T & H EDUCATION FOUNDATION UGANDA
Matugga - Kirwanira, Wakiso (U) TEL : +256 703552244

Our ref:.....

Date:.....

Your ref:.....

Project Description: EXPANSION FOR SMILING ANGELS DAY CARE AND NURSERY SCHOOL.

1. Brief over view of the project.

1.1 Applicant Organisation

T&H Education Foundation Uganda
P.O. Box 173253, Kampala – Uganda
Mary Teddy Nakanwagi, CEO
contact@th-foundation-uganda.org

1.2 Title of the project:

Procurement of the neighboring space for expansion of SMILING ANGELS DAY CARE AND NURSERY SCHOOL in Kampala – Uganda

1.3 Location of the planned project

Uganda/Kampala/Matugga, Nansana Municipality/Wakiso

1.4 GPS coordinates of the project location

Latitude 0.27'30N
Longitude 32.31'58E

1.5 Target Groups

Children between 8-12years (P.3 - P.7) of SMILING ANGELS DAY CARE AND NURSERY SCHOOL.

1.6 Implementation Period

The place can be used immediately/as soon as the first payment is made.

1.7 Brief description of the project.

Procurement of the neighboring space of 1 acre next to SMILING ANGELS DAY CARE AND NURSERY SCHOOL belonging to Wagaba Denis expected to provide the next classes (P.3 to P.7) so as to enable the learners/pupils complete the first level of Education (Primary Level). This will also provide enough space for co-curricular activities; this will help learners discover their hidden talents. Help learners develop and promote skilling hence enabling them acquire hands-on real-life skills needed.

1.8 Funding amount requested in EURO.

(70,000 – Seventy thousand Euros)

2. Brief information on the partner organization abroad

2.1 Contact person: First name, surname, address, country, web address/social media presence

T&H EDUCATION FOUNDATION UGANDA
P. 0. BOX 173253, Kampala/Uganda
Mary Teddy Nakanwagi, CEO
mary.nakanwagi@th-foundation-uganda.org

2.2 Focus of work and organizational goals

(a) To establish schools in Uganda and provide education services.
(b) To provide care and support to children and other vulnerable groups through charitable works, scholarship, education, and skills development.
(c) To empower the youth with skilling and vocational training in life long skills.
(d) To empower and enable communities, to identify and start income-generating activities/projects for sustainability.
(e) To establish programs and projects aimed at uplifting the standards of living within the community.
(f) To support sustainable agricultural initiatives for Communities to strengthen food security, nutrition, income generation and sustainable livelihoods.
(g) To support local communities and leverage available resources to improve their quality of life.
(h) To undertake poverty alleviation/ eradication/ reduction programs through sensitization of the general public, provision of relief items and food to individuals and household in need among others.

2.3 Organizational form / Legal form

Non-Governmental Organization (NGO) under the law of Uganda, certified registered by the National Bureau for Non-Governmental Organizations of Uganda under Registration No. INDR173366639NB on February^{5th}, 2025

2.4 Year of foundation

2024

2.5 Is the organization 100% voluntary?

Yes

2.6 Personnel, technical and financial capacities

With Deburah Nabakulu, Samuel Kazinda and Mary Teddy Nakanwagi, the NGO has three employees who are experienced in school matters in Uganda. Two of them live in the vicinity of the Smiling Angels facility and have supported it so far. Mary Teddy Nakanwagi is a trained secondary school teacher with practical experience and has been running the Anne Namuddu Motherhouse in Masaka for around 60 vulnerable children since 2013. They work

closely with the founders and operators of the facility Stephen Kabuye, Gorreth Namganda and Benita Lovisa on the basis of a cooperation and transfer of use agreement. They are three trained teachers and educators who, based in particular on their own childhood experiences, have set themselves the goal of creating space for vulnerable children from so-called teenage pregnancies, whose abandoned mothers have to work in order to survive and therefore have to place their children in a safe and well-cared for facility during the day, with the facility they founded and a sophisticated educational concept together with other children in the kindergarten.

2.7 Relationship with the target group

Deburah Nabakulu and Samuel Kazinda know the children at Smiling Angels well from their previous involvement with the facility. Mary Teddy Nakanwagi has a special relationship with Gorreth Namganda, who was a child at the Anne Namuddu Motherhouse in Masaka. She is a frequent visitor to the Amiling Angels facility.

2.8 Policy on the protection of vulnerable groups

Does Smiling Angels have a written child protection policy?

We go by the Uganda's child protection policy which arms to safe guide children from all forms of violence, abuse, neglect and exploitation. The policy guided by 1995 constitution and the children act, emphasizes the importance of strengthening the legal frame works, building community capacity and ensuring access to quality children protection services. A key aspect is the establishment of a comprehensive children protection system that includes prevention, response and support services.

2.9 Shared experiences of applicant organization and partner organization abroad

With Mary Teddy Nakanwagi in the context of the school development project St. Jude School in Kikondo and in the establishment and administration of the scholarship program Uganda of the T. and H. Hoene Foundation for currently 29 children and adolescents.

3. Project description

3.1 Problem analysis: Specific description of the current situation (initial situation) at the project location with a focus on the challenges of the target groups

Vulnerable children from teenage pregnancies in Uganda

Uganda is one of the poorest countries in the world with a population of around 47.5 million inhabitants, whose average age is 16.7 years. This makes Uganda one of the countries with the youngest population in the world. On average, every woman in Uganda gives birth to 4 to 5 children. According to statistics from the Uganda Bureau of Statistics and UN aid organizations, almost a quarter of women of childbearing age were 18 or younger in 2018. The number of so-called "teenage pregnancies" has risen sharply since 2019, especially under

the influence of the Covid-19 pandemic. (Factsheet on Teenage Pregnancy, 2021 http.//uganda.unfpa.org)

Street prostitution and forced marriage of young underage daughters were and are a last-ditch solution for parents in Uganda to escape poverty and hardship. From birth or often even earlier, the young mothers, most of whom are still children themselves, are left alone and do not know how to help themselves. Due to poverty and the high number of children, family ties in Uganda are often fragile. Far too many adolescent girls are still sexual objects and not people who can determine their own lives.

The school

Stephen Kabuye, Gorreth Namganda and Benita Lovisa Byakatonda know these fates from their own experience.

Benita Lovisa (28 years old) was born in the Luuka district in eastern Uganda, one of the poorest regions in Uganda. She has a total of 19 siblings, most of whom are half-siblings. After her birth as her mother's second child, her father left the family, married several other women and had a total of 11 children with them. Her mother had four more children with another man. Two more children died before or at birth. There were too many children in Benita's stepfather's house, so her mother had to give them away. She was lucky to find someone who looked after her daughter like a parent.

Stephen (35 years old) grew up in Bombo, about 30 km north of the capital Kampala, as one of 21 children of his father with a total of 5 wives. During his childhood, he was passed from family to family. Nobody paid his school fees. The fact that he was nevertheless able to become an outstanding teacher is solely due to his excellent performance as a schoolchild.

Gorreth (23 years old) grew up in the Anne Namuddu Orphanage in Masaka. The orphanage is home to 60 to 70 children, most of whose parents have died of HIV or suffer so severely from the disease that they are unable to look after their children. The director of the orphanage often hears about neglected or sick children, but also about very young single mothers who have to give their children away so that someone can look after them. They find a new home at the orphanage in Masaka, where they receive support in the form of school fees and accommodation in boarding schools, among other things.

The idea:

With the help of others, all three were able to go to school, graduate and complete an equally successful apprenticeship as a teacher, tutor or educator. During their training, the three got to know each other, shared their respective experiences and decided together to do something with their modest means, no better work hard, to give the many young mothers and their children, who like them had no hope in their childhood without outside help, a chance and hope that would put a smile on the faces of the children and mothers. This is how the idea of “Smiling Angels” was born. They describe the core idea of “Smiling Angels” as follows:

"Every child is a gift from God and every child is unique. In Uganda, we believe that children are angels and gifts from God. We give back the lost and forgotten smiles to teenage young mothers, orphans and vulnerable children to connect with those who have had the privilege of growing up in better circumstances and to bridge the immense gap that would otherwise exist.

That's why we chose the name “SMILING ANGELS DAY CARE AND NURSERY” to bring a smile to the faces of these angels and their mothers."

They pursue the following **educational concept**:

(a) Play-based learning:

We consider play to be a central learning tool so that the teaching and learning process does not become boring for our little ones. Children explore, experiment and learn through structured and unstructured play.

b) Social interaction:

We teach activities that encourage sharing, cooperation and communication among the little angels, for example, they share colors, play objects, play together, sing together, work in pairs or groups, developing social skills that are crucial for later learning. As they grow, they also know that once a problem has been shared, it has been solved.

c) Holistic development,

which addresses the child's physical, emotional and social development. This teaches the child that there are no permanent situations in life. This promotes creativity and emotional intelligence.

d) Child-centered approach.

The Ugandan curriculum is tailored to the needs, interests and developmental stages of each child. We make learning flexible by incorporating songs, poems and other elements so that children can progress at their own pace.

e) Teaching vocabulary through language-rich environments,

Created through storytelling and conversations among the angels. This encourages language development and early literacy skills, boosting children's confidence.

3.2 Objectives / impact of the project

The goal is to expand the facility, which was previously operated as a kindergarten, into a kindergarten and primary day and boarding school. To date, there is a lack of space for 6 additional classrooms. As soon as this is financially feasible, these are to be gained by buying the piece of land opposite the school (former Elista Primary School), which is approximately 99 decimals.
This will enable learners / pupils complete the first level of education (primary level) as it will also provide enough space for co-curricular activities and also help learners discover their hidden talents, develop and promote skilling hence enabling them acquire hands on real life skills needed.

3.3 Project support measures, coordination and monitoring

The construction project is permanently coordinated and monitored on site by the Stephen, Gorreth and Lovisa regular reports by email to the board of the T. u. H. Hoene Foundation and to Teddy Nalanwagi, who themselves or supported by Deburah Nabakulu and Samuel Kazinda monitor the project implementation.

3.4 Cooperation with other relevant actors in the target country (e.g. with local authorities at the project location)

Not planned

3.5 Time-activity plan

One year.

3.6 Sustainability / future viability of your project after the end of the project term (economic, ecological & social)

The more we succeed in giving teenage mothers and their children a perspective, the more likely we are to find starting points for combating this social problem in Uganda, also because those affected spread the support they have received.
The more children we educate, the better the chances of fighting teenage pregnancies through sensitization hence a brighter future for the children.

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