

PROJECT PROPOSAL

**CONSTRUCTION OF A TWO-STOREY CLASSROOM AND LIBRARY BLOCK AT
MBARARA STARS NURSERY AND PRIMARY SCHOOL, KEKOMBE MUYENGA,
MBARARA CITY SOUTH, MBARARA CITY, UGANDA**

PROJECT INFORMATION

Country/Region	Mbarara City Western Region - Uganda, East Africa
Name of project	Mbarara stars Nursery & Primary School
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Date of Submission	25 th January, 2026
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Payment Method . Electronic fund transfer . Direct bank deposit	CENTENARY BANK, UGANDA Account name: ATUHIRE MACKLINE Account no: 5020076810 Swift code: CERBUGKAXXX

PROJECT ABSTRACT

Patient Winners Cathedral (PWC) is a religious, non-governmental, non-political, non-profit and faith-based charity organization founded in 2017 for the purpose of serving the religious, social, economic and cultural needs for the poor and vulnerable people of the region and country, and the larger community of the Republic of Uganda.

Based on growing needs of community, the PWC is seeking a grant to construct a 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 Mbarara city, and surrounding regions of the Republic of Uganda. The school will be constructed at the area of 4 acres, with planning to accommodate approximately 600 pupils, and 50 staff workers from nursery school to primary 7.

The mission of PWC 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 \$ 349,985.00** 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 50% 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 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 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 10 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. PWC 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 Mbarara city region.

1.2. Uganda and Mbarara city Region Overview

Uganda has an area of 93,263 square miles and according to 2012 census it has a Population of 45,928,923 million, out of which 13,625,354 live in the urban area and the rest live in rural and urban-rural area. Mbarara city Region has a population of 809,678 in 2025. It lies in the western part of Uganda in the, being about 166 miles (268 kilometres) from Capital Kampala. The region covers an area of 41,311 square kilometres and is bordered by Mbarara district, Isingiro, Ibanda, Ntungamo and Kabwohe districts. The region is bordered by the Northern Region to the North, the Central Region to the East.

Presently there are about 38 primary Schools are operating in Mbarara city 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 PWC decided to plan to construct a **Nursery, Pre and Primary school in Mbarara city** 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 the City of Mbarara city

Historically, Mbarara city, located in south western Uganda, is the main municipality of Mbarara district and it is the largest urban center in western Uganda. The city is densely populated with low and medium income class population and just like other developing towns, Mbarara is experiencing a rapid growth of slums for example- Biafra, Kiyanja, Kirehe, Kijungu, and others. People living in slums are mainly day labourers and small scale business holders.

Slum dwellers are generally excluded from formal financial markets and are often forced to borrow money from money lenders who charge extremely high interest rates—creating a vicious cycle of debt and ever-deepening poverty. Slum Dwellers International facilitates the economic

empowerment of urban poor communities through direct support to local affiliates, such as the National Slum Dwellers Federation of Uganda (NSDFU) and their support NGO ACTogether Uganda.

Due to this, PWC 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. Statement of the need

PWC is owning 4 acres of land for the purpose of constructing a nursery and primary school for underprivileged school going children who are currently need support from other people who have ability to do so. The PWC is planning to construct a school to accommodate about 600 children in Mbarara city region. Many children in this region are at a high risk of drop out since they receive poor education, others are not even able to 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 PWC 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 \$ 349,985.00** 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 Mbarara city 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 Mbarara city region.
- 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 Mbarara city
- iii. Decrease the school drop-out rate in Mbarara city region
- iv. Promote a higher literary rate in Mbarara city region
- 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 Mbarara city region 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 PWC.

Social Benefits

- ❖ The construction of this School in Mbarara city 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 school are:-
<input type="checkbox"/>	10 Classrooms
<input type="checkbox"/>	Boys' and girls' dormitories (4)
<input type="checkbox"/>	1 computer lab
<input type="checkbox"/>	Dining Hall
<input type="checkbox"/>	Administration Block
<input type="checkbox"/>	3 sports grounds (Football, Volleyball and Basket Ball)
<input type="checkbox"/>	Parade ground
<input type="checkbox"/>	05 toilets and 05 bathrooms
<input type="checkbox"/>	Area for children's outdoor activities

4. PROJECT TIME LINE

s/n	Activities	Month	Remark
01	Acquisition of land	June 2025	Acquired
02	Submit Project Proposal	December 2026	
03	Expected grant notification	January 2026	
04	Procurement of building materials	March 2026	

05	Construction of buildings begins	April 2026	
06	Completion of buildings	October 2026	
07	School registration completion	November 2026	
08	School advertisements and preparation to start	December 2026	
09	Enrolment of students	December 2026	
10	Recruitment of teachers	December 2026	
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 in Uganda, but a lack of resources and education infrastructure has made implementation difficult, especially to the societies in Mbarara city region. 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 PWC 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 PWC 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 who will be responsible for the implementation of the project. The project coordinators will be reporting

to PWC office in our headquarters in Mbarara city, 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	Qty	Unit Cost	Total Amount
			US \$	US \$
1	Classrooms	10	9,500	95,000
2	2 Boys and 2 girls dormitory rooms	4	12,585	50,340
3	Computer lab (with its equipment)	1	18000	18,000
4	Dining Hall	1	26,986	26,986
5	Administration Block	1	17,209	17,209
6	Sports grounds (Football, Volleyball, and Netball)	3	5,000	15,000
7	05 toilets and 05 bathrooms	10	187	1,870
8	Children's outdoor activities	1	3,999	3,999
9	School Furniture	1	10,000	10,000
10	School vehicles	1	13,095	13,095
11	Emergency power source/generator	1	2,166	2,166
12	Executive houses	2	15,828	31,656
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	25,000	25,000
16	Equipment store	1	6,000	6,000
17	Library and resource rooms	2	6,000	12,000
18	Special education rooms	2	5,000	10,000
	Total fund Requested			349,985

9.1. Sources of funds

PWC is requesting 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 indicated in our site plan attached with this project proposal. Any contribution to finish a certain building will be given priority. Also, PWC is ready to allow funder (s) or donor (s) to visit

the site and give them mandate to cooperate with the PWC school construction team to see how 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 Uganda's national Curriculum prepared by The Ministry of Education, where by Pre school 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, Preprimary 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 Headteacher. 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

PWC will continue to work with the Ministry of Education and other stake holder to build on this capacity while also working closely with international development partners working on educational programs in the Uganda. PWC 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 PWC will also work with residents in Mbarara city 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 PWC to ensure the school's future sustainability.