



Build Africa Uganda
Annual Review 2012



Contents

| | |
|---------------------------------------|-----------|
| A few words from the Country Director | 4 |
| A few words from the Board Chairman | 5 |
| Who we are & What we do | 6 |
| Learning | 7 |
| Earning | 10 |
| What we learned in 2012 | 12 |
| Management and Administration | 16 |



A few words from the Country Director

We came closer to achieving our vision and mission in 2012. Despite a challenging and unstable economic environment, our fundraising efforts continued to bear fruit. For example, we received \$470,000 to implement our Rural Education for Secondary School Transition and Retention Project (RESTAR). At the same time, our education and livelihoods programmes continued to deliver on their key outcomes in all of the regions that we work in.

Our Education Quality Improvement Programme (EQUIP) delivered a better learning environment in 2012 by training teachers in modern, child-centred teaching methods and examination writing techniques, by sharing and documenting best teaching practices and by implementing a standardised syllabus in all our schools. Head Teachers' performance review meetings were very successful in schools that have Primary Seven classes: as a result we will be adopting best practices on early pupil reporting as well, in addition to ensuring that all schools team mark examinations in order to improve academic performance. The results have been impressive: school inspectors have reported that over 75% of the teachers who attended the training courses have shown an improvement in their assessment and delivery of lessons.

The results from the ten *Have a Child Empowered* (HACE) pilot schools have improved our understanding of the psychological and physiological needs that schoolchildren have, and the environmental and emotional support that our schools must provide in order to meet these needs. These findings will be implemented in all our schools.

Through the *HACE Project*, our Letter Link scheme has collected 364 letters in the Masindi and Kumi programme areas, 78 of which indicated cases of child abuse. Working with the School Management Committees, we were able to ensure that 79% of these cases were followed up on. As a result, cases of child abuse have gone down by 20% and attendance has gone up in all these schools. Drama has been used to improve awareness of child rights among children and teachers, while parents are now better informed about their roles and responsibilities, including providing school lunches for their children.

Our Department for International Development-funded *Rights Education and Development Project* (READ) started in 2012. The project aims to increase retention and completion rates at 40 rural Ugandan schools and includes 23,662 community members. It contributes towards Millennium Development Goal 2 by increasing parental participation in school development,

strengthening school management, and addressing gender issues through radio shows and the support of girl students by female members of staff.

In 2012 we improved the facilities at seven schools by building 18 new classrooms and one library block, and provided better sanitation by supplying new pit latrines. It has proved difficult to get some schools (Kayera, Kooki, Kilima, Kilyango and Kahara among them) coded under the Universal Primary Education scheme. They therefore remain ineligible for the government grants that coding would qualify them for, meaning enormous financial strain is placed on the parents and development is slow. We continue to lobby local government to ensure that these schools get coded.

We also implemented the Vitol Foundation-funded *Water and Food Access Project* (WAFAP) last year. The aim is to provide clean water (through boreholes) and nutritious school meals (through vegetable and fruit gardens) to 28 of the schools that we support. With our partner, Kulika Charitable Trust, we provided planting materials and agronomic training to 23 schools. The drilling of 12 boreholes began after a thorough hydrological survey, and Water User Committees were set up to maintain the boreholes. Unpredictable rain patterns have meant delays in planting, but these gardens are on course for the first planting season of 2013.

The *Save Up Project* ended in October 2012, having provided access to financial services to 10,640 people (69% of them women) from 380 groups in Kumi, Ngora and Bukedea districts. 1,850 people received training in Selection, Planning and Management of Business. Parents now own IGA's and can access loans at a reasonable interest rate. As a result they can support their children in school, afford family medical treatment and buy assets like bicycles, animals and radios. Female beneficiaries have been economically empowered and social cohesion and community team work have been enhanced. The biggest challenge faced was a reluctance to adopt the funeral insurance: at the close of the project only 310 of 2,940 targeted people had subscribed to the scheme.

The *North Western Uganda Livelihood Improvement Support Project* (NWELIS) was also launched in 2012 in partnership with the aBi (Agribusiness) Trust. Its purpose is to improve the income and livelihoods of 300 maize farmers in savings groups situated in Kiryandongo district. The first six months of the project have gone well: 47 demonstration gardens were set up to test, among other things, the uniformity of crop germination



A few words from the Board Chairman

and plant health; while farmers received training in agronomic practices and business development (to grow acreage, increase fertilizer application, keep accurate farming records and ultimately to boost income). By focussing on cooperation and a more sophisticated approach to potential market opportunities, these small scale farmers will earn more from their grain at the end of the season. In addition, continued involvement in the savings scheme will enable them to invest more in agriculture.

This was all made possible by support from our donors in the United Kingdom and funding obtained from the UK Government's Department for International Development, the Agribusiness Initiative (ABI), Vitol Foundation and CARE International. I wish to thank our committed staff at Build Africa Uganda for their continued focus on achieving our dream, while the technical guidance received from Build Africa UK has kept us ahead in our fundraising, programming and management operations. And we are very grateful for the selfless commitment of our very able Build Africa Uganda Board.

Our passion to improve and aim higher is shared by all of our staff, as our 2012 results clearly show. I am once again grateful to all those that contributed in 2012. It was a pleasure working with you.

Specioza Kiwanuka
Country Director

Build Africa Uganda is committed to bringing positive change to the lives of young people in Uganda through increased education and livelihoods opportunities. In all that we do we work with integrity and commitment to meet this mandate. It is gratifying to me, our entire board and staff that we uphold such values and principles.

The revamped Build Africa Uganda Board is comprised of members with a range of professional experience and skills, including programme development, business and NGO (Non-Governmental Organisation) leadership, communication and media relations, fundraising and financial management. We promote consensus through frank discussion and debate, and provide guidance to management on strategies and plans.

2012 was a productive year for the board, with over 90% of the work plan implemented. All of the quarterly board and committee meetings took place as planned with good attendance, testimony to the board members' dedication. I am proud of the service that our board members have continued to render in the areas of fundraising, providing organisational direction, monitoring performance and offering advice on the design, review and implementation of appropriate systems that ensure integrity in management practices.

Through its Fundraising Committee the board played an important role in the development of a new fundraising strategy in 2012, and board members have been very active in establishing funding contacts for Build Africa Uganda. Through its Programme Committee it has monitored programme performance against the annual plan, and reviewed and offered advice on key performance indicators. The Finance and Audit Committee was able to review and offer advice on the financial performance of the organisation and monitor the risk register, while the Human Resources Committee reviewed the Human Resource Manual to improve governance, accountability procedures and staff motivation.

In 2013 the board will carry out a self-assessment of its work and performance, the results of which will help define its future development. I am proud to be a member of the board and excited about what the future holds for Build Africa Uganda as we deliver on our mission.

On behalf of the board, I'd like to thank all of our supporters. We look forward to continuing to work with you towards achieving our vision and mission in the year ahead.

Arthur Mutaremwa
Board Chair

Who we are

Our vision

A Uganda where every young person has the opportunity to fulfil their potential and to make a difference.

Our mission

To provide better choice and opportunity to the young people of rural Uganda through education and income generation.

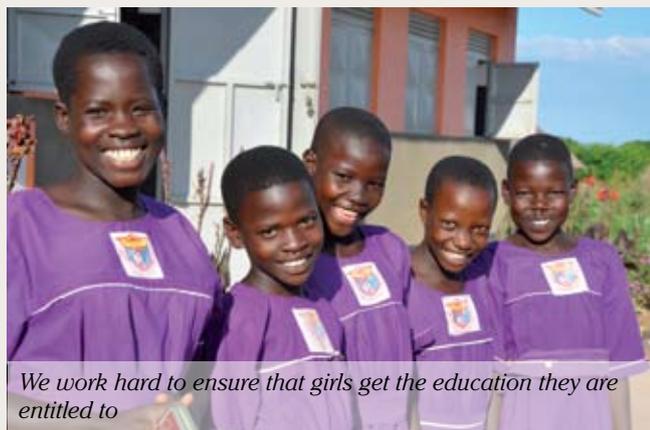
Build Africa works exclusively with young people and their families in rural areas of eastern Uganda [Bukedea, Kumi, Ngora] and western Uganda [Buliisa, Kiryandongo and Masindi].

What we do

We provide learning opportunities

In our *Education Quality Improvement Programme* we partner with parents, teachers, children and government departments to identify and prioritise the challenges that each school faces, and then prepare realistic and focused three-year School Development Plans to address them. We:

- Help schools, communities and local government staff to work together to improve data collection, planning, monitoring and evaluation at school level, resulting in a School Development Plan;
- Train and mentor school committees in better school management;
- Carry out teacher training;
- Provide new and renovated classrooms, water supplies, toilets, teacher accommodation, staff rooms, resource centres, furniture (such as desks and chairs) and learning materials (such as textbooks).



We work hard to ensure that girls get the education they are entitled to

Working in schools so isolated that government bodies often find them hard to reach, we promote community understanding of child rights and work hard to ensure girls get the education they are entitled to.

We promote better livelihoods

We work with our non-governmental and governmental partners to provide income opportunities to the rural poor, improving their diet, access to education and healthcare. We:

- Give people the opportunity to save and access credit by setting up savings and loans groups and working with banks to make credit available;
- Train farmers in modern agricultural practices;
- Increase people's knowledge of and access to good markets and link suppliers to producers;
- Encourage cooperation amongst producers to help them purchase materials and equipment and to bulk sell produce at a fair and representative price;
- Raise awareness of the policies, opportunities and support available to entrepreneurs and those seeking work;
- Link farming groups to profitable markets.



We train farmers in modern agricultural practices

We integrate for full effect

Our core programmes are integrated for maximum effect, because without a reliable household income parents and guardians cannot provide an education for their children.

The issues that Uganda faces:

Despite the introduction of free primary education in Uganda a decade and half ago, the majority of poor Ugandan children still can't access a decent education. Children who are lucky enough to be sent to school rather than to work, attend overcrowded and poorly managed schools. They must grapple with teacher shortages, poor teaching, demands on them to miss school and a lack of learning materials. As a result 3 out of 4 pupils drop out before completing primary school and only 20% achieve recommended competency levels in literacy and numeracy.

85% of Ugandans live in rural areas where unemployment rates are high and where farming incomes are meagre and unpredictable. A quality education must therefore be complemented by income generation opportunities if these young people are to escape poverty, by helping them maximize their job prospects and start their own enterprises.



Kawo Kakira Primary School

LEARNING

Education Quality Improvement Programme (EQUIP)

This programme goes beyond buildings and furniture; it also involves training teachers and School Management Committees to achieve better enrolment and retention of the pupils.

The learning environment: We constructed 18 classrooms in 7 schools: Akakaat, Aege Otimonga and Okula in the Kumi area of Eastern Uganda; and Kayera, Kahara, Kilima and Kilyango in the Masindi area of North Western Uganda.

Furniture: We supplied 380 desks to the 18 newly constructed classrooms. Akakaat, Aege Otimonga, Okula, Kahara, Kilima and Kikyango each received 21 three-seater desks, one teacher chair, one teacher table and a cupboard. Pupils who previously sat on stones and wrote on their knees can now study in comfort.

Sanitation and Hygiene: We provided five stance latrines to Aege Otimonga, Akakaat, and Kiryango Primary Schools.

Teacher Training: To further improve the quality of teaching and learning, we provided teacher training in the following areas:

- examination writing skills (145 teachers);
- child centred learning approaches (59 teachers).

Rights, Education and Development Project (READ)

At the start of 2012, Build Africa began implementing the READ Project (funded by the UK government's Department for International Development). It focuses on:

Increased community participation: Working with pupils, parents, teaching staff and local leaders to increase their expertise, and to take ownership of the development, implementation and monitoring of their schools.

Better school management: School Management Committees will be able to take the lead role in the development and implementation of School Development Plans; to work transparently, hold teachers accountable for their attendance and use resources efficiently.

Addressing gender issues: Parents and teachers will be more aware of the importance of educating girls and will have the skills to influence their attendance in a positive and constructive way. Girls will be more confident, more willing to raise gender-specific issues and better able to participate in the development of the school.

During the year, the following was accomplished:

- 28 primary schools were supported in the review of existing School Development Plans or the establishment of new ones. 4,451 (2,623 men and 1,828 women) participated in this process;

- 484 (338 male and 146 female) School Management Committee members received training on the roles and responsibilities they need to fulfil to manage the school effectively;
- 20 Radio programmes (talk shows and jingles) were aired to promote the education of girls;
- 61 senior women teachers received training in menstrual management (including making re-usable sanitary towels in cases of emergencies) and in how to better support girls in school;
- 3,767 parents (1,921 male, 1,846 female) received gender awareness training that promoted better support for girls;
- Life skills training for girls: 2,890 girls were trained in menstrual management and better psycho-social skills to improve confidence and attendance.



A problem shared is a problem halved: the Letter Link scheme is giving children an opportunity to air their problems

Have Children Empowered (HACE)

HACE is our response to the need for child protection in our support communities. This project gives schoolchildren the opportunity to share their problems through letter writing. During 2012, the HACE project made great progress in promoting awareness of child protection issues amongst parents, teachers and pupils in ten pilot schools. The cases have either been resolved or referred to the relevant authorities.

364 letters were received in the Masindi District, raising the following issues in order of priority:

- Child labour;
- Sexual misconduct;
- Child neglect;
- Other issues, including corporal punishment, domestic violence and bullying.

In addition, 15 community paralegal officers were trained in child protection issues. These paralegals now work closely with School Management Committees, Parent Teacher Associations and other community development agents. The actions taken by the paralegals, School Management Committees and local leaders resulted into the return to regular attendance of over 250 children in the HACE supported schools in 2012.

In Kumi the Kumi area, 252 letters were received and raised the following issues in order of priority:

- Teacher absenteeism;
- Corporal punishment by teachers;
- Abusive language by teachers;
- Child neglect;
- Lack of mid-day meals.

Water and Food Access Project (WAFAP)

Funded through the Vitol Charitable Trust, WAFAP aims to improve the health of pupils by providing better nutrition and access to safe water in 28 primary schools in six districts in Uganda.

This project, which began in April 2012, comprises a food and a water component.

Food Component

Working with KULIKA Uganda, Build Africa trained 52 teachers and gardeners in organic farming in 2012.

All 28 schools received training, seeds and farming tools. After establishing gardens, many of the schools achieved successful harvests of beans for the first time, which contributed towards new or existing feeding programmes.

Pupils and parents also received lessons in establishing vegetable nursery beds in demonstration gardens.

We are committed to supplying safe, clean water to schools



Case study: The feeding programme at Kooki Primary School

Since it was founded twelve years ago Kooki Primary School has struggled to provide a sustainable feeding programme for its pupils. But all that changed when Build Africa's Water and Food Access Project providing training in organic farming and enough seeds and equipment for the school to establish and tend a three-acre garden of maize, beans and vegetables. Now 800kgs of maize and 90kgs of beans have been harvested, enough to feed the 250 pupils at the school for up to 16 school weeks. By that time, the next harvest will be due.

Nine-year old Jennifer says she is so happy to be able to eat porridge at school now: "When I started school last year, I wanted to stop because of hunger. But this year I am very happy because I do not get hungry at school."

Community cooperation has been crucial, with parents contributing an additional 200kgs of maize. And in the near future they will increase food production by ploughing a larger portion of land. "We look forward to extending the feeding programme with the help of the parents and we will make sure that everyone in the community learns from the training", said Kulaba Monica, Kooki's head teacher.



Porridge is now provided to the pupils at Kooki Primary School

Water component

Through the WAFAP initiative Build Africa is committed to providing access to safe, clean water to 28 schools.

By the end of December, drilling was completed in the three schools of Christ the King Akakaat, Kawo-Kakira and Obosoi Primary Schools in the Kumi. By March 4,545 children had access to clean water for the first time at school.

To ensure the sustainability and safety of the boreholes, Build Africa trained Water User Committees to take charge of their operation and maintenance.

Looking forward: education in 2013

Western region:

We will continue to support and monitor School Development Plans:

In 2013, those schools that lie outside the READ project but within the mid-tier of the Build Africa Uganda strategic school development pyramid will continue to receive School Development Planning support. The support will ensure the long term implementation of their School Development Plans.

The child protection policy will reach more people:

Since the HACE programme began in 2011, activities such as the delivery of Children's Rights Clubs and the Letter Link scheme have brought a number of child protection issues (including child labour, neglect and the need for school meals) into the open. Over 2000 children and 750 parents received child protection awareness training in 2012. In 2013 five child abuse prone schools in Masindi will also benefit.

Eastern region:

The child protection component of EQUIP will be strengthened in 2013. We shall focus on training pupil peer educators,

recruiting new teachers and consolidating the Letter link scheme in all our schools.

We will introduce the Shule Yetu monitoring tool:

In 2013 the EQUIP programme will also roll out the use of the Shule Yetu monitoring tool in at least five school communities in Masindi. These will include Waiga, Kisomere, Kitwara and Kididima. The tool enables communities to analyse the development of their school in the short run, mid-term and long run.

Mainstreaming HIV and AIDS in Education (MAHE)

Funded by the Civil Society Fund this two-year project (July 2010 - June 2012) reached 32 Build Africa Uganda supported schools in the rural districts of Masindi, Kiryandongo, Buliisa, Kumi, Ngora and Bukedea. The target groups included pupils, teachers, parents, out of school youth and the Lake Albert fishing communities of Buliisa district. For the pupils the focus was abstinence; for the general population, fishing community and young people out of school it was Abstinence, Being faithful and using a Condom (ABC strategy).

The achievements:

- 9,942 (4319 male and 5623 female) from the 32 schools and the surrounding communities received HIV & AIDS messages. This represents 91% of the targeted 10,869 people, and included VSLA group members, parents and model couples;
- A total of 45 HIV Counselling and Testing outreaches were conducted in remote locations, with 6,506 (2,954 male and 3,615 female) people accessing the service;
- In partnership with the local government we distributed 24,600 condoms to the fishermen of Buliisa.



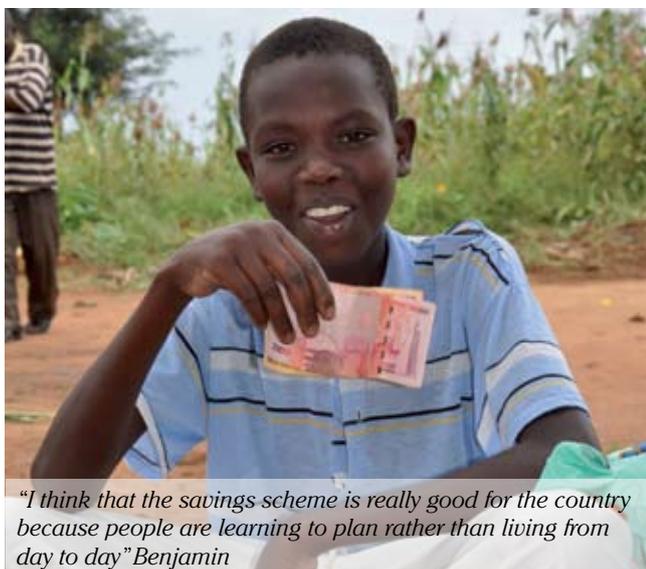
Share-out time at Aipecitoi savings group

EARNING

Build Africa aims to create sustainable models for increasing the incomes of the poor, giving them better access to education and healthcare and a more nutritious diet. We give parents and young people the opportunity to save, to work their way out of poverty and to increase the prosperity of their community.

How we promoted better livelihoods in 2012:

- We tackled people's ability to save and access credit through the setting up of savings and loans groups;
- We increased people's knowledge of and access to good markets, linking suppliers to producers;
- We stimulated cooperation between producers so as to improve their bargaining power and make it possible for them to purchase shared materials and equipment;
- We raised awareness of the policies, opportunities and support available to entrepreneurs and those seeking work.



"I think that the savings scheme is really good for the country because people are learning to plan rather than living from day to day" Benjamin

In 2012, Build Africa Uganda implemented three livelihoods projects:

- The *Save up project*;
- The *Savings and Loans Associations Project*;
- The *North Western Livelihood Support Project*.

Save up

The project, funded by CARE, came to an end in October 2012:

- It included 23 parishes in 11 sub counties of Kumi, Bukedea and Ngora districts;
- It reached 14,239 people (9,824 females and 4,415 males) in 491 savings groups;
- In the end the 300 savings groups formed had cumulative savings of UGX 1,012,791,140, with an average member saving of UGX 131,408.

Lessons Learned

The project could have benefitted from a more gender aware approach (since most of the savers are women) and adult literacy training would have meant more accurate records would have been kept and more informed decisions made.

There comes a time when all the successful groups will want to grow their saving and borrowing potential. The transition from small scale saving to a SACCO (Savings and Credit Cooperative Society) type microfinance model needs to be addressed, but this will depend on the availability of funds.

Savings groups are far less effective when they are implemented independently. Programme integration (between income generation, education, HIV and AIDS awareness and child protection) is essential if we are to achieve our goals. In addition low literacy levels should be addressed if record keeping is to be improved and savings groups run efficiently.

Farming communities benefit enormously from the small scale financial opportunities provided by the savings groups (they can diversify and increase their production, invest in entrepreneurial projects, purchase essential equipment and explore joint marketing opportunities). This improves the level of returns which they then reinvest in the scheme and moves them on to a new income level.

Looking Forward: Save Up in 2013

The savings groups set up by the project (1027 in Bukedea, Kumi and Ngora districts) have benefited the members in a variety of ways. Through better access to credit (and the culture of investment and reinvestment that is a hallmark of the scheme) savers can now afford life-changing assets such as iron roofed houses, bicycles, livestock and sewing machines; while parents and guardians can now afford school fees and materials.

In addition, the self-esteem of the Community Based Trainers has been demonstrably strengthened (in their willingness to take responsibility and to discuss issues and learn from each other). The ability of women to express themselves has greatly improved too.

Savings and Loans Associations Project (SLAP)

The total number of saving groups increased from 373 to 501 in 2012, with a total membership of 13,359 members (7,880 women, 5,479 men).

16 of the groups have been linked with Mukwano, a company which works with farmers to increase soya bean, grain and sunflower production. Contracts were signed and 727kg of sunflower seeds (worth 2,326,400 Ugandan Shillings) were purchased.



Butchers, shop-keepers, pharmacists: just some of the business opportunities that our savings scheme is making a reality

Lessons learned

As with the Save Up findings some of the groups wanted to move to the next tier of financial services (such as Savings and Credit Co-operatives). This will require business skills training and linkages to formal financial institutions.

Looking Forward: Savings and Loans Associations Project in 2013

We will use the project's success as a platform to encourage savings groups to enter the lucrative maize grain business. Village agents have been introduced to keep track of saving activity, to promote the methodology, to audit the savings and loans and to train new groups.

North Western Livelihood Support Project (NWELIS)

In 2012, Build Africa received funding from Agri Business Initiative (aBi Trust) to support a two year project in Kiryandongo. The project will help 7,500 savers increase their maize production and improve their access to financial support and profitable markets. The project has some exciting innovations: with the help of 47 demonstration gardens, and in partnership with a local farming group called Pakanyi United Farmer's Cooperative, 1,240 savers will receive training in gender awareness, farming business skills (FaaB) and agronomy (including maize pest control and better crop management).

Progress made:

- 47 demonstration plots were established and used by 583 farmers;
- 1,306 farmers (552 men and 754 women) were trained in good agronomic practices, while 571 farmers (228 men and 343 women) adopted better agronomic practices;
- Farmers were linked to two bulk grain dealers under the auspices of the Joseph Initiative and the World Food Programme. This will make collective bulk purchasing of grain possible in 2013.

Case study: Yweyambe-B farmers put their fertilizers on trial

To ensure that farmers get the most out of their Maize crops, the North Western Livelihood Support Project is testing different fertilizers and trialling different weeding and planting practices.

As a result, members of the Yweyambe-B savings group will not only be saving time and money by bulk-buying their fertilizer and seed as a group, they will also be ready to plant at the optimum time, and their combination of Dap and Urea fertilizers will be sure to maximize their harvest.

The fertilizer results:

| Fertilizer type | Harvest |
|-----------------------------|---------|
| Combination of DAP and Urea | 370 kgs |
| DAP alone | 234 kgs |
| Urea alone | 330 kgs |



We are helping farmers get the most out of their maize crops

What we learned in 2012

Build Africa Uganda is committed to refining its monitoring and evaluation systems every year. In 2012 we improved our data collection and documentation processes by introducing the following issues based research.

Researching gender issues

Many forces combine to prevent girls from going to school and to cause those who do attend to drop out. Research conducted in our *Rights, Education and Development Project (READ)* schools highlighted the following issues:

- A shortage of female teachers in rural areas (where their mentoring, protection and role model impact on female students would have the greatest impact). On average the gender balance was ten females to 46 males in the eight sample schools, with no female teachers at all at Kankoba and Waiga II Primary Schools;
- Inadequate school buildings;
- A lack of appreciation for girl education in the local communities;
- Poor menstruation management at school and home (parents' unwillingness or inability to buy sanitary pads combined with an unsupportive school environment). Adolescent girls lose an estimated 12 days (15%) of each school term as a result;
- Delaying their school entry means girls are more likely to get pregnant or are married off early. Approximately 43% of the girls in Uganda become pregnant before the age of 18;
- 71% of parents interviewed weren't aware that primary school would be beneficial to their daughters' future prospects (for getting a job for example);
- Other issues include the demand for girls to stay at home and work, the dangers of HIV and AIDS, household poverty, a shortage of textbooks and other school materials.

Researching teacher absenteeism

In Uganda, particularly rural Uganda, the implications of teacher absenteeism on education quality has received a lot of attention in recent years. We therefore consider it an important policy consideration, commissioning research in the middle of 2012 into the nature and scale of the problem at our schools.

Overall the sample schools within the eastern region had a teacher absenteeism rate of 19% (which equates to over 50 days missed per annum). The results ranged from 0% (i.e. no teacher absentees) in Kiigya, Kooki and Kilima Primary Schools to 37.5% (16.5% over the national average) at Miramura and Waiga II Primary Schools.

Teso sub-region performed particularly badly, with teacher absenteeism standing at 36% (15% over the national average). Teachers within this programme area are likely to absent two to three days per week (between 72 and 108 days per year).

Causes of teacher absenteeism



Teacher attitudes

The study reveals stakeholder attitudes and behaviour that threatens the relationship between what we call the 'three classrooms': home, community and school partnership framework. Many teachers view their absenteeism as a legitimate response to a system that marginalizes and underpays them. About 80% of the teachers interviewed saw teacher absences as an inevitable outcome of poor employment terms and conditions.

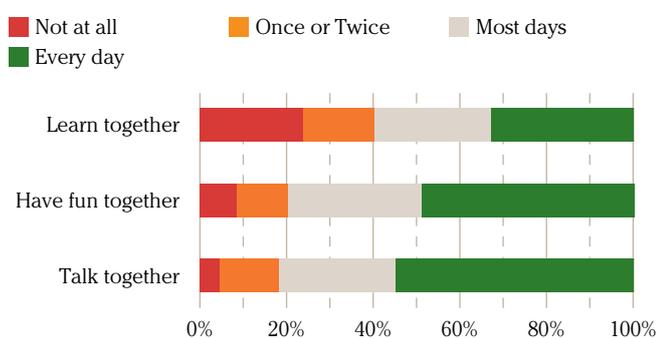
Build Africa's Response

As a result of these findings we have designed a comprehensive advocacy strategy and we will be working with school communities to provide low cost teacher accommodation.

Researching child well-being

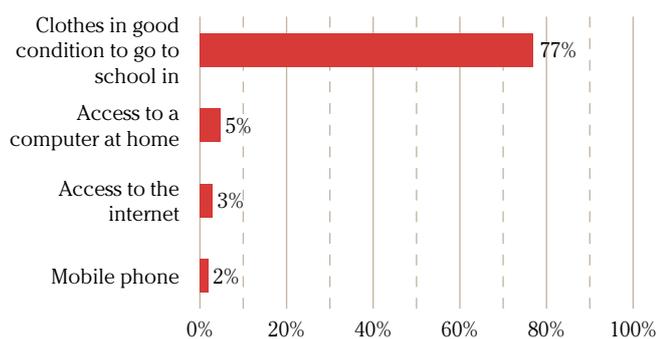
In partnership with Absolute Return for Kids (ARK), Build Africa represented Uganda as the only African country to participate in the 2012 International Survey on Child Well-being, surveying 1,049 twelve year olds and 1,048 ten year olds in eastern Ugandan schools. Some of the findings include:

1. What do you do with your family?



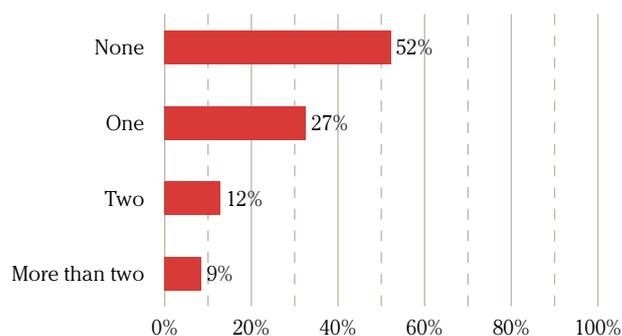
While over 55% of children talk together and 50% have fun together, meeting together to learn is quite difficult (only 33% can do this).

2. What do you have? (12 years old only):

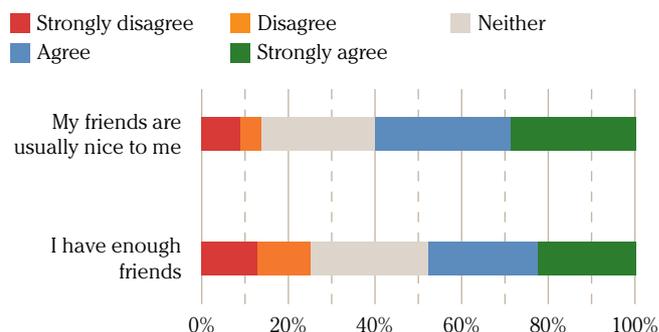


Clothing needs are well met; but access to a computer (5%), the internet (3%) and a mobile phone (2%) is negligible.

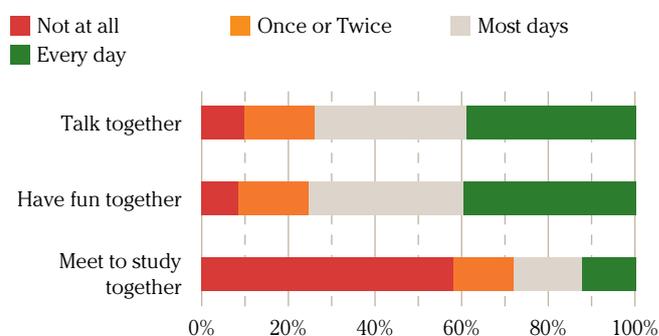
3. How many adults in your family are in paid work? (12 years old only)



4. Tell us about your friends

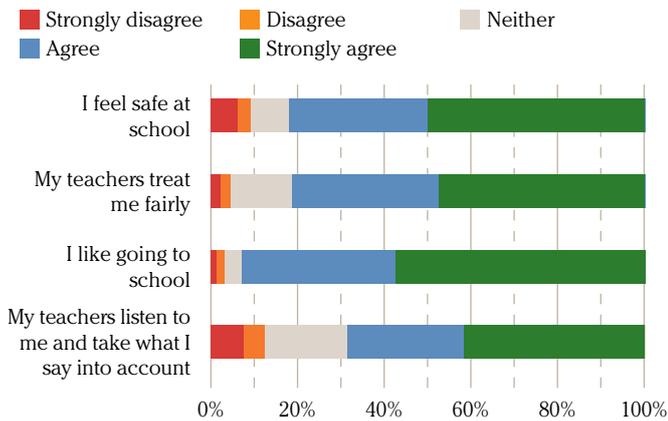


5. What do you do with your friends?

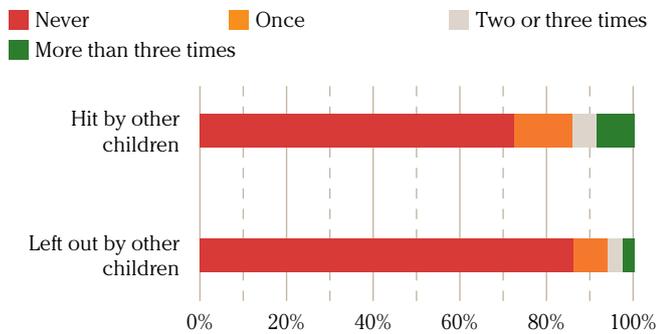


59% of children say they don't study together out of school. This could be because of a poor learning environment at home and a need for a more child-centred approach to teaching (where pupils learn to use their own critical faculties).

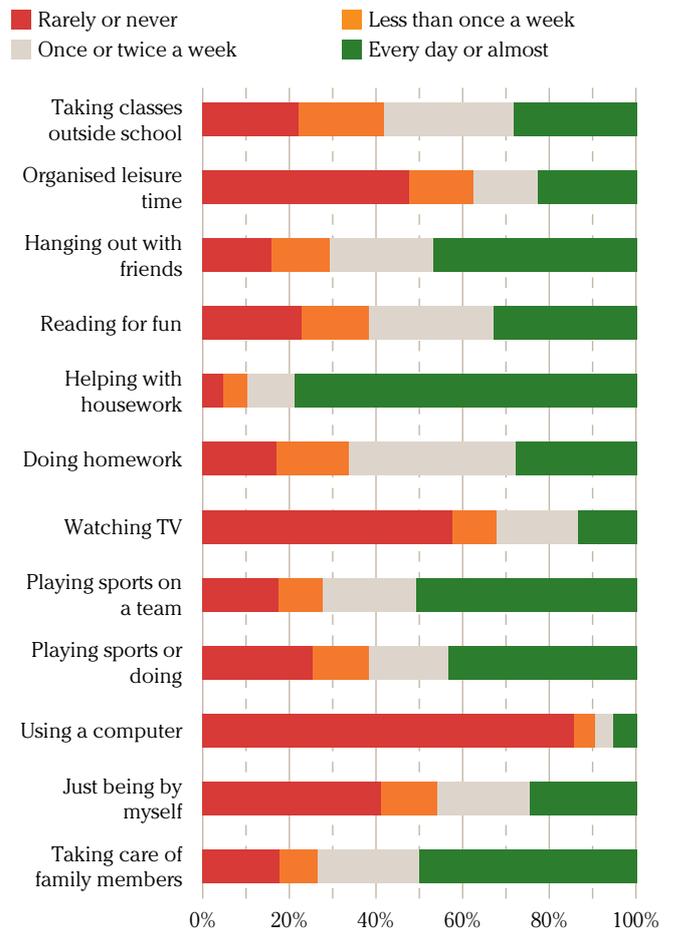
6. How do you feel about your school?



7. What is your experience of bullying at school?

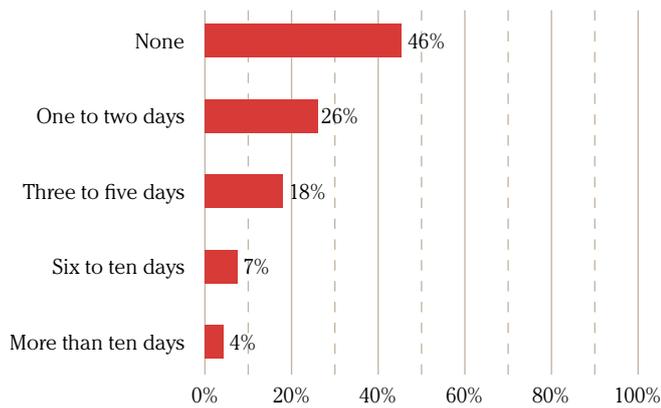


8. How do you spend your time?



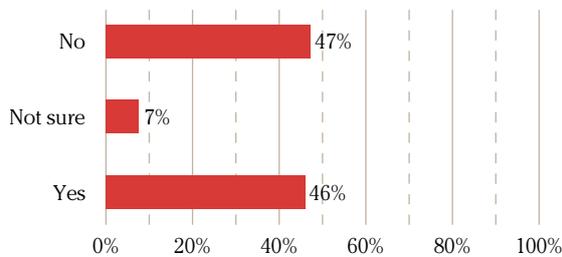
This graph illustrates the need for child protection. Many children are forced to engage in activities not meant for children (child labour at home is very common) and they lack assets (such as computers) that would help them use their time effectively.

9. How many school days have you missed in the last month because of illness?



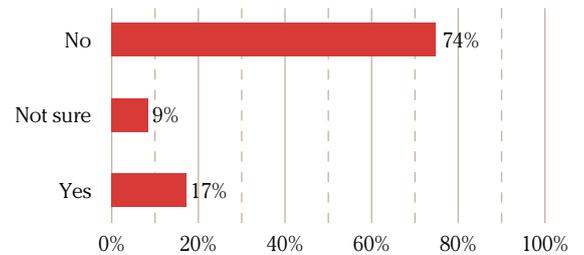
Absenteeism is high. Only 46% attended school for the whole of the month; while 54% missed at least a day (mainly to help with household work and take care of family members).

10. Do you know what rights children have?

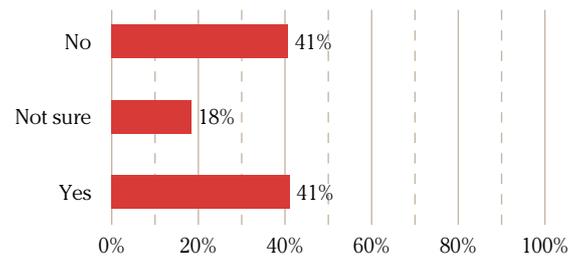


The majority of those questioned don't know what rights they have. Child rights awareness should therefore be a priority.

11. Have you heard about the children's rights convention?



12. Do you think adults respect children's rights in this country?



More than half of children surveyed feel that adults don't respect their rights. Children aren't being consulted in matters that concern them. Nor are they being provided for. In some extreme cases they are experiencing gross violations of their rights at home and school. In addition, the majority of parents don't know that children have rights. Child rights awareness should therefore target parents and guardians as well as the children themselves.

In 2013, Build Africa will be using the lessons learned from 2012 to carry out a larger country-wide round of data collection.



Management and Administration

Human Resources

The continuing low turnover of staff at the organisation is a strong indicator that people enjoy the valuable contributions they are able to make.

We recognised long term service in 2012: Joy Namutosi , Alioma Nahor and Alfred Ongierto for working at Build Africa Uganda for ten years; Henry Senkasi, Louise N. Kayita, Anthony Nyungu, George Lwanga and Fred Rwira for five years' service.

At the end of 2012 Walter Obwola joined Build Africa as Finance Manager.

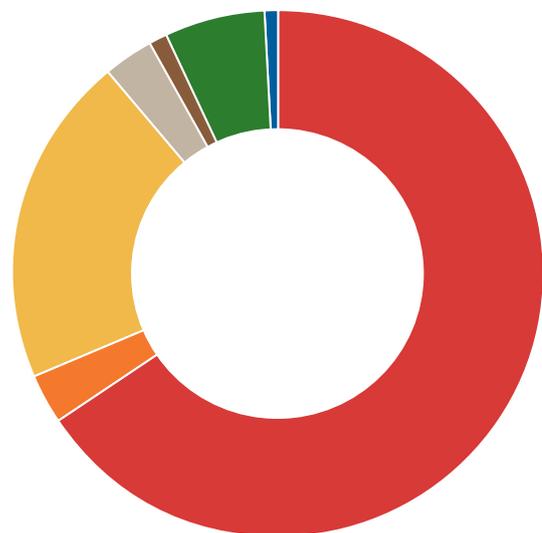
Finance

2012 was a very difficult financial year due to the crisis in the Euro zone. Our income for that year was 20% lower than the year before (a total of UGX 3,449,722,251 compared to a budget of UGX 3,460,119,765).

However, new projects such as NWELIS and READ have cushioned the budget gap.

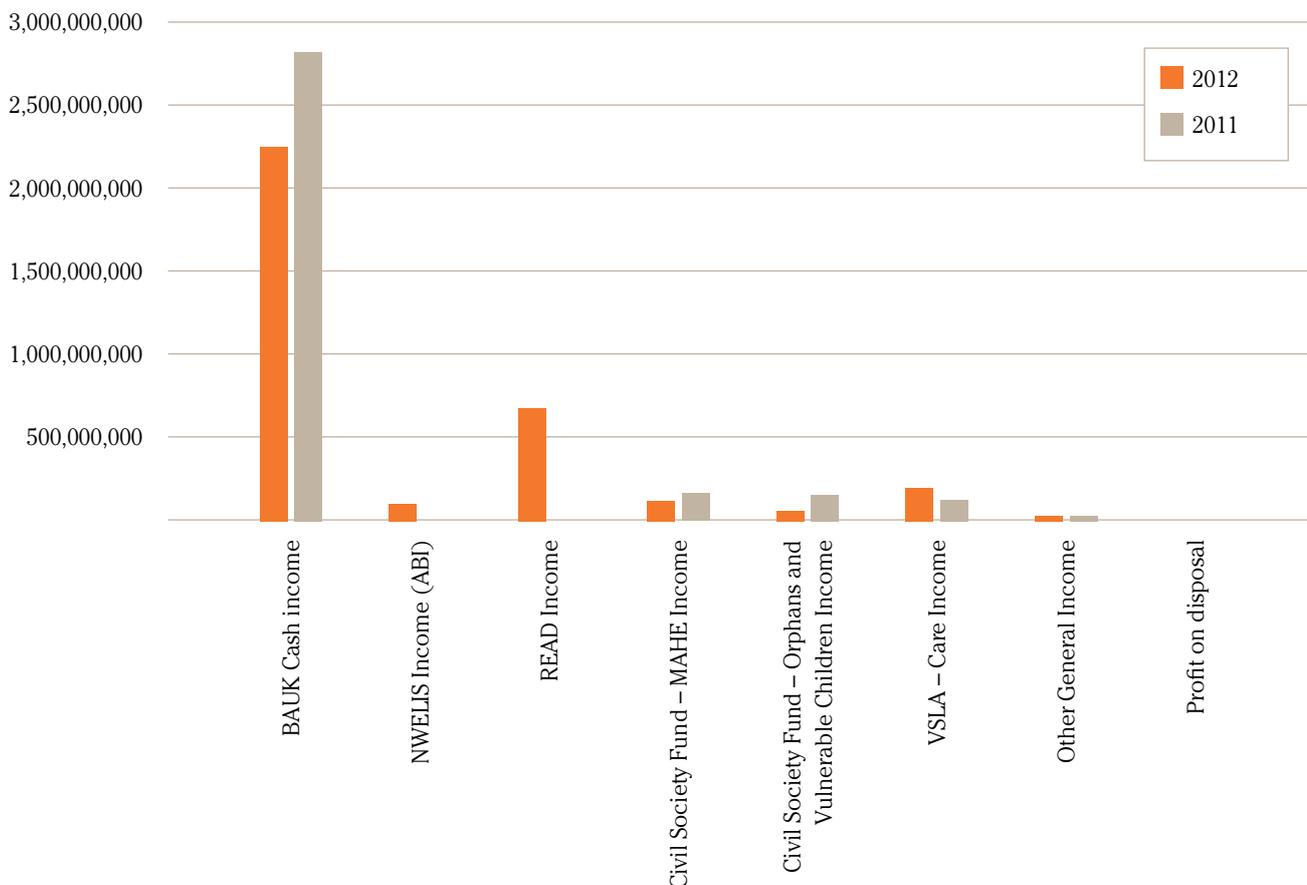
The pie-chart below shows a break-down of funding sources in 2012:

Pie chart showing funding sources for 2012



- BAUK Cash income
- NWELIS Income (ABI)
- READ Income
- Civil Society Fund – MAHE Income
- Civil Society Fund – Orphans and Vulnerable Children Income
- VSLA – Care Income
- Other General Income

The bar graph below shows funding sources for 2012 compared to 2011:



2013 and Beyond

Given the economic difficulties due to the Euro zone crisis, Build Africa is looking to diversify its funding sources by:

- Establishing other funding hubs in countries outside the Euro zone (for example the United States, which is relatively stable now);
- Sourcing more in-country funders;
- Establishing corporate links (with oil companies for example);
- Sharing experiences with other UK-based Non-Governmental Organisations who are also weathering the economic downturn well.

Our staff



Build Africa Uganda staff

Our Senior Management Team



Specioza Kiwanuka
Country Director



Senkasi Henry
Deputy Country Director



Walter Obwola
Finance and Administrative Manager



Sarah Amulo Ongole
Project Development Manager



Lwanga George
Area Program Manager, Masindi



Sempangi George
Area Program Manager, Kumi



Kayita Louise
Human Resources Coordinator

Our Board of Governance

The Build Africa Uganda board continued to be very active and supportive during the year. All the scheduled board and committee meetings were conducted. Their oversight role continued to strengthen Build Africa Uganda's governance system.

| | |
|--------------------------|------------|
| Arthur Mutaremwa | Chairman |
| Florence Ssewanyana | Vice Chair |
| Forough Olinga | Member |
| Tom Kakaire | Member |
| Julius Byamukama | Member |
| Stephen Kadaali | Member |
| Jimmy Adiga Onesmus | Member |
| Jean Mutabazi Kasirye | Member |
| Charles Eyomu | Member |
| Evelyn Apili Clare Ejupu | Member |



*Standing L-R: Arthur Mutaremwa, Specioza Kiwanuka, Stephen Kadali, Evelyn Apili, Tom Kakaire
Sitting: John Nakade, Jimmy Adiga*

Build Africa Uganda

Block 245
Plot 431 & 424 Kabalagala
Central Zone
Off Gaba Road
P. O Box 7224, Kampala, Uganda

T +256 (0)414 267828/9

E bau@build-africauganda.org

Find **Follow** **Watch**



Search: BuildAfrica

www.build-africa.org

Build Africa Uganda is a partner of Build Africa, a company limited by guarantee, registered in England No. 2200793, Registered Charity No. 298316

