Observes - Listens - Carry out practicals 	<ul style="list-style-type: none"> - Explains - Demonstrates 	350

TAILORING COURSE

WK	TOPIC	SUB TOPIC	CONTENT	LEARNING/ TEACHING AID	LEARNERS' ACTIVITY	TEACHER'S ACTIVITY	DURATION (HOURS)
1,2	Orientation		<ul style="list-style-type: none"> - Moving around the training centre - Familiarity with tailoring machines - Rules and regulations for the tailoring centre 				70
3,4,5	Introduction	Machine handling and management	<ul style="list-style-type: none"> - Oiling - Cleaning - Assembling - Moving it - Thread management 	<ul style="list-style-type: none"> - Tailoring machine - Oil - Thread 	<ul style="list-style-type: none"> - Observes - Listens - Hands on 	<ul style="list-style-type: none"> - Explains - Demonstrates 	105
6,7,8,9,10,11,12,13	Trousers	Uniform trouser	<ul style="list-style-type: none"> - Measurement - Cutting according to measurement - Joining the cut pieces using a tailoring machine - Ironing - 	<ul style="list-style-type: none"> - Measuring tape for tailors - Cloths - Tailoring machine - Iron box - Scissor - Table 	<ul style="list-style-type: none"> - Observe - Listen - Hands on 	<ul style="list-style-type: none"> - Explains - Demonstrates 	280
14,15,16,17		Non uniform trouser	<ul style="list-style-type: none"> - Measurement - Cutting according to measurement - Joining the cut pieces - West bank making and attaching - Ironing - 	<ul style="list-style-type: none"> - Measuring tape for tailors - Cloths - Tailoring machine - Iron box - Scissor - Table 	<ul style="list-style-type: none"> - Observe - Listen - Hands on 	<ul style="list-style-type: none"> - Explains - Demonstrates 	140
18,19,20,	Shirts		<ul style="list-style-type: none"> - Measurement - Cutting according to measurement - Joining the cut pieces - Ironing the shirt 	<ul style="list-style-type: none"> - Measuring tape for tailors - Cloths - Tailoring machine - Iron box - Scissor - Table 	<ul style="list-style-type: none"> - Observe - Listen - Hands on 	<ul style="list-style-type: none"> - Explains - Demonstrates 	105
21,22,23,24	Blouses /skirts		<ul style="list-style-type: none"> - Measurement - Cutting according to measurement - Joining the cut pieces - Ironing the blouse 	<ul style="list-style-type: none"> - Measuring tape for tailors - Cloths - Tailoring machine - Iron box - Scissor ,Table 	<ul style="list-style-type: none"> - Observe - Listen - Hands on 	<ul style="list-style-type: none"> - Explains - Demonstrates 	140

ANNEX 2 – FIRST YEAR FINANCIAL PLAN

PROJECTED FIRST YEAR EXPENDITURES

s/ n	Action	Activity	Months												Total	
			1	2	3	4	5	6	7	8	9	10	11	12		
1	Training centre	Water bill	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	240,000
		Security	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000	600,000
		Cleaning the centre	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	35,000	420,000
		Electricity bills	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	1,200,000
		Internet bundle subscription	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000	1,080,000
		Rent for the current training centre until shifting to our new centre	70,000	70,000	70,000	70,000	70,000	70,000	70,000	70,000	70,000	70,000	70,000	70,000	70,000	840,000
		New centre construction funding/funds reservation	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	1,800,000
		Yearly operation license	Nil	Nil	Nil	Nil	Nil	Nil	Nil	50,000	Nil	Nil	Nil	Nil	Nil	50,000
		Furniture (chairs). To be used in office and classes	112,500	112,500	112,500	112,500	112,500	112,500	112,500	112,500	112,500	112,500	112,500	112,500	112,500	1,350,000
		Internet modem	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	200,000	Nil	Nil	Nil	Nil	200,000
		Drafting tools usage policies	5,000	5,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	5,000	5,000	100,000
		Drafting general centre rules and regulations	5000	5000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	5,000	5,000	100,000
		Drafting Training modules	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	2,100	25,200
		Bank charges	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	36,000
		Pens	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Un & Ruled papers	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	25,000	25,000	200,000		
Communication or airtime	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000		
2	Human Resources	Director`s allowance	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	240,000	
		Carpentry instructors (3) @	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	450,000	5,400,000	

		150,000 per instructor per month													
		Welding instructors. (2) @ 150,000 per instructor per month	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	3,600,000
		Computer instructors (2) @ 150,000 per instructor per month	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	300,000	3,600,000
		Office secretary / receptionist	80,000	80,000	80,000	80,000	80,000	80,000	80,000	80,000	80,000	80,000	80,000	80,000	960,000
3	Equipments	Carpentry	Nil	Nil	Nil	Nil	Nil	27,536,081	Nil	Nil	Nil	Nil	Nil	Nil	27,536,081
		Welding	Nil	Nil	Nil	Nil	Nil	20,380,000	Nil	Nil	Nil	20,380,000	Nil	Nil	40,760,000
		Computer	Nil	Nil	Nil	Nil	Nil	14,162,500	Nil	Nil	Nil	14,162,500	Nil	Nil	28,325,000
		Tailoring	Nil	Nil	Nil	Nil	Nil	6,890,000	Nil	Nil	Nil	6,890,000	Nil	Nil	13,780,000
4	Materials	Carpentry	162,500	162,500	700,000	700,000	700,000	700,000	700,000	700,000	700,000	700,000	700,000	700,000	7,325,000
		Welding	285,000	285,000	3500000	3500000	3500000	3500000	3,500,000	3,500,000	3,500,000	3,500,000	3,500,000	3,500,000	35,570,000
		Computer	60,000	60,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	4,120,000
		Tailoring	350,000	350,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	400,000	4,700,000
5	Additional operational expenditures	Registering the centre with UBTEB	Nil	Nil	Nil	Nil	Nil	Nil	840,000	Nil	Nil	Nil	Nil	Nil	840,000
		Graduation ceremony	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	480,000	480,000
		Certificates of awards	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	36,000	36,000
		Connecting trainees to job opportunities	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
		Chalk board aiding informal training	Nil	Nil	Nil	Nil	Nil	60,000	Nil	Nil	Nil	Nil	Nil	Nil	60,000
		Allowance of a hired mathematics teacher	60,000	60,000	60,000	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	180,000
		Allowance for handling topics of HIV/AIDS, financial planning , decision making , guidance and	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200

		counseling														
6	Monitoring and evaluation	Teachers attendance books	4,8000	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	48,000	
		Teachers record of work books	10,000	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	10,000
		Students registers	48,000	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	48,000
		Tools record books	48,000	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	48,000
		External person for monitoring and evaluation	Nil	Nil	Nil	Nil	Nil	500,000	Nil	Nil	Nil	Nil	Nil	Nil	500,000	1,000,000
		Questionnaire printing	Nil	Nil	Nil	Nil	100,000	Nil	Nil	Nil	Nil	Nil	Nil	100,000	Nil	200,000
		Note books for recording interview responses	Nil	Nil	Nil	Nil	Nil	100,000	Nil	Nil	Nil	Nil	Nil	Nil	Nil	100,000
Total expenditure			2,887,800	2,733,800	6,886,300	6,826,300	6,926,300	76,454,881	7,716,300	7,026,300	6,826,300	48,258,800	6,926,300	7,842,300	187,311,681	

ESTIMATED FIRST YEAR REVENUES

s / n	Action	Activity	Months												Total
			1	2	3	4	5	6	7	8	9	10	11	12	
1	Carpentry	User fee collection	375,000	375,000	375,000	375,000	375,000	375,000	375,000	375,000	375,000	375,000	375,000	375,000	4,500,000
		Sale of carpentry products	1,000,000	1,000,000	1,800,000	1,800,000	1,800,000	1,800,000	1,800,000	1,800,000	1,800,000	1,800,000	1,800,000	1,800,000	1,800,000
2	welding	User fee collection	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	3,000,000
		Sale of welding products	333,335	333,335	2,100,000	2,100,000	2,100,000	2,100,000	2,100,000	2,100,000	2,100,000	2,100,000	2,100,000	2,100,000	21,666,670
3	Computer Training	User fee	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	3,000,000
		Provision of computer services to the public	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,001,000	1,001,000
4	Tailoring	User fee	100,000	125,000	125,000	125,000	125,000	125,000	125,000	125,000	125,000	125,000	125,000	150,000	1,500,000
		Sale of tailoring products	750,000	750,000	750,000	750,000	750,000	750,000	750,000	750,000	750,000	750,000	750,000	750,000	9,000,000
A	Total direct revenues		4,258,335	4,283,335	6,850,000	6,850,000	6,850,000	6,850,000	6,850,000	6,850,000	6,850,000	6,850,000	6,651,000	6,676,000	76,668,670
1	Membership fees														1,500,000
2	Results fundraising														3,000,000
3	Results from cotton sales														900,000
B	Total indirect revenues														5,400,000
	TOTAL PROTECTED REVENUES														82,068,670

BREAK DOWN OF FIRST YEAR EXPENDITURES ON EQUIPMENTS AND CONSUMABLES

S/N	AREA OF EXPENDITURE	Equipment / Material	QUANTITY	ITEM COST (Ugx)	TOTAL COST (UGX)
3	Training Equipment and materials(consumables)				
A1	Carpentry equipment and other materials that shall be purchased once and used for 5 years	Routers	2	400,000	800,000
		Jig saws	3	345,000	1,035,000
		Cross cut saw & motor	1	1,250,000	1,250,000
		Spindle molder and motor	1	1,156,081	1,156,081
		Plane no 5	10	200,000	2,000,000
		Plane no 4	20	154,000	3,080,000
		Sash Cramp 4 ft	5	150,000	750,000
		Sash cramp 6 ft	3	250,000	750,000
		1" mortice Chisels	15 sets	15,000	225,000
		½ " mortice chisels	15 sets	12,000	180,000
		¼ " mortice chisels	15 sets	15,000	225,000
		1" funnel chisels	15 sets	15,000	225,000
		½ " funnel chisels	15 sets	10,000	150,000
		¼ " funnel chisels	15 sets	10,000	150,000
		Claw hammers	20	15,000	300,000
		Spoke shave	10	47,000	470,000
		Rebate plane	10	200,000	2,000,000
		Ratchet braces	10	50,000	500,000
		Plough plane	4	250,000	1,000,000
		Sanding machines	2	230,000	460,000
		Vanishing machines	2	500,000	100,000
		Hand saw (big size)	20	33,000	660,000
		Hand saw (small size)	20	15,000	300,000
		Tenon saw	20	10,000	200,000
		Bow saw	10	31,000	310,000
		Tap measures	20	15,000	300,000
		G. cramps 1 ft	10	60,000	600,000
		G.cramp 6 "	10	40,000	400,000
		Bench Vice 1 ft	2	260,000	520,000
		Bench vice 6 "	2	150,000	300,000
		Braces with bits	20	35,000	700,000
		Hacksaws	20	25,000	500,000
		Work bench / table	10	70,000	700,000
Model books	10	100,000	1,000,000		
Chairs	50	27,000	1350,000		
Circular saw	2	250,000	500,000		
Drills	2	90,000	90,000		
Cupboard	1	1,000,000	1,000,000		
Marking gauges	100	4,000	1,200,000		
Spanners for repairing	10	10,000	100,000		
					27,536,081
A2	Carpentry consumables. Materials that shall be constantly used or purchased for the effective running of the project	Grinding stone	20	20,000	400,000
		Oil stone	20	20,000	400,000
		Pencils	50 dozens	1,200	60,000
		Knife cutters	100	1,000	100,000
		Campus	100	500	5,000
		Glue	100 tines	5,000	500,000
		Dowels	50 packets	10,000	100,000
		Nails	200kgs	6000	1,200,000
		Sand paper	2 rolls	130,000	260,000
		Wood	400 pieces	5,000	2,000,000
		Training attire	30	50,000	1,500,000
		Plane cutters	20	40,000	800,000
B1	Welding and metal works equipments and some one off items	Welding grinder	5	1,000,000	5,000,000
		Welding machine	2	3,000,000	6,000,000
		Welding track	10	200,000	2,000,000
		Welding teer leaver	20	10,000	200,000
		Welding hammer	20	30,000	600,000

		7 meter Welding cables	20	140,000	2,800,000
		Welding vices	20	400,000	8,000,000
		Welding drilling machine	10	100,000	
		Welding compressor	2	1,000,000	2,000,000
		Welding gas machine	2	2,000,000	4,000,000
		Welding generator	1	10,000,000	10,000,000
		Spanners to here repair some equipment	10	10,000	100,000
					40,700,000
B2	Welding and metal works material	Paint (tin)	2	35,000	70,000
		Plate (welding ironsheet)	10	100,000	1,000,000
		Hole section 40 x 40	30	40,000	1,200,000
		Hole section 40 x 20	30	30,000	900,000
		Angle line	30	35,000	1,050,000
		Parter / inche	100	5,000	500,000
		Louvers	100	4,000	400,000
		Welding rode	20 packets	35,000	700,000
		Locking	50	5,000	250,000
		Grinding disc	100	10,000	1,000,000
		Cutting disc	100	10,000	1,000,000
		padlock	10	120,000	1,200,000
		Door /window frame	20	120,000	2,400,000
		Hole section 40 x 60	50	60000	3,000,000
		Hole section 40 x 80	10	85000	850,000
		Hole section ½ "	20	20,000	400,000
		Round bar	20	16,000	3,200,000
		Flat for holding glasses	50	20,000	1,000,000
		Window / door Glasses	4	100,000	400,000
		Square bar	50	30,000	1,500,000
		Welding pipe	5	140,000	700,000
		Hole section 20 x 20	50	20,000	1,000,000
		Nzeed	50	25,000	1,250,000
		Hole section 40 x 25	50	30,000	1,500,000
		Hole section 30x30	50	40,000	2,000,000
		Handle	50	40,000	2,000,000
		Welding mask	20	50,000	1,000,000
		Safety shoes	20	50,000	1,000,000
		Overall (welding attire)	20	30,000	600,000
		Eye Glasses	20	5,000	100,000
		Vanishing /painting brash	100	1,000	100,000
		Fuel for the generator	400 litres	4,500	1,800,000
		Blades	100	3,000	300,000
		Paint	100 tins	2,000	200,000
					35,570,000
C1	Computer training equipments and other one off items	Computers	11	1,500,000	16,500,000
		Projector	1	3,500,000	3,500,000
		Projector board	1	500,000	500,000
		Tables for computers	11	50,000	550,000
		Table for projector	1	100,000	100,000
		Printers	10	150,000	1,500,000
		Un interruptible power supply	3	500,000	1,500,000
		Cupboard	1	1,000,000	1,000,000
		Power extension cables	5	25000	125,000
		Computer text books	20	50,000	1,000,000
					26,275,000
C2		Servicing and repair		1,000,000	1,000,000
		Application software Microsoft office , antivirus software , web browser, pdf reader		200,000	200,000
		Ink	20 bottles	15,000	300,000
		Plain papers	40 reams	20,000	800,000
		Servicing and repair	6 times	70,000	420,000
		Printer cartridges	20	70,000	1,400,000
					4,120,000

D1	Tailoring equipments and other one off items	Sewing machines	30	300,000	9,000,000
		Measuring tape for tailors	30	10,000	300,000
		Iron boxes	30	30,000	900,000
		Scissors	30	15,000	450,000
		Tables to aid ironing or cutting clothes	30	70,000	2,100,000
		Cup board		1,000,000	1,000,000
		Spanners for servicing and repair	10	3,000	30,000
				13,780,000	
D2	Tailoring materials. Consumables	Zips	200	1000	200,000
		Threads for sewing machines	300	2000	600,000
		Cloths (BITENGE)	200 Pieces	8000	1,600,000
		Burtons	10 tines	20,000	200,000
		Needles	1000	200	2,100,000
				4,700,000	

“Change is the end result of all true learning”. Leo Buscaglia