



**KYAWAGONYA COMMUNITY DAY AND BOARDING PRIMARY SCHOOL**

**P.O.BOX 663, MASAKA, LWENGO +256753310043**

**TO OUR:**

**DATE: 5<sup>th</sup> March 2025**

**SPONSORS, VOLUNTEERS,  
PARTNERS & WELL-WISHERS.**

**Dear friends,**

**RE: BRIEF PROFILE AND REPORT ABOUT KYAWAGONYA COMMUNITY DAY AND BOARDING  
PRIMARY SCHOOL - YEAR 2024/2025**

Kyawagonya Community Day and Boarding Primary School, a project established by Uganda Empowers ([www.ugandaempowers.org](http://www.ugandaempowers.org)), provides education to orphans and other vulnerable children (OVCs) who cannot afford tuition and fees at the private schools in the city. We serve children from impoverished or disadvantaged backgrounds, including those affected by HIV/AIDS, those who have lost parents to AIDS, and those from single-mother households.

**THE START:**

*This school was started by Uganda Empowers in February 2018 with a total of 53 students.  
As of March 4<sup>th</sup>, 2025, the current enrollment has grown to 418 boys and girls.*

At our learning center, we welcome children aged 4 to 15 and provide education in African traditions, our local Buganda culture, local and world history, religious studies, humanities, health and sanitation, science, mathematics, social studies, reading and writing, English language development, life skill development, arts and crafts, sports, and drama.

<b>School motto</b>	"Education is a gift of hope."
<b>Mission</b>	"Creating equal opportunities for vulnerable children to access comprehensive education rights so they can live a self-reliant future."
<b>Vision</b>	"We dream of an improved society where no person is taken advantage because of ignorance."

## Core Values

- Child protection
- Communication
- Child Development Programs
- Student success
- Community Support

## SCHOOL LEADERSHIP STRUCTURE

### Management committee:

The committee is composed of directors and long-serving volunteer members from Uganda Empowers. Their primary role is to plan and coordinate programs, as well as mobilize resources and funds to grow and sustain the school's operations.

### Parents' council:

This board is democratically elected by parents to represent the general parents' assembly. Its responsibilities include supervising services, providing guidance, and making final decisions on matters concerning students and school staff.

- Chairperson
- Vice Chairperson
- Secretary
- Treasurer
- Publicity
- Patron/Advisor
- Three Member Representatives

### Staff and management body:

The teaching staff consists of 12 members, supported by four additional staff members: a security guard, a cook, and two attendants who escort young children along the highway to and from school.

- Head Teacher
- Deputy Head Teacher
- Director of Studies
- Class Teachers
- Teaching and Non-Teaching Staff

### Student and pupils prefects (Student leadership):

The student leadership team is democratically elected by the general student assembly through a fair and free voting system. Each term lasts for one academic year.

- Head prefect
- Head Girl (and Vice Head Girl)
- Head Boy (and Vice Head Boy)
- Academics prefect
- Water, Sanitation, and Environment prefect
- Games and Sports prefect
- Food and Welfare prefect
- Liturgy prefects (one for Islam, one for Christianity)
- MDD (Music, dance and drama) prefect
- Information prefect or speaker

## ANNUAL ACADEMIC TERMS OR PERIODS FOR PRIMARY SCHOOLS IN UGANDA

Term (Trimester)	Start Date	End Date	Breaks and Holidays
1 <sup>st</sup> Term	5 <sup>th</sup> February	5 <sup>th</sup> May	6 <sup>th</sup> May until 28 <sup>th</sup> May
2 <sup>nd</sup> Term	29 <sup>th</sup> May	25 <sup>th</sup> August	26 <sup>th</sup> Aug until 17 <sup>th</sup> September
3 <sup>rd</sup> Term	18 <sup>th</sup> September	15 <sup>th</sup> December	16 <sup>th</sup> Dec until 4 <sup>th</sup> Jan next year
This is the standard academic calendar; however, some schools may choose to start earlier or later. The end date varies accordingly—if a school begins a week early, it will also conclude a week earlier than others.			

### SERVICE DESCRIPTION, 2024 - 2025 FEBRUARY

Over the past seven years, Kyawagonya Community Learning Center has brought hope to many disadvantaged children as a village school. Its impact extends beyond the students, fostering measurable development within the village and providing employment opportunities for staff members.

#### OUR ACHIEVEMENTS:

##### *Community support*

Village members, including traditional leaders, appreciate the services we provide and have helped mobilize students, including girls, to attend school. Their support has contributed to an increase in enrollment to 418 students, demonstrating the value of our investment and dedication to serving the community.



*School head teacher addressing parents' leaders in an annual meeting.*

##### *Successful graduation of P.7 candidates*

We are proud to share that, in just our second year of offering Primary Seven, our students performed exceptionally well in their national examinations, achieving first- and second-grade scores. This success has qualified them to advance to secondary education.

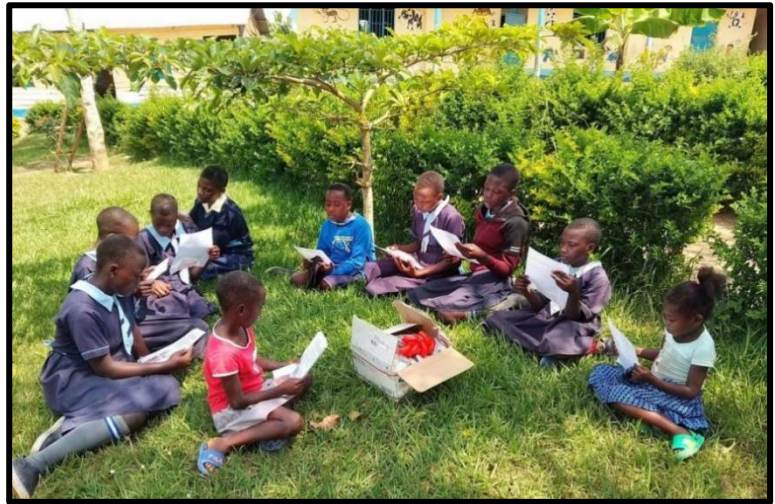


*Our finalist students during a study tour at Lake Mburo National park fishing site.*



### *Sponsorship of girls' education*

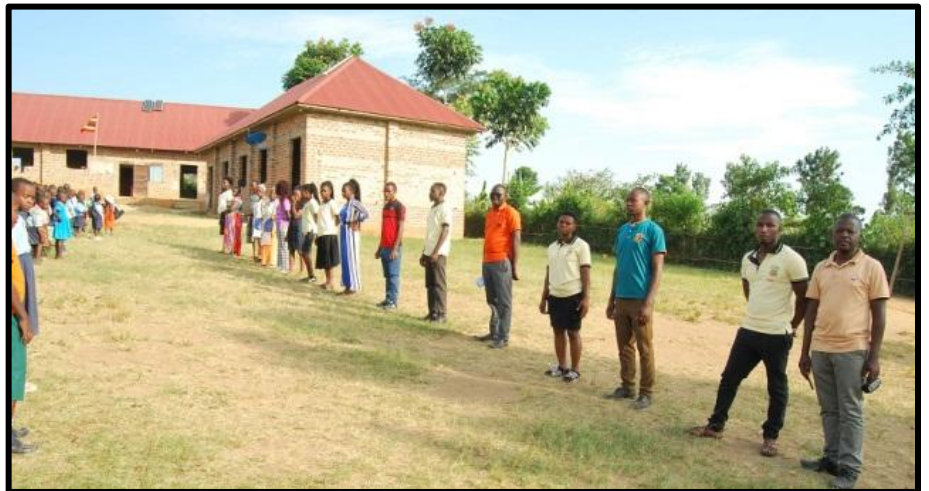
Through Uganda Empowers, GENDAP—a partner organization from the USA—supports 10 underprivileged girls by covering their tuition, providing scholastic materials, and meeting other basic needs such as medical care, relief food, and garden support.



*The lucky 10 girls sponsored by GENDAP.*

### *Teacher salary contributions*

Due to the impact of COVID-19 on the local economy, many parents were unable to raise enough tuition to support the school's operations, including paying salaries for teachers and staff. In response to this challenge, some of our long-time friends, partners, and volunteers generously committed to a monthly contribution of \$400 for nearly a year.



*Teachers on the school assembly.*

We extend our heartfelt thanks to *Stefanie P.* and *Royal R.* for their unwavering support.

### *Sponsorship of school garden and construction of a modern kitchen*

Some generous donors from the USA, who chose to remain anonymous, supported our school by funding the entire process of renting land and providing all the necessary farm inputs to start a maize and beans garden. This garden now helps supply food for both teachers and students.



*Students carrying fresh maize from the school garden farm for breakfast.*



### *Modernizing the kitchen for the school*

The same couple also mobilized funds from family and friends to help build a modern kitchen, providing the school with a clean and safe cooking space. The project is still ongoing and currently about 85% complete.



*The currently and nearly finished modern kitchen.*

### *Donation of reading books and building of a provisional kitchen*

Kyawagonya community primary school has more than twice received American kids reading books from Ms. Linda who is a retired teacher. These reading materials have helped our children to learn new vocabularies and improved their English.

Ms. Linda also supported this school set-up a temporally kitchen as a provision to wait for the improved kitchen to get completed.



*In a yellow square is a provisional kitchen that the school is currently using while waiting for final completion of the modern one.*

### *Donation of an underground, solar-pumped water well*

Our school was generously gifted a water source by *Molly Campbell*, a friend and volunteer from the USA. The goal of this project was to provide clean water for the school and extend access to nearby villages, helping to reduce the challenges caused by water shortages.

Although the available funds were not enough to fully extend the water supply to the village communities, we are grateful that the school now has access to clean water. We remain hopeful that, with additional funding, we can complete this project and bring direct benefits to the surrounding villages as well.



*Underground hand-drilled well*

## **CHALLENGES FACED IN THE LINE OF SERVICE**

As a community-based school and not-for-profit, our learning institution faces resource challenges. Many of our students are orphans or come from families who cannot afford tuition fees, which makes it difficult to meet our operational needs.

### *Economic instability*

Poor garden harvests prevent parents from raising the necessary funds to cover school supplies, such as exercise books, pens, shoes, and uniforms. Since nearly 95% of our parents are peasant farmers, they rely on garden activities as their only source of income for meeting basic needs—including keeping their children in school. When harvests fail, children either miss school altogether or arrive without the essential scholastic materials, which negatively impacts their learning.

### *Shortage of learning resources*

A shortage of learning materials—including textbooks and research resources like computers, tablets, and internet access—is a significant setback. This lack prevents teachers from delivering high-quality lessons, putting our students at a disadvantage compared to their peers in wealthier town schools.



### *Difficulties hiring and retaining qualified teachers*

Due to its remote location and limited revenue from student fees, the school struggles to hire and retain qualified teachers, many of whom opt for town private schools that offer significantly higher salaries. This challenge adversely affects our students' right to quality education, as the few teachers we have are overburdened—on average, one teacher is responsible for a class of about 41 students for 10 hours a day.

### *Sickness among students*

Almost every day, we register between 10 and 14 children suffering from illnesses such as malaria, typhoid, headaches, or flu. These health issues negatively impact the students' academics, and tragically, we lost a student to malaria last year.

### *Overcrowded classrooms and insufficient facilities*

Due to the growing number of students, Kyawagonya Community Day and Boarding Primary School faces a shortage of essential buildings, including classrooms, dormitories for girls, hostels for teachers, and specially designed washrooms for younger students. For example, a classroom originally designed for 20 students now hosts over 40 pupils.

*In a very crowded wooden classroom, two girls are allowed to rest on front desk because they are unwell and sick.*



### *Lack of co-calcium, sports and games items*

As a growing learning center, with nearly 92% of our children coming from underprivileged backgrounds, we urgently need adequate leisure and exercise resources. Items such as soccer balls, drums, brass band equipment, booties, and jerseys are essential for keeping our students healthy and alleviating the daily stresses they face. Additionally, sports and games not only help to identify and nurture the children's talents but also foster friendships among themselves and with students from the visiting schools during friendly matches.

### *Long and unsafe commutes for students*

Our school enrolls children as young as 4 years old, and for those who come from distant areas, the journey to school can be especially challenging. During rainy seasons, the paths to school become even harder to navigate, making it difficult for the youngest students to attend regularly.

For older girls, walking long distances—especially through isolated areas—poses serious safety risks. Sadly, there have been instances where some girls have fallen victim to sexual assault, highlighting the urgent need for safer transportation or boarding options.

*Students in walking line back home after school.*



### ***Our biggest challenge yet: Loss of income from our solar business***

One major challenge we faced was the loss of our solar business due to the COVID-19 lockdown. Many of our clients who had acquired solar loans were unable to repay them after also losing their sources of income. As a result, Uganda Empowers suffered a significant financial loss and could no longer generate the income needed to sustain its programs and projects—including the school.

Before the lockdown, Uganda Empowers operated Solar Nature, a business that served as our main source of income. It played a crucial role in funding our charity activities and keeping our initiatives running.

## **PROPOSED SOLUTIONS FOR BETTER RUNNING OF THE SCHOOL (2025/2026)**

To strengthen the overall performance, sustainability, and impact of Kyawagonya Community Learning Center, the following key initiatives are proposed for the 2025/2026 academic year.

### ***Financial literacy trainings***

Through Uganda Empowers and in partnership with the Lwengo District local government Production Department, we propose to mobilize parents and hire experts to train them in economic strengthening programs. These programs will focus on forming and managing village savings and loan associations (VSLAs) and running collective income-generating projects.

Through these joint groups, we aim to encourage parents and other community members to improve their farming practices—such as applying fertilizers, practicing crop rotation, and introducing sustainable projects like modern beekeeping, vegetable farming, and craft making.



**The main goal** is to ensure parents can produce better harvests, so they have enough food for home consumption and also surplus for sale. This income will help meet basic needs like school tuition, medical bills, clothing, and shelter, while also creating opportunities for saving and domestic investment.

### *Establishing a computer lab and library*

We plan to set up a computer lab and library equipped with a high-capacity solar power system and reliable internet access. This will allow both students and teachers to research, access online learning resources, and explore a wide range of books for reference.

The core purpose is to give children the opportunity to expand their knowledge beyond village life—to read more, discover more, and build critical thinking skills that will empower them to pursue brighter futures.

### *Addressing the scarcity of teachers*

Through Uganda Empowers and with support from development partners, we appeal for financial contributions to support teachers' salaries. This support will help us hire and retain qualified educators who are essential to delivering quality education.

With a stronger teaching staff, our students will have a fair chance to compete academically with children in towns and well-funded private schools across the country.

### *Keeping our students and community healthy*

We propose to secure funding to support health education initiatives through Uganda Empowers. With the help of trained health educators, we aim to sensitize parents and community members on key topics such as sanitation, hygiene, and proper nutrition to help prevent common illnesses.

Additionally, the program will encourage families to seek early diagnosis and treatment, ensuring that children remain healthy and are able to attend school consistently without interruption.

*Uganda Empowers' health educator Joachim and Jael, a nurse intern volunteer from Switzerland, teaching people from the village about sanitation practices before the COVID-19 pandemic.*



## *Expanding our network: Growing a sustainable Uganda Empowers together*

Uganda Empowers is *actively seeking partnerships* from individuals or other development agencies to help revive our Solar Nature project, which was once our main source of income. Restarting this initiative will allow us to sustainably fund our programs—including meeting the school's ongoing needs.

We also welcome *one-time donations and long-term sponsorships* to support immediate priorities such as hiring qualified teachers, constructing dormitories and classrooms, and providing essential learning materials.

In addition, we welcome *volunteers from around the world*—whether students, interns, or professionals—to engage in hands-on work in teaching, farming, or health education. Even *holiday makers or tourists* on safari are welcome to visit, connect, and contribute. By experiencing village life firsthand, volunteers can choose to lead a small project or share their experiences with others—*helping expand awareness and support* for Uganda Empowers and the Kyawagonya Community Day and Boarding Primary School.



### WANT TO GET INVOLVED?

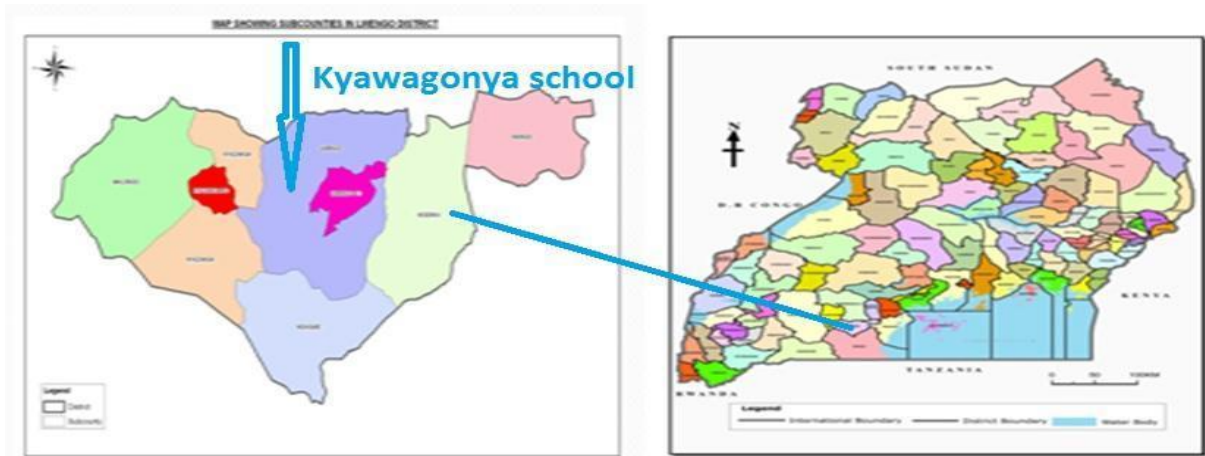
Whether you're ready to lend a hand or support from afar, your help makes a lasting impact.

[Volunteer with Uganda Empowers](#)

[Donate to Uganda Empowers](#)  
(PayPal, tax-exempt)

## **ABOUT LWENGO DISTRICT AND KYAWAGONYA**

*The first map shows the location of the school within Lwengo District.  
The second map shows Lwengo District's location in the Central Region of Uganda.*



Lwengo District is situated in Central Uganda and comprises of 456 villages and 10 sub-counties. The district is home to a predominantly Baganda and Banyankole population, which accounts for 98% of the residents. As of the 2019 Uganda Bureau of Statistics population projections, Lwengo has an estimated population of 280,100, with 48% male and 52% female. The majority (90%) of the population resides in rural areas, while only 10% live in urban settings. The district has a predominantly young population and a high total dependency ratio of 98%.

A significant portion of the population (87%) relies on subsistence agriculture for their livelihoods. In terms of housing, 68% of the people live in temporary mud and wattle homes. While the literacy rate stands at 67%, many people, particularly women, have limited access to education and health services, with 68% lacking proper healthcare facilities in their communities.

Women in the district are particularly disadvantaged, being 7 times more likely to be unable to read or write compared to men, while also bearing an average of 6 children. Furthermore, only 4 out of 10 households have access to a pit latrine, highlighting serious sanitation issues.

The doctor-to-patient ratio is concerning, and the prevalence of HIV/AIDS in Lwengo stands at 7.2%, higher than the national average of 6.4%, indicating the population's high vulnerability to health challenges. The district also struggles with inadequate infrastructure, including poor transport networks, lack of electricity, limited access to water, insufficient health facilities, and a lack of reliable public information sources. These issues contribute to the district's overall development challenges.

### ***Declaration***

*I, **Matsiko Johnbosco**, the team leader at Uganda Empowers organization and Kyawagonya community nursery and primary school, do confirm that the information compiled into this profile is true to the best of my knowledge.*

**Many thanks,**

**Matsiko Johnbosco, Team Leader of Uganda Empowers**

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