

SCHOOL PROJECT PROPOSAL

Proposal for a Nursery, Pre and Primary School for Underprivileged Children at Mutundwe ward, in Wakiso, under the management of Gaba hope for kids [GAHOK]

PROJECT INFORMATION

Country/Region	Wakiso Uganda, East Africa
Name of project	Gaba Hope Nursery, Pre & Primary School
Name and address of organization	Gaba Hope For Kids, P.O.BOX 115207, Wakiso – Uganda Email: gabahopeforkidsuganda@gmail.com
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Date of Submission	
Project number	-
Project duration	2026 – onwards

PROJECT ABSTRACT

Gaba Hope For Kids GAHOK is a , non-governmental, non-political, non-profit and community based charity organization founded in 2019 for the purpose of serving the social, economic and cultural needs for the children of the region and country, and the larger community of the Republic of Uganda.

Based on growing needs of community, the GAHOK is seeking a grant to construct an Nursery, Pre and Primary School so as to offer educational services to all communities - regardless of their religions (including vulnerable children i.e. orphans, poor and all others in need) in the Wakiso, and surrounding regions of the Republic of Uganda. The school will be constructed at the area of 1 acres, with planning to accommodate approximately 600 pupils, and 50 staff workers from nursery school to primary 7.

The mission of GAHOK is to help underprivileged children excel in education and provide them with best knowledge in ethics, environment and social studies, language studies, science, arts, and technology under an environment that is conducive to learning and developing personality and moral values.

The objective is to provide free quality education that will equip underprivileged children and children from low income families, while children from middle income families will be paying little amount so as to make the school to be sustainable after the support that will be provided by the donors. Funding in the amount of the **US \$ 932,074.00** is requested for the construction of the whole school premises.

1.0. INTRODUCTION

1.1 Background and Context

Education is widely accepted to be a fundamental resource, both for individuals and Societies. Indeed, in most countries, basic education is nowadays perceived not only as a right, but also as a duty. Governments are typically expected to ensure access to basic education, while citizens are often required by law to attain education up to a certain basic level.

The world went through a great expansion in education over the past two centuries. This can be seen across all quantity measures. Global literacy rates have been climbing over the course of the last two centuries, mainly through increasing rates of enrolment in primary education. Secondary and tertiary educations have also seen drastic growth, with global average years of schooling being much higher nowadays than a hundred years ago. Despite all these worldwide improvements, some countries have been lagging behind, mainly in sub-Saharan Africa, where there are still countries that have literacy rates below 76% among the youth.

Data on the production of education shows that schooling tends to be largely financed with public resources across the globe. Since differences in national expenditure on Education do not well explain cross-country differences in learning outcomes, the Data suggests that generic policies that increase expenditure on standard inputs, such as the number of teachers, are unlikely to be effective to improve education outcomes. A growing body of empirical research suggests that better education yields higher individual income and contributes to wards the construction of social capital and long term economic growth. Cross-country estimates of the return to education have found that the highest returns come from primary schooling. The most comprehensive work by George Psacharopoulos finds that the rate of return on primary education to an individual is 26.6%, highlighting the enormous benefits of basic education (Psacharopoulos, George, and Harry Anthony Patrinos*.“Returns to investment in education: a further update. *Education economics 12, no.2 (2004):111-134*).

Nonetheless, disaggregating the results reveals that for less developed countries this is broadly true, but that in the developed world, the returns to higher education tend to be greater than for primary education (Blundell, Richard, Lorraine Dearden, Costas Meghir, and Barbara Sianesi.“*Human capital investment: the returns from education and training to the individual, the firm and the economy.*” Fiscal studies 20, no. 1 (1999): 1 23). This pattern could be explained by the current heterogeneous labor market conditions around the world, in particular, the supply of skilled and unskilled labor.

Therefore, the Ministry of Education, Science and Technology in Uganda is embarking on a huge programme of educational development to ensure that each child will get the best quality education.

There are more than 15 million school-age children who are enrolled and the number is keeping on increasing. This is a huge resource for Uganda.

Each of these children is an individual in his or her own right, with feelings, emotions, talents, aspirations and potential which could contribute to national development. GAHOK interest is to join Government efforts to educate all children and youth for the national prosperous future by focusing to marginalized children (I.e. orphans, street children, children from very poor families and children with special needs) in Wakiso.

1.2. Uganda and Wakiso Region Overview

Uganda has an area of 154,900 square miles and according to 2024 census it has a Population of 44,928,923 million..

Central Region has a population of 14,312,141 in 2024.-

Presently there are 600 primary Schools are operating in region. These schools are profit oriented and they are not offering education in charity form. By considering education is a fundamental right for every child, - regardless of his or her religion, background, family status, ethnicity, physical abilities and any other differences; the Gaba hope for kids decided to plan to construct a **Nursery, Pre and Primary school in Wakiso** to help marginalized children and children from middle income families to have access to quality education the same as other children from rich families. Moreover, this school shall not be a business oriented, it will be a charity school.

1.3. Life standard of the Community members in Wakiso a

Historically, the poverty rates of people in Wakiso region is high. Some 30,000, about 1 in 5 of the population of the Wakiso District (the current City Centre) at the time died. Thousands of people emigrated, and others sold starving cattle for just a shilling at the market in Wakiso. Since then Wakiso region is a semi tropical and its inhabitants are poor and are starving. Due to the geographical and climatic condition, the inhabitants lives in severe poverty and hunger since agricultural activities is not positively flourished as it happens to other regions in Tanzania. Their children suffer so much since they are starving and don't have access to quality education. Many children become street

beggars, pick pocketers, participating in petty activities and involving themselves in different crimes to earn a living or getting income; which endanger their lives and social well being.

Due to this, GAHOK aimed at constructing a nursery, pre and primary school so as to help people of poor, low and middle income children have access to quality education. At future we expect to eradicate poverty to these communities since the obtained knowledge, skills and attitude to the graduate children will be used to solve all challenges.

1 4. Overview of the Educational activities done by GAHOK in Wakiso.

In January 2019 the Gaba hope for kids has managed to establish and run Gaba Education Centre, which is found at **Bunamwaya Ward, Wakiso district** . In this centre, there are three (3) educational programs are conducted which are; Day care and Nursery school program known as **Day care and Nursery School** - which currently accommodates 78 children whom most of them are orphans and children from poor families, **Tuition programs** for primary and secondary school students. The centre currently support 100 primary school pupils and 100 secondary school students (Baby to 7 and Form 1 to Form 6 respectively, and **Study circles** on various subjects for men and women. The centre support more than 120 men and women every week.

GAHOK has decided to request for the funding so as to construct a Nursery, Pre and Primary School for Underprivileged Children at Bunamwaya ward, in Wakiso. This school will help to accommodate large number of pupils, including 78 pupils who are currently learn at Day care and Nursery School because this area is not owned by GAHOK, it has been hired from other people.

1.5. Statement of the need

GAHOK is owning 1 acre of land for the purpose of constructing an nursery, pre and primary schools for underprivileged school going children who are currently need support from other people who have ability to do so. The GAHOK is planning to construct a school to accommodate about 600 children in Wakiso region. Many children in this region are at a high risk of drop out since they receive poor education, others are not even attend schools due to economical and social challenges, and they cannot support themselves, let alone for quality education. The provision of primary schools with free/little payment quality education will sustain GAHOK effort, reduce the risk of drop out, enable the children achieve improvements in their lives and open more opportunities for other unfortunate children in the future. The **US \$ 932,074.00** requested will provide 18 classrooms, dormitories, Dining, Computer lab, 3 houses and preparation of school environment to accommodate 600 underprivileged children.

2.0. PROJECT DESCRIPTIONS

2.1. Goals

The goal of constructing schools for the underprivileged children of the Wakiso region and others is to enable them complete their primary education to have sustainable living after graduating.

2.2. Objectives

2.2.1. General Objectives

- i. Providing better educational facilities and conducive learning environment and free education to underprivileged children in Uganda, particularly in Wakiso.
- ii. To improve the quality of education in by providing quality education that will prepare them for secondary education
- iii. To increase the achievement level of the students/pupils and teachers helping underprivileged children to achieve better improvements in their lives to enable them contribute to the total development of their families and the nation as a whole.

2.2.2. Specific objectives

- i. Create learning opportunity for all school age children,
- ii. Increase children's school enrolment rate in Wakiso
- iii. Decrease the school drop-out rate in Wakiso
- iv. Promote a higher literary rate in Wakiso
- v. Empower the community through education and minimize gender disparity in the stipulation of basic education, by working on affirmative action with the community.
- vi. Build the spirit of community service and good citizenship among future generations.
- vii. Promote Personal Integrity, Multi-cultural awareness and tolerance through education

2.3. Project benefits

Beneficiaries

- ❖ The Project will directly benefit many children from vulnerable families in Wakiso and the surrounding regions.
- ❖ It will benefit the school teachers and other workers to work efficiently and motivate them to work harder for greater achievements as instructed and guided by the GAHOK.

Social Benefits

- ❖ The construction of this School in Wakiso region will increase the learning performance levels of pupils.
- ❖ This will ultimately, along with other factors such as the effective educational system, a presence of competent teachers, and the availability of appropriate learning materials, will increase the literacy rate of pupils who can contribute to socio-economic development of society, while observing Social guidelines and principles.
- ❖ The project will help in curving down school drop-outs. New school will also provide better working environment for teachers and other workers who will be employed, making them more effective in educating their pupils.
- ❖ Presence of this school will help to reduce street children and beggars, reducing crimes such as prostitution and robbery, and preparing good future generation

3. BUILDING REQUIREMENTS

Building Requirements for the proposed Islamic school are:-

- 18 Classrooms
- 4Boys and 5 girls dormitories
- 1 computer lab
- Dining Hall
- Administration Block
- 1 sports grounds (Football, Volleyball and Basket Ball)
- Parade ground
- 30 toilets and 18 bathrooms
- Area for children's outdoor activities
- One executive house with two apartments
- Water well and tank for collecting rain water
- School garden, Parking, security or entrance and School fence

4. PROJECT TIME LINE

s/n	Activities	Month	Remark
01	Acquisition of land	June 2022	Acquired
02	Submit Project Proposal	March 2025	
03	Expected grant notification	March 2026	
04	Procurement of building materials	March 2026	
05	Construction of buildings begins	November 2026	Type your text
06	Completion of buildings	October 2027	
07	School registration completion	November 2027	
08	School advertisements and preparation to start	December 2027	
09	Enrolment of students	December 2028	
10	Recruitment of teachers	December 2027	
11	Classes begin	January 2027	
12	Evaluation and report	June 2027	

5.0. JUSTIFICATION OF THE PROJECT

The right to education as reflected in Article 26 of the Universal Declaration of Human Rights (UDHR). The Constitution mandates free and compulsory primary education Uganda, but a lack of resources and education infrastructure has made implementation difficult, especially to the societies in Wakiso. Although, we acknowledge that the Ugandan government has made good investments in education, providing public school education for all children through secondary school, training more qualified teachers and an established curriculum. However, despite all the progress made, the Ugandan government still has a long way to meet the global standards in education, economic development and sustainability. Its growth is outpacing the infrastructure. Communities suffer from overcrowding, poor sanitation, low wages and high unemployment, which give reasons to many young Ugandans to drop out of school and travel abroad through the Back-way to seek for education and job opportunities in Europe. Unfortunately, some of them do not survive the journey.

Currently, there are too many overcrowded classrooms, especially in rural areas, a shortage of school furniture, and learning materials which are hindering the effective delivery of basic education in those areas. As literacy, international languages such as English, Information Communication Technology (ICT) and education levels increase in the population the demand for better-quality learning environments becomes necessary. These are the reasons why GAHOK wish to seek financial assistance

from Individual (s), non-profit organizations (NGOs), Philanthropist, ordinary and friends from in and outside Uganda to implement the proposed construction as the site plan shows.

6.0. PROJECT MANAGEMENT

The GAHOK Uganda will manage and coordinate the entire project. This will be done by hiring an experienced local construction manager to supervise the construction crew along with other stakeholders at the Ministry of Education, Science and Technology (MoEST), who will be responsible for the implementation of the project. The project coordinators will be reporting to GAHOK office in our headquarters in Wakiso, where a centrally compiled report would be sent to donors and stakeholders by the program manager.

7.0. PROJECT MONITORING AND EVALUATION

A variety of formal and informal Monitoring and Evaluation mechanisms will be central to ensuring the appropriate delivery of effective and sustainable services. These will include: Multi Indicator Cluster Surveys, class performance surveys, class attendance data, girl-boy retention data and exit surveys.

8.0. PROJECT COST , FUNDING AND OVERALL ACTIVITIES IN GENERAL

8.1. Project costs

S/N	Item	Quality	Unit Cost US \$	Total Amount US \$
01	Classrooms	18	13,993	251,874
02	6 Boys and 6 girls dormitory rooms	12	12,585	151,020
03	Computer lab (with its equipment)	1	34898	34898
04	Dining Hall	1	26,986	26,986
05	Administration Block	1	17209	17209
06	Sports grounds (Football, Volleyball, and Netball)	3	21655	64,965
07	30 toilets and 18 bathrooms	48	187	8,976
08	Children's outdoor activities	1	3,999	3,999
09	School Furniture	-	-	58,302
10	School vehicles	3	13,095	39,285
11	Emergency power source/generator	1	2,166	2,166
12	Executive houses	3	15,828	47,484
13	Tank for collecting rain water	1	6,332	6,332
14	Water well drilling	1	5,332	5,332
15	Operation costs for one year	1	99,763	99,763
16	Equipment store	1	19,500	19,500
17	Library and resource rooms	2	21,655	43,310
18	Special education rooms	2	21,655	43,310
19	Parking area	1	7,363	7,363

Total fund Requested			932,074
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9.1. Sources of funds

GAHOK is requesting to individual (s), association (s) and other charity organizations to fund this school project. The donor (s) is (are) asked to fund the all total amount requested or to contribute any amount /build any building as with this project proposal. Any contribution to finish a certain building will be given priority. Also, GAHOK is ready to allow funder (s) or donor (s) to visit the site and give them mandate to cooperate with the Gaba hope nursery and primary school construction team to go about this project.

9.2. Curriculum

The opening and closing of the school will be depending on the government calendar for both private and public schools. Also the school will be following the Ugandas’s national Curriculum prepared by The Ministry of Education, Science and Technology, where by Preschool subjects, plus primary subjects such as Mathematics, English language, Kiswahili Language, Social Studies, Civic and Moral Education, Health care and Environment, and Science and technology, shall be taught.

9.3. The school subdivisions and departments.

The school shall be subdivided into two sections namely; Early Childhood Section (Nursery, Pre-primary and primary 1 & 2 classes), mid and Upper Primary school (primary 3 to 7 classes). Each section shall have its own head, while all of them will be under the school Manager. On another hand, the school is going to have different departments in accordance with subjects to be taught in the school which namely; Languages (comprising English and Kiswahili languages), Science, Technology and ICT, Mathematics, Social studies, Environmental, Sports and games, and Guidance and counselling departments

10. SUSTAINABILITY OF THE PROJECT

GAHOK will continue to work with the Ministry of Education, Science and Technology (MoEST), and other stake holder to build on this capacity while also working closely with international development partners working on educational programs in the Uganda. IFF will develop a Memorandum of Understanding with the Ministry of Education, which will clarify each partner’s roles and responsibilities both short and long term. The GAHOK will also work with residents in Wakiso to develop the capacity of individuals to play an active role in governance and delivery of education in the

schools. Parents Association (PA) will be formed to cooperate with the GAHOK to ensure the school's future sustainability.