



## OVERVIEW

This project improves physical infrastructure of the Divine Primary School and the Dambwe community at large in Wakiso, Uganda. The infrastructure components include: installation of a new water well; construction of a six-stall set of latrines; bringing in electricity; providing hygiene kits for girls; teaching horticultural skills; a micro-loan for the women's cooperative; and installing two sets of swings for the children.

## BUDGET SUMMARY

SUB-PROJECT	COST, USD
Water well	\$2,445
Latrines--6 units	\$4,143
Girls' hygiene kits	\$1,400
Garden of Eatin'	\$1,000
Electricity (TGUP funded)	\$1,000
Women's co-op loan	\$1,000
Two swing sets (TGUP funded)	\$400
<b>TOTAL</b>	<b>\$11,388</b>



## PROJECT PARTNERS

**Melissa Prandi Children Foundation (MPCF)** is a 501c3 founded to transform living conditions in Kampala, Uganda's poorest slums. It empowers youth and young women through education, vocational training and economic independence programs.

**The Global Uplift Project (TGUP)** builds educational infrastructure projects in developing countries. Since 2007, TGUP has completed almost 500 such projects in 26 countries in Asia, Central America, and Africa. TGUP is an IRS registered 501c3 nonprofit.

**Nsawo Community Development Project (NCDP)** was founded in 2023 to empower underprivileged people in Nsawo, Uganda. NCDP worked with MPCF and TGUP to create a *Save a Girl*™ sewing center. It has since completed more than a dozen projects for TGUP.

## PROJECT MANAGEMENT

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### Sponsoring Executive

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**PROJECT DATES** September 10<sup>th</sup> to 30<sup>th</sup>, 2024

## THE COMMUNITY

The community is located in the central region of Uganda Wakiso district, Kakiri Sub County, Dambwe village. The community has 10,000 people with over 900 households. The main occupation is farming which is done both on large and small scale. The community population is largely made up of youths: 27% are below 18 years of age; 43% are between 18 to 50 years; 30% are over 50 years. The village has limited access to electricity, limited access to paved roads, one bore hole for water serving the whole village, and inadequate and unhygienic latrines. There is a low level of education with 4 primary schools and 2 secondary schools.



## THE SCHOOL

Divine Nursery and Primary School have 203 students with 86 male students and 117 female students. Ages range from 3 to 14 years. The school has 10 teachers and 3 support staff. It teaches the standard Ugandan national curriculum. It has a small playground with broken equipment. The school has two latrines, both unhygienic, which are shared by students,



teachers and neighboring villagers. The school has no access to electricity and limited access to clean water since the village bore hole is far away from the school.

## PROJECT ELEMENTS

**WATER WELL:** Access to clean water is a fundamental human right and essential for human health and wellbeing. The Dambwe community does not have this basic necessity. The project will construct a water well, providing a reliable source of clean water for the school. The well will be dug by hand. It will be powered by an electric pump and is expected to provide 50% of the school's total needs.

**LATRINE:** A school cannot function without hygienic latrines. The project will build engineered latrines with six stalls. Two of the stalls will serve male and female staff. Four stalls will serve male and female students. The latrines are designed to last for 10 years.

**HYGIENE KITS:** The project will provide 200 TGUP *Save a Girl*™ (SaG) sanitary kits for the school's girls. SaG kits are washable, reusable kits that help girls manage their period so they can attend school every day of the month. Research shows that the kits improve girls' attendance, grade point averages, test scores, and graduation rates.



**GARDEN OF EATIN' PROJECT:** The school has a reserved space for this project. It will develop the garden space, teaching small-scale horticulture skills to the students. The vegetables will help feed the children at the school. Children will take the knowledge back home helping the community indirectly.

**WOMEN EMPOWERMENT PROJECT:** The 30-member women's group in Dambwe Village makes various handmade crafts, including shoes, door mats, and crocheted items. A \$1,000 loan will allow members to purchase materials. The loan will be repaid within 4 months and recycled to support other women, promoting economic empowerment and sustainability.

**ELECTRICITY:** Electricity is a fundamental necessity in modern education. The school had no electricity. TGUP will provide funds to install a solar-based system with three rooftop solar panels. It will also include batteries for storage and LED lights in every room. The school will then have electricity without any ongoing recurring costs. It will last for 10 years and serve more than 2,000 people.

**SWINGS:** Children need to play. The project will fund the construction of two new swings sets, one like a merry-go-round, the other a traditional pendulum swing.

## DETAILED BUDGETS

WATER WELL				
Item	Quantity	Unit price	Amount ugx	Amount usd
Bricks	4,000	500	2,000,000	526.32
Cement	10	35,000	350,000	92.11
Sand (trip)	1	200,000	200,000	52.63
pump	1	800,000	800,000	210.53
Pipe	1	250,000	250,000	65.79
Cable	1	300,000	300,000	78.95
Wire	1	150,000	150,000	39.47
Socket	2	10,000	20,000	5.26
Sole tape	1	30,000	30,000	7.89
Thread			10,000	2.63
Door	1	100,000	100,000	26.32
Net			30,000	7.89
Iron bar			30,000	7.89
Binning			50,000	13.16
Nails			20,000	5.26
Tank (5000)	1		1,100,000	289.47
Stones	5	30,000	150,000	39.47
Generator	1		1,200,000	315.79
Labor	1	2,500,000	2,500,000	657.89
<b>Total</b>			<b>9,290,000</b>	<b>\$2444.74</b>

SAVE A GIRL KITS			
Item	Quantity	Cost	Total
Save a Girl kits	\$200	\$7	\$1,400

GARDEN OF EATIN			
Particular	Quantity	Cost	Total

Garden of Eatin'		\$1,000	\$1,000
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LATRINE CONSTRUCTION (6 UNITS)				
Item	Quantity	Unit price	Amount ugx	Amount usd
Pit excretion	50	30,000	1,500,000	\$394.74
Bricks	8,000	500	4,000,000	\$1,052.63
Cement (bags)	50	35,000	1,750,000	\$460.53
Sand	2	200,000	400,000	\$105.26
Steel bar y12	15	50,000	800,000	\$210.53
Timber (12 x 1)	30	8,000	240,000	\$63.16
Timber (3 x 2)	20	4,000	80,000	\$21.05
Poles	20	10,000	200,000	\$52.63
Iron sheets	14	55,000	770,000	\$202.63
Aggregate	2	200,000	400,000	\$105.26
Wire mesh	9	30,000	270,000	\$71.05
transport	1	100,000	100,000	\$26.32
Labor	1	1,500,000	1,500,000	\$394.74
painting	1	1,000,000	1,000,000	\$263.16
nails (in kgs)	8	6,000	48,000	\$12.63
pipes	4	12,500	50,000	\$13.16
doors	6	300,000	1,800,000	\$473.68
face boards	8	35,000	280,000	\$73.68
poles	20	10,000	200,000	\$52.63
payan (in rolls)	3	10,000	30,000	\$7.89
<b>Total</b>			<b>15,418,000</b>	<b>\$4,142.84</b>

WOMEN'S CLUB LOAN			
Particular	Quantity	Cost	Total usd
Women's empowerment loan		\$1,000	\$1,000

SWINGS			
Particular	Quantity	Cost	Total usd
Rotary	8 seats	\$200	\$200
Pendulum	4 seats	\$200	\$200

Total			\$400
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## Why a Village?

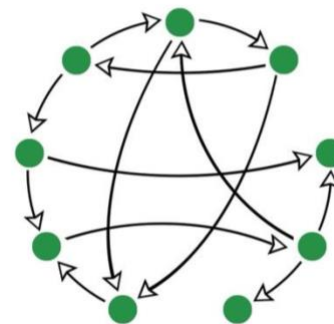


Conventional development projects work at a granular level. Scholarships help individual people. Vocational training programs help a group of people, but only in a certain field, for example, sewing, or baking. A library at a school helps the whole school, but, again, only in one way.

So, our choice of helping at the “village” level is unorthodox. We would like you to understand the logic behind it.

We have chosen the level of a village because it increases the collaborative potential among a close-knit group of people, all of whom are at a similar level of development, and all struggling to grow. Knowing each other and knowing each other’s plight, they are more likely to help each other, if they’re able.

### Uplift A VILLAGE LOGIC



Also, recipients might encounter multiple avenues of help when we’re working at a higher level. A student who is helped by having electricity in the school will also be helped by having latrines. All will be helped by more reliable, better-quality water. All will be able to help each other, as everybody grows.



This recalls a lesson from high school biology: it takes eight different amino acids to form a protein. Similarly, without *all* basic infrastructure in place, individual pieces are not catalytic: they don’t help the other elements carry their respective loads. It doesn’t matter if you have electricity but no water, or electricity and water but no latrines. A village—or a school—needs all

of them.

So, the strategy is to increase the density, the cross-pollination of elements, and the reciprocal capacity of individuals in a common setting to help each other as they all embark on the path of self-improvement. It is our bet that this increases the likelihood that some of the efforts—we can’t know which, but we are certain they are there—will stick.

