



# Kamuli Childcare Nursery and Primary School

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## **THE THREE-YEAR VISION FOR KAMULI CHILDCARE NURSERY AND PRIMARY SCHOOL (2023-2025)**

Submitted to Mirembe Foundation

### Introduction

Kamuli Child Care Nursery and Primary School is an academic school which started in 2005 in semi-permanent structures after realizing that many younger children could not afford to go to established primary schools and even could not afford paying school fees. The first enrolment was 22 children from pre-primary to primary two with four teachers; one qualified and three licensed teachers.

This school was based on the following objectives:

1. To enable vulnerable children, get equal opportunity to education.
2. To empower vulnerable families, get opportunity to educate their children at affordable costs.
3. To create sense of belonging and employment to young teachers and other students who graduate from high schools.

### Purpose of the project

The purpose of the project is to create effective change agents by creating conditions for people to improve their lives, transform their communities and increase their capacity for self-generating and sustainable change. Central to the project is the deliberate and intentional transfer of knowledge and newly gained competencies and mindsets to the members of the learners' homes, while at the same time the adults bring their experience to the table. The learners are trained at school in issues of leadership, gender consciousness, nutrition and regenerative farming as a business.

### How will it be executed?

The school will use several means including workshops, demonstrations, and exhibitions to train the learners and parents. School farm facilities and farms at the learners' homes will be used as a training ground for learners with support from teachers and Local Governments especially production extension and extension officers. The computer laboratory will be used as a resource centre for learners, teachers and community members. All the above categories will have access to the resource center in a planned manner for searching and research in academics, business, modern farming, health and many other areas that contribute to the well being of humanity.

### Who are the beneficiaries?

The direct beneficiaries are 500 learners and their homes, 20 teachers and 10 local leaders while the indirect beneficiaries are over 500 community members. These will include fifty villages around Kamuli Childcare Nursery and primary schools.

### What is the overall intended impact?

The skilling program integrated with e-learning intends to impact on the well-being of the learners and their homes through the transfer of technical skills the child acquires at school to foster health and diversification of income and the soft skills necessary for co-operation, wealth creation, health and happiness.

### How will the project meet local needs?

In the local context, school children are frequently viewed as lacking in useful abilities, skills, or knowledge (value) until they reach the age of being able to work on the farm or do another business. Traditional and non-traditional household units (homes) have many needs in our modern world which are a match to competencies that today's students possess or are developing. For example: ICT (particularly the use of mobile phones for farm marketing, banking etc.) sustainable farming as a business, disease prevention and value addition to agricultural produce are all areas where the older generation can benefit from the younger generation. Methods of enabling students, and particularly to gain experience, skills and confidence to pass-on knowledge to their respective home members, directly addresses a local need and brings about their visions.

Effective implementation of the methods will lead to emergence of role models, home improvement and consciousness about sanitation and hygiene, improved food security, income and a healthy community. When these phenomena are brought about, neighbours co-operate in marketing and there is less domestic violence because there is a better understanding of the value of each individual in the family. Therefore, through this project, practical aspirations such as peace, prosperity, health, freedom, and happiness are realized at school, home and community levels.

## OUTCOMES

1. Nutrition and income of 100 learners and their homes improved through agribusiness skills
2. Academic excellence of 150 learners enhanced through e-learning
3. Income of 250 learners increased through vocational skilling

## STRUCTURAL TENSION CHARTS

### 1. FARMING AS A BUSINESS FOR PERSONAL AND HOME TRANSFORMATION

<b>VISION:</b> Nutrition and income of 100 learners and their family members improved through farming as a business		
<b>Accountable</b>	<b>Action steps</b>	<b>Due date</b>
Headteacher	Organize workshops for parents to continue learning	30/11/2025
Teachers	Train learners termly to become change agents	15/11/2025
Head teacher	Organize workshops and exhibitions for parents	1/08/2023
Trainers	Train learners in farming as a business	30/06/2023
Head teacher	Purchase seeds for cabbages, Carrots and eggplants	30/05/2023

Head teacher	Purchase two milking cows	10/05/2023
Tr. For Agric	Build a kraal for the two cows	20/05/2023
Head teacher	Recruit a trainer for farming	04/05/2023

**CURRENT REALITY:**

- We have half an acre of land
- We have a veterinary doctor in the neighborhood
- We have vet shops nearby
- We do not have materials for building a kraal
- We do not have good grass for the animals
- We do not have a trainer for agribusiness
- Space for construction is available

## 2. ICT AND E-LEARNING

**VISION:** ICT and e-learning skills of 150 learners, 20 teachers and 10 local leaders enhanced for academic excellence and community transformation

Accountable	Action steps	Due date
IT Trainer	Provide internet and maintain the computer lab for continuous usage	30/11/2025
IT Trainer	Train learners to have strong skills in ICT and e-learning	15/10/2025
IT Trainer	Train teachers, learners and selected community members in ICT and e-learning	15/07/2023
Head teacher	Purchase other equipment like projector, printer and pull-down screen	2/05/2023
Head teacher	Purchase 30 computers,	2/05/2023
Head teacher	Recruit an IT trainer	2/05/2023

**CURRENT REALITY:**

- We have teachers, learners and community leaders
- Room for the computer laboratory is available but not painted
- No tablets for teachers to facilitate teaching and learning
- No trained ICT personal

## 3. VOCATIONAL SKILLING

**VISION:** Vocational skills of 250 learners enhanced for personal and home transformation

Accountable	Action steps	Due date
Trainer	Organize exhibitions for community members annually	30/11/2025
Trainer	Train s learners termly for continuous skilling	15/11/2025
Headteacher	Provide inputs for continuous skilling	30/08/2025
Trainer	Organize exhibitions for community members to buy products	1/08/2023
Trainer	Train learners in tailoring and handcraft	30/06/2023
Head teacher	Purchase materials for handcraft and tailoring	15/06/2023
Head teacher	Recruit a trainer for handcraft and tailoring	04/04/2023

**CURRENT REALITY:**

- We do not have a trainer for handcraft
- Space for training is available
- Learners to be trained are available
- No materials for skilling