P.O. Box 28455, Kampala, Uganda - Kirinya, Bweyogerere along Bukasa Road 2 km

Tel: +256 (0) 414-286895

By Special Life Team In Africa 29th March 2018



Mr. Basembeza Edward Peter, (Head teacher)

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FOCUS ON THE EARLY CHILDHOOD DEVELOPMENT CENTRE (ECDC) Reviews, Analysis, Reports and Remarks:

A COMBINATION of proper management of Fame, good time management, high levels of humility, true love for humanity, good choice of investments, community moral support, corporate social responsibility, good government policies, focused parents, quality learners, committed teachers, modern facilities and Uganda's popular peace; has largely propelled MOTHER MAJERI NURSERY SCHOOL ESTABLISHMENT to a world-class Educational Investment inside Africa.

Due to high demand for information about the school establishment; Special Life Team was privileged to once again, interface with a section of the management on 29 March, 2018. The 4 hour interface was at the school premises. The Agenda was focused on the popular Admiration, growth and development of the school establishment.

It's worth noting that the Nursery School establishment was curved from the mainstream establishment of MOTHER MAJERI DAY AND BOARDING PRIMARY SCHOOL, formed in 2002.

THE NURSERY SCHOOL ESTABLISHMENT (Mother Majeri Early Childhood Development Centre) was officially registered on the 29th Day of June 2016, under MOES/ECD/N/M/055/108, registered with the Ministry of Education and Sports, in the Republic of Uganda, Certificate for ECD Centre, Kampala, Uganda-Africa.

The centre had previously performed with and/or under temporary permit which limited the scope of operations, growth and development.

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On the 13th day of June 2016, Special Life Team covered and published the profile of Mother MAJERI DAY AND BOARDING PRIMARY SCHOOL ESTABLISHMENT; with limited space allotted to the Nursery School Establishment (The ECDC). The profile of MOTHER MAJERI DAY AND BOARDING PRIMARY SCHOOL ESTABLISHMENT was subsequently and/or additionally picked by some prominent stakeholders to run on Giant-International Platforms: to the pride and promotion of private schools worldwide.

Given the increasing popularity of the Nursery section (ECDC) and consolidation of the ECD centre to reflect a World-class educational Investment; we found it timely to serve in bits and pieces what makes MOTHER MAJERI NURSERY SCHOOL ESTABLISHMENT; a praise worthy educational Investment inside Africa.

The early Childhood development centre (ECDC) also referred to as: MOTHER MAJERI NURSERY SCHOOL ESTABLISHMENT was formed in 2002 under the same Vision, Mission and Motto of The mainstream establishment herein after referred to as: MOTHER MAJERI DAY AND BOARDING PRIMARY SCHOOL ESTABLISHMENT, Uganda-Africa. The Nursery section had 20 learners, 2 teachers and 2 support staff.

The establishment now has 345 learners, 15 teachers and 10 support staff as by 29th March, 2018. The Top class has three (3) streams, middle class was blessed with 3 streams and Baby class enjoys the comfort of four streams. All class rooms were fitted with child friendly facilities. The school has state-of-the-Art-play stations, user friendly-indoor games, large TV screens, adequate toys, colorful carpets and attractive wall pictures.

Child safety measures were streamlined in nearly all designs, activities and programs of the nursery school establishment.

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LOCATION:

MOTHER MAJERI NURSERY SCHOOL ESTABLISHMENT is located about 7 minutes drive from the famous Mandela National Stadium-Namboole, off Bukasa Road, and about 80 metres from the mainstream establishment of MOTHER MAJERI DAY AND BOARDING PRIMARY SCHOOL. The sister establishments have the privilege to share items such as power supply from a single-standby generator.

FORMATION:

The high demand for early childhood development facilities and short supply of such facilities in Wakiso district 2002, community moral support, low levels of literacy, good Government policies and rapidly changing technology-driven world empowered the vision Bearer(s) to commit hard-earned resources into the formation of Mother Majeri Nursery school and the Primary section in 2002.

Mother Majeri Company Limited was duly established to handle affairs of both the Nursery and Primary School establishment. The Company was incorporated on the <u>19</u> of <u>September</u> 2001.

BRIEF DESCRIPTION:

MOTHER MAJERI NURSERY SCHOOL ESTABLISHMENT is truly an answered educational prayer for the children of Africa. The set-up is unique and child friendly. The school has world class facilities, designed to boost early childhood development on the one part and promote child safety on the other part. The privately owned establishment is one of the best in Africa.

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SANITATION COVERAGE:

The sanitation coverage is at about 92% with No pit latrines constructed anywhere within the school premises. The School has modern toilet facilities created to match the class and number of learners. Top class pupils use separate toilet space from the lower classes(Middle and Baby). The two classes (Middle and Baby) do share toilet facilities constructed about 100 meters from that of teachers and Top class.

It's worth noting that the teachers and support staff use toilet facilities created for Adults strictly. The school establishment has constant flow of water from the National supplier and three huge storage tanks were in place to keep water supply constant. A water purification facility is in place to enable children access clean and/or purified drinking water. The drainage systems are well constructed to keep the school compound clean, dry and green.

POWER SUPPLY and FUEL

The Nursery School establishment receives power supply from the National Grid and standby generator(s) serves from the mainstream establishment in case of slight power failure. Power supply is constant, stable and adequate.

However, firewood and charcoal stoves were in place to empower the preparation of meals.

THE SECURITY:

The establishment enjoys tight security, empowered by several surveillance cameras installed at strategic angles. Foot patrol is performed by security guards who work in shifts to complete a 24/7 security surveillance. The establishment has contacts of community police units and stations for emergency response.

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THE SCHOOL COMMUNITY:

The Nursery School establishment has 345 learners, 15 teachers and 10 support staff. The school community is within the huge community of primary pupils, teachers and cross cutting nationalities in the neighborhood-noise free areas. The community is highly peaceful, friendly, safe, supportive and interactive.

FACILITIES:

The nursery school establishment has state-of-the Art facilities designed to accelerate and empower early childhood development on the one part and promote child safety on the other hand. The facilities are user friendly, very attractive, highly educative and informative.

THE CURRICULUM:

The School establishment has a blended curriculum which promotes local contents. Learning frame-work from the Ministry of Education is used for the local contents and jolly phonics learning kits were in place to boost the international contents. The activity prepares young learners to excel once they cross to the primary section.

VISITORS:

The school establishment has become a high profile centre of attraction and point of reference for researchers, educationalists, tourists, investors etc.

The school is routinely visited by the inspectors of schools from the district and some national officials too.

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STUDY TOUR:

The young learners are taken out of the school once every year to interact with the outside communities. They do visit the Wild Life Centre at Entebbe-Uganda and other relevant learning centers.

INTERNATIONAL RELATIONS:

The school establishment has steady online visibility through school websites and several other international websites. Efforts are continuous to up-date friendship data bank; locally, regionally and internationally. The Establishment has admirers worldwide.

ADMISSIONS PROCEDURE:

The school admits young learners aged between 3years and 5 years. No interviews are carried out but parents are tasked to fill a form designed to assess status of the child such as health, interests, first language, etc.

The school establishment has English language as the medium of instruction so learners have to adjust from whichever language.

UNIQUENESS:

MOTHER MAJERI NURSERY SCHOOL ESTABLISHMENT is very unique in nearly all aspects. The school offers a complete set of what parents, children and teachers require at any worldclass learning centres. The educational services at the establishment would even rank high among top Early Childhood Development centers in the USA, The UK, Russia, India etc.

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POSITIVE CHALLENGE:

The learners in Baby class are very unsettled for about two weeks of enrolment.

However, after about one month, they get to love the program more and more.

"Some of the children demand to come back over the weekend but we do not have weekend programs" says Apio Martha Orone (Mrs.) the headmistress-Nursery section.

The other challenge would be that of parents expecting so much from learners so soon.

"Learning is a process that should be given time to yield results." Says Apio Martha Orone (Mrs.).

Finally the school has pressure from new parents who fail to secure vacancies for new learners.

"We are overwhelmed by the love parents have for this school. I have informed the top management to create more space-for-more admissions." Explains Apio Martha Orone (Mrs.)

NEGATIVE CHALLENGE:

June 2016 is remembered by the school community as the month a sad moment arrived from nowhere! A child died from near drowning; Sending shock waves across the establishment. It was reported that a child (learner) sneaked to the swimming pool facility without the knowledge of either teachers or guards. The sad news prompted an urgent installation of several cameras to empower a 24/7 security surveillance.

"It was an isolated and highly regrettable case" Notes the establishment.

Adding "MAY HIS SOUL REST IN PEACE"

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THE REST-HOUR PROGRAM:

The most interesting program at the Nursery school establishment was highly likely to be the above mentioned rest hour program.

During this time, the children are tasked to rest from all activities for 45 minutes. They are provided with mattresses to relax; in the process they fall asleep. The Rest hour program is enjoyable by the learners, praised by parents, encouraged by the teachers and recommended by the establishment.

"Yes, parents love this session so much. We get feedback every other day. It's one of the most interesting sessions here." Explains Apio Martha Orone (Mrs.)

HEALTH CARE AND SAFETY:

The school establishment is served by a resident nurse at the mainstream establishment. It is also attached to a pediatric clinic under the management of very competent doctors and Nurses. Every staff has the opportunity to be trained on basic First-Aid skills and timely response techniques in case of emergency.

THE P.T.A:

The parents and teaching staff enjoy cordial services and relations offered by the parentsteachers Association (P.T.A). The pupils and teachers alike are represented on the committee and issues which arise from day-to-day are resolved immediately for the welfare of all. The P.T.A is under the main stream establishment.

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MOTIVATIONAL STRATEGY:

Teachers speak with a united voice of goodness and competence of the Nursery school establishment.

Most of the teachers enjoy praiseworthy privileges. NOT readily/commonly available in other school establishments across Africa.

"We do associate Mother Majeri with kindness, success, goodness, oneness, equality, humility, good leadership, and what would describe a predictable future." Explains Apio Martha Orone (Mrs.)

THE MAINSTREAM ESTABLISHMENT:

MOTHER MAJERI DAY AND BOARDING PRIMARY SCHOOL ESTABLISHMENT has 1700 learners, 92 teachers, and 85 support staff; on record by the 29th day of March, 2018.

The establishment has state -of- the Art facilities designed to promote safety on the one part and increase competence on the other hand.

In March 2018, the establishment installed several cameras to empower 24/7 security surveillance. Every school activity was closely monitored from strategic angles.

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PRIMARY LEAVING EXAMS PERFORMANCE IN THE PAST 11-YEARS:

Year	Percentage First Grade
2017	83.4%
2016	87.0%
2015	95.5%
2014	97.4%
2013	76.5%
2012	92.4%
2011	92.9%
2010	97.7%
2009	93.5%
2008	46.2%
2007	77.0%

VIBRANT PERSONALITIES:

Apio Martha Orone (Mrs.)

She is the headmistress nursery section. Apio was born on the 06th of May 1970, to the family of the Late Opus Justine (RIP) and Mrs. Mary Opus of Katekwan-koena,Bukedea District, Uganda –Africa.

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Apio Martha Orone (Mrs.) joined MOTHER MAJERI NURSERY SCHOOL ESTABLISHMENT in 2005. She is employed under a renewable contract. She is deputized by Ms.Namugalu Jane Frances (Deputy Headmistress Nursery section).

Apio earned a certificate in Nursery Teaching from YMCA-Uganda; 2001-2002.

She also earned a Diploma in Social work and Social Administration from Nsamizi Institute of Social Development; under the Ministry of Gender, Labor and Social Development in Uganda 2006-2007.

She is driven by true love for Humanity, Humility, and fear of God, Commitment to serve Uganda, Africa and beyond. She is focused, hardworking and humble.

Mr.Basembeza Edward Peter

The rapid growth, development and transformation of MOTHER MAJERI DAY AND BOARDING PRIMARY SCHOOL is largely attributed to the headmaster's wealth of positive experiences, high levels of professionalism backed by quality academic papers from reputable institutions in Africa.

He serves with two company Directors, a ring of 92 highly competent and qualified teachers and 85 support staff.

Mr. Basembeza Edward Peter is a professionally soft spoken person blessed with visible signals of true love for humanity, humility, patience, tolerance, kindness, honesty, loyalty, faithfulness, hope and forgiveness.

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He shakes wave of respect at every step of his supervisory walk around the school premises. His dress code is strictly formal save for the informal days not limited to bank holidays. He is married with five children (four boys and one girl).

EARLY CHILDHOOD:

Mr. Basembeza Edward Peter was born on the 30th day of June 1968 to the family of Mr. John Kayongo (RIP) and Mrs. Topista Baseke Kayongo, resident of Namutumba district – Uganda. He is a Ugandan by Nationality.

EMPLOYMENT TREND 2003-2007	He joined City Parents primary School in Kampala – Uganda where he was the head of department sciences and the master of ceremony (MC).
May 1992-2002	He joined Agakhan Primary School in Kampala Uganda. He was the head of department Agriculture.
1992-1999	After his training as professional teacher, he joined Namugongo Girls Boarding School in Wakiso District. He was the Head of Department of Mathematics

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The vacancy was advertised in one of the local dailies attracting 145 applicants, of which 8 applicants were short listed for interviews. Mr. Basembeza Edward Peter became the right choice for MOTHER MAJERI DAY AND BOARDING PRIMARY SCHOOL. He joined March 2007.

"I found Mother Majeri a small school with population of 500 learners from Nursery to Primary, 23 teaching staff and 18 support staff. Explains, Mr. Basembeza.

Since March 2007, Mr. Basembeza has focused on promotion of team work, preaching and sawing seeds of positive attitudes, motivation of learners, teachers and parents as well.

A combination of his competitional, professional and transformational package has become a durable change agent in the life line of Mother Majeri Day and Boarding Primary School.

"Mother Majeri is a true home to our children; you see the kids are playful, lively and very happy" remarks, a visiting parent.

REMARKS:

The structures and systems put in place by MOTHER MAJERI ESTABLISHMENTS; would largely reveal that Africa has respectable, predictable and dependable future.

It's worth noting that Mother Majeri set of educational Investments are privately owned and very limited in terms of Resource envelopes.

It's the responsibility of all stakeholders to support such establishments with the view of keeping structures and systems ACTIVE/RELEVANT for the generations yet to come.

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National Non-government organizations and international organizations should identify where they would be of support to the establishments. Institutional donors should also step-in to provide technical support in relevant fields.

The Government of the Republic of Uganda has performed very well in the field/areas of inspections, documentation, guidance, encouragement, protection and networking where necessary.

We salute the vision bearers of Mother Majeri establishments, the teachers, learners, parents and communities for the support and efforts rendered to make Mother Majeri a praiseworthy name.

GOD BLESS AFRICA.

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Apio Martha Orone (Mrs.) - Headmistress Nursery

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Ms. Namugalu Jane Frances (Deputy Headmistress)