PROJECT PROPOSAL

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| --- | --- |
| **Name of organisation:** | **Adult Litracy and Entrepreneurship Asoiciation (ALEA)** |
| **Address:** **Telephone No:****Fax No.****Email:** | **P.O Box 31, Tororo, P.O Box 24663, Kampala, Uganda.****+256701 158 382****N/A****aleaug2013@gmail.com** |
| **Type of organization:** **Non Governmental Organisation (NGO)** |
| **Project Title:** | **Enhancing Vocational Education for the Cross Border Students and beyond in Tororo District.** |
| **Project Location:****Tororo District** | **Project duration:** **Two years** | **Total amount requested:** **UGX 1,905,531,500****EURO 455,000** |
| **Estimated project beneficiaries in 10 years:** |
|  | **Estimates** |  |  | **Total** |
| **Direct beneficiaries:** | **10 years**  |  |  | **15,000 students** |
|  |
| **Key contact person:** **Name: Emojong Charles****Position: Chairman****E-mail: aleaug2013@gmail.com****Telephone:** **(+256)701158382** | **Key Authority:** **Name: Emojong Charles** **Position: Chairman** **E-mail: aleaug2013@gmail.com****Telephone:** **(+256)701158382** |
| **Date proposal submitted:** **Proposal submitted to:**  |

**1.0 Executive Summary**

The Adult Education and Entrepreneurship Association (ALEA) School project plans to construct new establishments, rehabilitate old structures and operate a comprehensive Vocational education, Tororo District, Eastern Uganda. The project will offer cutting edge vocational education to meet a critical indigenous skills needs in the area.

Several years ago, Tororo district has faced challenges in education and a new ‘battle’ of picking up pieces to rebuild their society through improved system. There is a big need to rebuilding a shattered education system majorly caused by cross border trade by young people that has severely affected their education. For the last twenty five years, children born from Tororo district has generally posted the poorest grades at national exams due to obvious factors of cross border trade, a destroyed, decayed and impracticable education system especially at primary, secondary and tertiary levels.

Adult Education and Entrepreneurship Association (ALEA) has existed for eleven (11) years contributing to address this problem of reconstituting and promoting education in Tororo district. Adult Education and Entrepreneurship Association (ALEA) is persuaded that a good vocational foundation will most favorably enable children from Tororo compete for tertiary (University) education in large numbers ultimately increasing the numbers of highly trained people to rebuild their society and secure important decision making roles at the national and local levels.

Adult Education and Entrepreneurship Association (ALEA) has already embarked on activities to establish this campus called Vocational Traning Center Malaba, Tororo district. We have officially registered Adult Education and Entrepreneurship Association (ALEA) with Ministry of Justice and Constitutional Affairs in Uganda and engaged with the leadership and the local communities on the objectives of the project. ALEA has secured a 11 hectares piece of land in Malaba border, Tororo District where an old classroom block that was donated by Tororo Arch diocese and has been in use since the opening of the school in 2017 and other temporal structure we are currently using for vocational education. This is an initiative of the community of Tororo that has supported several activities of the school including initial construction works and environment conservation and amanagement.

Under the current project, we plan to undertake construction activities of a high class vocational school which is part of the Adult Education and Entrepreneurship Association (ALEA) ten-year grand plan that also includes construction of structures bellow.

The activities for Adult Education and Entrepreneurship Association (ALEA) include construction of more (12) school classrooms, (5) teachers quarters, (2) students dormitories, (1) Administrative block, (1) staff room, (1) library, (1) BCP Workshop, (1) computer lab, (1) kitchen, (1) sick bay, two (10) Stance drainerble latrines and chain link perimeter fence. We plan to equip the facilities with equipment and tools, furniture, training materials and to target the students who can benefit from the program. We also plan to support the teachers, workers and instructors in order to motivate them and to undertake key management models that promote excellent performance and long term sustainability of the programs.

The project will work in very close ties, drawing synergy with efforts by the Uganda Ministry of Education, the local committees and symposia on revitalizing education in eastern Uganda, the local education managers and a host of NGOs and institutions offering various educational interventions targeting eastern Uganda.

Our collaboration with your organization is intended to project its contribution within the above fraternity of contributors in order to further forge a best practice for tackling education needs of cross border communities in Tororo but more importantly to consolidate a unique approach that contributes to excellence in post primary/secondary learning and outcomes aimed at building a critical mass of skilled, educated and influential communities who can rapidly transform their society and close illiteracy gaps from a local and international perspective.

This proposal is requesting for a sum of approximately **UGX** **1,905,531,500** **(One billion nine hundred and five millions, five hundred and thirty one thousand and five hundred shillings only).** This is calculated to approximately EURO 455,000 at an exchange rate of 4,196 UGX for 1 EURO. This support is asked to implement activities mentioned above aligned to construction works, equipping with tools and facilities, human resources support, student and teacher welfare as well as school management development. The project is to be undertaken in a spell of two years (2020-2021) *- see indicative budget attached*.

**2.0 Background**

Adult Education and Entrepreneurship Association (ALEA) is founded by the Tororo Community members – an Non Governemental Organisation (NGO) and it is registered with the Ministry of Justice and Constitutional Affairs Certificate number **S.5914/4434**.

Adult Education and Entrepreneurship Association (ALEA) is located in Malaba Sub County, Tororo District where there is rampant cross-border trade that severely affects education of the young ones who always prefer goods/commodity smuggling to education/studies.

Adult Education and Entrepreneurship Association (ALEA) was established after a thorough assessment and research on the local communities after discovering that most schools in Tororo have a majority of students from different areas. Adult Education and Entrepreneurship Association (ALEA) is persuaded that strengthening vocational education is a very important goal to raising competitiveness of people in Tororo and Uganda at large. At the moment, only less than 20% of students sitting University entrance exams can be admitted from eastern Uganda rendering the vast majority of eastern students to drop out of the school system without any employable skill (Invisible Children, 2008). What is needed is to provide competitive vocational education that meet national standards for tertiary and/or university entrance which Adult Education and Entrepreneurship Association (ALEA) School project plans to partake.

The current project intends to construct new structures as mentioned above and Adult Education and Entrepreneurship Association (ALEA) School members will rehabilitate the dilapidated structure donated by the Arch Diocese. The school is planed to admit best performing primary and secondary school leavers from within Tororo, Eastern Uganda, rest of Uganda and Kenya who drop out of school due to lack of school fees and engaging in cross border trade as a priority. The reason for this is so that a critical mass of highly trained easterners is realized to quickly fill gaps for expertise in all sectors and to enable rapid development of society.

Adult Education and Entrepreneurship Association (ALEA) is aware of the several efforts[[1]](#footnote-1) by government and non-government stakeholders in addressing the education gaps in eastern Uganda including the policies of Universal Primary Education-UPE and Universal Secondary Education-USE. Some NGOs like World Vision are also addressing various facets of education for disadvantaged children and key government development programs and symposia are also engaged with communities to address en-mass issues of enrollment, gender parity, special learning needs and even distribution of education institutions. Adult Education and Entrepreneurship Association (ALEA) does not intend to duplicate, neither to compete with any of these efforts. Nonetheless, we hope to address the neglected area of excellence in student performance. Without excellence in student performance, education outcomes are largely intangible.

The above efforts including UPE and USE are generally improving the literacy levels in the region but they critically fall short of making the region produce competitive products of the learning process. Adult Education and Entrepreneurship Association (ALEA) intends to fill this gap.

The proposed Adult Education and Entrepreneurship Association School Model will be a *private non-for-profit school where needy children fees will be subsidized at 30%* but will admit 70% of subsidised fees paying students for sustainability purposes. The School being given a facelift shall increasingly meet the training needs of *bright but poor students engaged in petty cross border trade* and other engagements that are not of benefit to childs development progress.

Overall the project will contribute towards providing solutions to stagnated and less competitive education outcomes[[2]](#footnote-2) in eastern Uganda as well to better target talent and build a new breed of easterners that can focus society away from cross border trade in order to realize completely new aspirations and perspectives based on international best practice of transformational ideas.

**3.0 Justification**

Quality education is currently being sought for by the population in the eastern sub region of Uganda. There is also negligence on management of infrastructure by both district and central government systems. This area suffers availability of cross border trade and other petty businesses that drive most students out of school. Government schools which account for over 90% of schools in the region are in poor state. The existing schools perform below average, particularly if compared to schools in Kampala city and the southern part of the country.

Accordingly, many school going children have to travel to Kampala and other parts of the country to access quality education. Whereas this is true with children whose parents can afford to go an extra mile, majority of the parents and guardians constrained by having to spend more to send their children to perceived good schools.

With majority of the children attending public schools where universal primary and secondary education is being encouraged, incentive for education remains low. Typically, classes are crowded; the teacher student ratios high and quality of learning low since the public school are not adequately facilitated. This partly explains why there is high school dropout, massive failures and low grade achievement among school children in eastern Uganda.

The Uganda Bureau of Statistics reports that in 2006, over 1,750 school going children dropped out of school compared to 1,810 who left school in 2008. Further, in 2008, of the 1,780 students who sat for Ordinary Level examination, over 45% did not achieve the basic grades. As more and more school leavers get out of the way, the vicious cycle of poverty in Tororo and eastern Uganda persists.

It has been recognized that many people are now looking for good schools for their children, but the supply of good schools in eastern Uganda does not match the demand. Within this context, Adult Education and Entrepreneurship Association (ALEA) would like to establish a model school as a means of providing quality vocational education for communities in eastern Uganda.

The school will fill a known gap as outlined above but it will particularly provide an opportunity to the fraternity of education stakeholders to test it out as a centre of excellence specifically considering the specialized capacity needs for rebuilding society in the region. It is therefore envisaged that the model school will attract many students from other areas when we make the mark by making it a reality.

The Adult Education and Entrepreneurship Association (ALEA) vocational school will minimize the need for overseas or in-country sponsorship of secondary education in the region which is currently a norm by International NGOs for selected categories of talented and extremely vulnerable children. This unfortunately isolates the children from their community and in majority of cases, given a horrifying past; such children will not opt to return to their community to develop it.

**4.0 Goal:**

The Goal of this project is to establish a private model vocational school equipped with facilities for offering excellent vocational education which positively impacts on the skills gap in the region.

**5.0 Objectives:**

Adult Education and Entrepreneurship Association (ALEA) proposes to undertake the following objectives:

1. Construct buildings of the model vocational school to include classrooms, dormitories, teacher quarters, libraries, BCP workkshop, computer lab, administration blocks, sports grounds, latrines, sick bay, refectories and others
2. Promote the project with the government, local organs, NGO fraternity and parents in order to consolidate a niche for Adult Education and Entrepreneurship Association (ALEA) and to attract buy-in over different areas of the project
3. Equip the project with materials and training tools in order to lay out the scheme for operation
4. Establish systems for management and administration including staffing, student recruitment and benchmarking and collaboration for best practice

**6.0 Activities:**

The following activities are anticipated under each of the above objectives

**Objective 1**: To promote the project idea among stakeholders including government, like-minded NGOs and community representatives

**Activities under Objective 1:**

1. Organize stakeholder meetings to deliberate on key issues such as structure, approaches, Objectives and project benefits
2. Develop promotional materials
3. Media publicity to disseminate project information to members of the public, local leadership and development stakeholders in eastern Uganda
4. Organize an event to disseminate project idea.

1. **Objective 2:** Construct buildings including classrooms, dormitories, teachers quarters, libraries, administration blocks, sports grounds, latrines, sick bay, refectories and others

**Activities under Objective 2:**

1. Engage architects Develop building design
2. Call for bids from interested and competent building companies
3. Evaluate bids
4. Engage contractor
5. Site clearance and preparation
6. Construction works
7. Monitor construction works
8. Completed work handed over to Adult Education and Entrepreneurship Association (ALEA)

**Objective 3:** Equip the project with materials and training tools in order to lay out the scheme for operation

**Activities under Objective 3:**

1. Undertake Bills of Quantities (BOQ) for materials and tools required
2. Purchase the materials, equipment and tools through a competitive bidding process
3. Lay the tools and materials according to need

**Objective 4:** Establish systems for management and administration including staffing, student recruitment and benchmarking and collaboration for best practice

**Activities under Objective 4:**

1. Reorganize school management body for the school
2. Build management, financial, human resource, administrative systems
3. Undertake benchmarking and collaboration with stakeholders in order to consolidate innovation
4. Enroll students
5. Recruit teaching staffs
6. Recruit non-teaching staffs

**7.0 Outputs**

The following outputs are anticipated under each of the above objectives:

**Objective 1:** Promote the project with the government, local organs, NGO fraternity and parents in order to consolidate a niche for Adult Education and Entrepreneurship Association (ALEA) and to attract buy-in over different areas of the project

**Outputs for Objective 1:**

1. At-least 5 meetings held with stakeholders over the structure, approaches, objectives and benefits of the project
2. Arrangement of promotional materials including fliers, brochures, banners, prospectus, etc, designed to engage with stakeholders
3. At-least ten radio panel discussions held prior to opening of the school and at ground breaking aimed at expressing the project plan to the community, district leadership and development stakeholders in eastern Uganda
4. Key buy-in secured from local Education officials in form of licenses, integration of the project within government funding schemes and collaboration over inspection and educational standards

1. **Objective 2:** Construct buildings of the model school to include classrooms, dormitories, teacher quarters, libraries, administration blocks, sports grounds, latrines, sick bay, refectories and others

**Outputs for Objective 2:**

1. Construction of the following structures
	1. 12 classrooms (with 3 standard classrooms blocks)
	2. 5 teacher-quarters (two roomed semi-detached)
	3. A library block with capacity of 400 students
	4. A BCP & general workshop
	5. 2 dormitory blocks (1 for boys and 1 for girls each with capacity of 200 students
	6. 1 comprehensive Administrative block housing offices, 1 staff room block containing stores, tutorial/seminar rooms, student hall, art room, departmental resource rooms and general washrooms etc
	7. A Kitchen and dining hall with capacity of 500 students
	8. Standard sports grounds for boys and girls sporting and recreational activities
	9. 1 sick bay for both girls and boys

1. Key proposals for technical designs and purposes of the construction works
2. A fully laid and surveyed land for the construction works
3. A complete set of architectural designs for the construction works
4. Pre-qualified contractors to undertake construction works
5. A monitoring and supervision plan for the construction works

**Objective 3:** Equip the project with materials and tools in order to lay out the scheme for operation

**Outputs for Objective 3:**

1. Approved Bills of Quantities (BOQ) detailing out the materials and tools required
2. Acquisition of the following materials and tools through a competitive bidding process
	1. Assorted building materials
	2. Classrooms, office, refectory and dormitory furniture and related wood and metal items
	3. Reading materials
	4. Multipurpose stationery items
	5. Varied office equipment
	6. Cutlery and crockery
	7. Medicines, drugs and sundries
	8. Sporting equipment and gears
	9. Transportation, communication and IT items
3. Tools and materials laid according to need

**Objective 4:** Establish systems for management and administration including staffing, student recruitment and benchmarking and collaboration for best practice

**Outputs for Objective 4:**

1. A school management body in place and with clear responsibility and terms
2. Existence of guiding manuals/frameworks for Management, financial, human resource, and administration of the project
3. A framework existing regarding benchmarking and collaboration with stakeholders in order to consolidate innovation
4. At least 400 Students enrolled in the project according to clear administrative provisions
5. At least 14 Teaching staffs recruited in the project according to clear Human resource development criterion
6. At least 10 Non-teaching staffs recruited in the project according to a clear Human resource development criterion
7. Both teaching and non-teaching staff remunerated and rewarded according to provisions in the human resources framework

**8.0 Objectively Verifiable Indicators**

The project will maintain records at the school. All the monitoring and observations will be done in reference to office records, field information from contractors, records by the district education managers, quality control reports and quarterly reports by project staff as well as community members and NGO stakeholders who are committed to the project goals.

**9.0 Assumptions**

Adult Education and Entrepreneurship Association (ALEA) assumes the following in order for the project to be successful:

1) The land is available and owned by Adult Education and Entrepreneurship Association (ALEA)

2) The required funds are raised to put in place the project items

3) Fees paying students are enrolled and pay the required tuition

4) High quality teachers and other staffs are recruited and motivated to excel

5) There is positive community and local government buy-in.

6) There is increasing stability and peace in eastern Uganda to foster development activities

7) There is strong management and administrative support for the project

**10.0 Risks and Mitigation measures**

Adult Education and Entrepreneurship Association (ALEA) is weary of the following risks that may jeopardize project activities

1. Less than average enrolment in the first year due to limited information about the project, competition from other projects and the fact that potential students will have enrolled elsewhere at the time of opening.
2. Less in quality of teachers due to similar factors listed in (a) above.
3. A relatively high cost in tuition and maintenance due to high standards that the Adult Education and Entrepreneurship Association (ALEA) School intends to project. This may be a disincentive
4. Establishment of the school in a rural environment. The community is biased about quality of anything outside the confines of the capital city or the major towns.

**10.1 Mitigation measures**

Adult Education and Entrepreneurship Association (ALEA) will maximize on its outreach and communication strategy to enlist buy in by providing complete and simplified information about the project and its unique positioning. Adult Education and Entrepreneurship Association (ALEA) will approach good students and best performing teachers who can afford the standards of the school and enlist them in the program. This will be in addition to an incentive structure that will be projected to attract the intended products

Adult Education and Entrepreneurship Association (ALEA) will, too, maximize on the benefits of a rural setting of the project to the learners.

**11.0 Management Structure**

Adult Education and Entrepreneurship Association (ALEA) will form a special project committee to oversee all activities of the project. This committee will be supported by a full time Project Manager who is charged to undertake day to day administration of the project. The School Management Board will be the apex organ responsible for decision making of the project including deciding on management, administrative, financial and other technical requirements of the project. The project manager will be the Secretary of the project implementation committee and he/she will make weekly reports on performance of the project for delivery to the School Management Board. The Board will make monthly briefing to the funder of the project in addition to providing updates in funding needs and managing issues of funds transfers. However, all matters of finance will ultimately be managed by the School Accountant/Bursar who reports to the project manager –see illustration below.

**ORGANIZATION CHART**

Head teacher

 Project Manager

Support staff

Stenographer

Teaching staff

Heads of Department

Board of Directors

Director of Studies

Accountant/Bursar

 Deputy Head teacher

Administrative Assistant

Figure 1: Project Administrative Structure

**12.0 Sustainability Plan**

The key components of the project will continue after the project period under the supervision of Adult Education and Entrepreneurship Association (ALEA) and the donor/sponsor. Adult Education and Entrepreneurship Association (ALEA) will admit 30% disadvantaged students and 70% fees paying students with planned initial fees of UGX 150,000 and will increase as we set the required standards. This will be a key source of funding.

Adult Education and Entrepreneurship Association (ALEA) will also undertake the following to supplement the project incomes:

1. Engage the school to participate in commercial farming. Adult Education and Entrepreneurship Association (ALEA) already engages in these activities with the communities e.g. tree planting, crop farming, horticulture, poultry keeping, piggery, school canteen, fruit-tree planting etc
2. Undertake spirited resource mobilization strategies such as seeking for additional funding support from development partners and subventions from government
3. Undertake to print and duplicate examination papers and supply the schools in Eastern Uganda. Most schools in Eastern Uganda get their past papers and exams printed from Kampala. Adult Education and Entrepreneurship Association (ALEA) intends to bring this service nearer to the people at reasonable costs.

Adult Education and Entrepreneurship Association (ALEA) will ensure that the project meets both local needs as well for those seeking a quality education. This will be feasible in terms of a negotiated arrangement with poor parents who may pay tuition in kind i.e. in terms of their agricultural produce or commitment of labour in respective Income Generating Activities suggested by the project.

Adult Education and Entrepreneurship Association (ALEA) will nonetheless benchmark traditional practices of sustainability by other similar schools in order to derive workable strategies. Also Adult Education and Entrepreneurship Association (ALEA) will ensure environmental sustainability by putting emphasis on a green and organic strategy in IGA development and overall school design.

**13.0 Monitoring and Evaluation**

Monitoring of project activities will be done in a participatory manner involving Adult Education and Entrepreneurship Association (ALEA) Project Management Committee, local leaders and district education managers. The School Board and relevant experts will design appropriate tools for reporting about the progress of the project from all output areas.

The Project Management Committee will meet on a quarterly basis to review and assess project progress and make recommendations for continuity. A mid-term evaluation and an end of project evaluation will be undertaken.

**14.0 Benefits**

This project is initially putting in place a model vocational school that will be followed by primary school. Although the target is to improve educational standards in the eastern region, Adult Education and Entrepreneurship Association (ALEA) intends that the school will be more of a centre of excellence for comprehensive vocational education in eastern Uganda. Adult Education and Entrepreneurship Association (ALEA) is aware of the numerous efforts by government and Non-State Actors regarding improving education in the region. The cumulated benefits of these efforts is good and intended, however the grades at candidate classes especially university entrance are still very low for the entire region meaning that very few easterners can access employable skills overall. Yet these skills are in acute shortage in Tororo and the region.

There is need for a program that will target improving academic grades for University/Tertiary entry in addition to building a resource pool of potentially employable graduates of the learning system who can rapidly fill capacity gaps in the region. The Adult Education and Entrepreneurship Association (ALEA) project is unique because it contributes to creating a replicable pocket of excellence amidst the sea of mediocrity in education systems in the region. Adult Education and Entrepreneurship Association (ALEA) further intends to overlook student progress beyond and outside the Adult Education and Entrepreneurship Association (ALEA) model to nurture the intended outcomes of a breed of young and talented easterners that can fill society positions for change in management, innovation, leadership, total quality management, community mobilization and knowledge promotion. This is what Eastern Uganda requires in the long term.

In doing this however, Adult Education and Entrepreneurship Association (ALEA) may not directly benefit the hardcore poor and vulnerable who are best targeted by the host of programs in the region. Nonetheless, Adult Education and Entrepreneurship Association (ALEA) will be sure to produce a new generation of focused, astute, results oriented and productive easterners who will permanently transform their society.

In essence, Adult Education and Entrepreneurship Association (ALEA) is trying to develop a semblance of a Harvard Institute where only the best brains can be accommodated and shaped into a pool of aggressive change agents, reformers and transformers who create a larger positive impact and who can be key role models for the upcoming war-free generation in eastern Uganda.

**15.0 Partnership**

Our partnership with the donor organisation is based on the above expression of will to make a unique contribution in the vast constituency of need in eastern Uganda. The cooperation is further aimed at consolidating this niche in Africa where disaster of all forms has resulted in dysfunctional societies and a great need for case studies of best practice that can turn around communities once and for all.

**16.0 Action Plan for Implementing the Project [2 years]**

**Figure 2:**

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|  | **Quarters** | **Quarter 1** | **Quarter 2** | **Quarter 3** | **Quarter 4** | **Quarter 5** | **Quarter 6** | **Quarter 7** | **Quarter 8** |
|  | **Months**  | **M1** | **M2** | **M3** | **M4** | **M5** | **M6** | **M7** | **M8** | **M9** | **M10** | **M11** | **M12** | **M13** | **M14** | **M15** | **M16** | **M17** | **M18** | **M19** | **M20** | **M21** | **M22** | **M23** | **M24** | **M25** | **M26** | **M27** | **M28** | **M29** | **M30** | **M31** | **M32** |
| 1 | Finalization with Project Planning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 | Consolidation of Project Team [strategic/Operational  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | Undertake Project Designs/detailed outlays of constriction works  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 | Coordinate/Network with Stakeholders  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 | Quarterly Project Reporting/evaluations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 | On-going M&E |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 | Visit by funder to project ground breaking ceremony  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 | Quarterly Funds disbursements  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 | Topographic Surveys and land Grading |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 | Procurement of Service Providers and Contractors  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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|  | **Quarters** | **Quarter 1** | **Quarter 2** | **Quarter 3** | **Quarter 4** | **Quarter 5** | **Quarter 6** | **Quarter 7** | **Quarter 8** |
|  | **Months**  | **M1** | **M2** | **M3** | **M4** | **M5** | **M6** | **M7** | **M8** | **M9** | **M10** | **M11** | **M12** | **M13** | **M14** | **M15** | **M16** | **M17** | **M18** | **M19** | **M20** | **M21** | **M22** | **M23** | **M24** | **M25** | **M26** | **M27** | **M28** | **M29** | **M30** | **M31** | **M32** |
| 11 | Project Implementation [works + services  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 | Inspections by Government officials |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 | Benchmarking sessions/Capacity building seminars  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 | Recruitment of Teaching staff  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 | Enrolment of 1st Batch of project students  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 | 2nd Visit by funder |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 17 | Advertisement & Promotional activities  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18 | Projects Handover  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 19 | Projects Commissioning by Arch Bishop of Tororo Arch Diocese  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 20 | 3nd Visit by funder |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 21 | Initiation of School activities  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 22 | Internal Audit Report  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 23 | Mid Term Evaluation Report  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Quarters** | **Quarter 1** | **Quarter 2** | **Quarter 3** | **Quarter 4** | **Quarter 5** | **Quarter 6** | **Quarter 7** | **Quarter 8** |
|  | **Months**  | **M1** | **M2** | **M3** | **M4** | **M5** | **M6** | **M7** | **M8** | **M9** | **M10** | **M11** | **M12** | **M13** | **M14** | **M15** | **M16** | **M17** | **M18** | **M19** | **M20** | **M21** | **M22** | **M23** | **M24** | **M25** | **M26** | **M27** | **M28** | **M29** | **M30** | **M31** | **M32** |
| 24 | External Audit report  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 25 | End of Project Evaluation – EOP |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 26 | Initiation of additional resources mobilization |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**17.0 BUDGET**

***See the excel spreadsheet for details.***

***The excel sheet include the costs of construction and operations for the proposed vocational school campus in Malaba Sub County, Tororo District.***

1. **Others making a contribution include (i)** *USAID who are assisting in the* restoration of quality education services for the region (ii) the World Bank, Irish Aid, Embassy of the Kingdom of Netherlands, UNICEF, World Food Programme, and GTZ who have partnered and created the Education Funding Agencies Group (EFAG) that collaborate on current and future education interventions

and strategies (iii) NGOs such as Save the Children Uganda, Invisible Children, WFP, UNICEF, American Refugee Council, Creative Associates International, Echo Bravo, World Vision, AVSI, ACDI/VOCA, CARE, PLAN, IRC, DENIVA, OXFAM, Concerned Parents Foundation, and the Norwegian Refugee Council who are providing such interventions as PSS, adding peace-building into curriculum, providing mentors to students, undertaking health and infrastructure development and teacher training, capacity building of school management and local officials, community sensitization toward education (especially for the girl child) and increasing community participation.

Overall, **Invisible Children** has worked hard to rebuild the standards of secondary education in eastern Uganda. The project encourages academic excellence not only within students, but also on a much larger scale within the schools. [↑](#footnote-ref-1)
2. 8 ” The current structure of Ugandan secondary education is virtually unchanged from its colonial days. The curriculum is often irrelevant to the lives of the students. The British exam system remains, though lamented, and is strictly followed, even when counterproductive. The subjects covered on the test are broad and are for the most part, fact-based, thus teachers recite facts to their students to memorize. Because of this, the classrooms of eastern Uganda are often fallow ground for growing the deliberative skills

and dispositions or problem-posing education. [↑](#footnote-ref-2)