

Build Africa Uganda Annual Review 2013

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A word from the Country Director

2013 was a successful year that saw us get closer to realizing our mission: to enable everyone we work with to live a happier, healthier and more productive life by improving their education and livelihoods opportunities. We did this through our six key projects: The Education Quality Improvement Programme (EQUIP); the Rights Education and Development Project (READ); the Have a Child Empowered Project (HACE); the Water and Food Access Project (WAFAP); Rural Education for Secondary Transition and Retention (RESTAR) and the North Western Livelihood Support Project (NWELIS).

In our community-led education programme the construction of classrooms, administrative offices and toilets benefited over 1,300 pupils in eight schools; while new teachers' accommodation has improved staff attendance and pupil-teacher contact time. Through their School Development Plans (SDPs) and improved monitoring processes schools have successfully addressed poor school performance by providing midday meals, by monitoring teacher attendance and the effectiveness of their teaching methods and by regularly assessing pupil development.

New school management committees were established and guided through the implementation of their SDPs. Our child protection policy was stepped up to include rights training for pupils, class dialogues, parent/teacher sensitization meetings and child protection themed co-curricular activities. Many school communities incorporated child protection issues into their action plans in 2013, resulting in a significant fall in the reports of child abuse.

In our livelihoods programme over 9,700 farmers were trained in better agronomic practices, in Farming as a Business (Faab) and postharvest handling. About 70% of the farmers involved in the NWELIS project, for example, have adopted at least two of the farming

practices, especially row planting and use of improved seed; while better post-harvest practices means less grain is being lost and the quality has improved, and that means better food security and increased profits.

We also established a new three year research project, Rural Education for Secondary School Transition and Retention (RESTAR), in 2013 to identify the most effective ways of improving children's transition to secondary school. The learnings from the project will be widely shared to influence future education approaches at national and international levels.

The 1 ½ year Water and Food Access Project (WAFAP) ended in December 2013, improving water access, sanitation and food provision at 28 schools in Masindi and Kumi.

Our valued partners included Vision Terudo, Recreation for Development and Peace, Lake Albert Children and Women Advocacy and Development Organisation, Pakanyi United Farmers' Cooperative, Kachumbala Area Cooperative and Makerere University College of Education and External Studies; and we are grateful to all the individual and institutional donors who made it possible for us to run our projects and programmes in 2013, including the UK Government's Department for International Development, the Agribusiness Initiative (aBi), Vitol Foundation, MacArthur, Wellsprings and Elma.

The knowledge and commitment of our Board members has been invaluable. They have ensured that we meet all required standards and have provided guidance on strategy. I thank the Build Africa team in the UK for their professionalism and technical support. Finally, I wish to commend our 23 able Build Africa Uganda staff for their good work done in 2013 and I ask them to keep it up!

Specioza Kiwanuka
Country Director



A word from the outgoing Board Chairman

This is a special review for me because I stepped down as the Board Chair for Build Africa at the end of 2013, a position I have held for the last 7 years. During this time I have witnessed tremendous progress in the organization; from working with 8,400 children in 28 schools to over 41,200 in 103 schools, from a focus on education to expansion into livelihoods as well. It is gratifying to have been part of this progress.

The Board continued to support the management in 2013, in fundraising and in programme and financial management oversight. An external Board performance assessment presented impressive results with an overall performance rating of 4.27 out of 5. This has been due to the dynamic nature of the Board and its close relationship with the Build Africa Uganda senior management team.

I am proud that I am still a member of this Board and excited about what the future holds for Build Africa Uganda as a whole. On behalf of the Board, I thank all of our supporters, staff and partners for their contribution in making our mission a reality for the 9,722 farmers, the 38,000 pupils and the 6,066 parents we worked with in 2013.

In the following pages you will find snapshots of the things that our dedicated staff accomplished in 2013.

Finally, I would like to take this opportunity to introduce the new Board Chairman, Jimmy Onesmus Adiga. Jimmy has been a dedicated member of the Board and chairman of the Finance Sub-committee for the last 3 years. He is a banker who will soon be taking up the position of head of the Opportunity Bank in Uganda. Jimmy has a passion for development, and I am certain that the future Governance leadership of Build Africa Uganda could not be in better hands.

Arthur Mutaremwa
Board Chairman



Introducing Build Africa Uganda

Our programmes strategy summary:

Build Africa's new programme strategy has seven key mission objectives that reflect the aims and aspirations of the communities we partner with:

Laying the foundations for learning: targeting early learning and school readiness among pre-school children.

Maximizing learning: improving the academic skills and competencies of children; improving the quality of teaching and promoting parental support.

Including girls: changing cultural attitudes, building self-esteem, giving girls more say in their education and providing positive role models.

Preparing for continuous learning: building the skills and abilities children need to move on to post-primary education.

Supporting financial services and business development: providing income-generating opportunities and access to financial services, promoting better business skills, and establishing saving schemes.

Boosting harvests and increasing access to markets:

increasing production and productivity by training farmers in better farming techniques, and widening access to markets to ensure that farmers' get the best possible price for their produce.

Strengthening resilience to shocks and stresses:

building the resilience of communities through income diversification, water and land management, and conservation.

Our Governance Structure:

Build Africa Uganda is an international nongovernmental organisation locally registered in Uganda. The country office has a Board of Governors of 10 people. The list is shown on page 16. Build Africa is run on a day to day basis by the Senior Management Team, comprised of seven persons as presented on page 16.

Building Education

We work with girls and boys in the rural communities of Uganda to make sure they are able to learn the skills and gain the knowledge that will help them break out of the cycle of poverty and secure their future.



Asinge Primary School



The pupils

A good quality education is key to a child's opportunities, and it needs to start early. Build Africa supports children throughout the learning journey, during pre-primary and primary education and through the transition to secondary school or into the working world.

Infrastructure

In the Masindi area, 700 children have benefitted from newly built classrooms at Kilima, latrines at Kayera and a new playing field at Kahara.

In the Kumi area, 4 new classrooms were built at Akakaat, 1 at Kokwech, and 3 at Asinge primary schools, while Amugagara had 2 classrooms renovated. All the classrooms were equipped with furniture (219 desks in total), seating over 650 pupils. In addition, 5 stance latrines were built at Akakaat and 5 at Amugagara primary schools. A twin house for teachers was also built at Amugagara Primary School.

In order to provide school lunches, kitchens with energy saving stoves were built at Jeeja, Kyembera, Kahara, Kathongola, Kooki, Kizibu Junior, Kokwech, Kanyanga, Aputiput, St Aloysius and Akakaat primary schools.

Gender and Child protection

The Have a Child Educated (HACE) Project gives schoolchildren the opportunity to share their problems through letter writing. During 2013 it made great progress in promoting awareness of child protection issues among parents, teachers and pupils in 15 schools, with Build Africa Uganda-appointed paralegal officers working closely with School Management Committees, Parent Teacher Associations and other community development agents.

In the Masindi area, Nyakyanika, Nyantonzi, Kilyango, Miramura, Waiga, Kisomere, Bunyama, Kiigya, Kitwara and Kawiti primary schools participated in year round activities, such as child protection class dialogues, parent sensitisation meetings and child protection themed co-curricular activities. According to child protection club records our policy reached 1,621 children (834 boys and 787 girls).

As a result, there were 50% less complaints posted through the letter link post boxes in 2013 compared to 2012, because of the increased participation of our paralegal officers. There were no reports of sexual abuse in 2013.

In the Kumi area, 1,329 pupils (706 girls and 623 boys) from Kopege, Onyedde, Kachumbala Township, Agaria and Aputiput primary schools had Child Rights training.

Child protection meetings were held in all 5 schools, reaching a total of 287 parents (153 boys and 134 girls). Overall, there was a reduction in reported incidences of child abuse, as many school communities have taken up Child Protection issues in their action plans.

In the Masindi area, menstrual management and life skills training was given to upper primary girls at Kawiti Primary School. Girls received training in making and cleaning reusable sanitary pads, and in how to manage their menstruation in general. There has been a significant reduction in the number of girls that stay at home because they don't have adequate sanitary protection.



Kimogoro Primary School

Water, hygiene and sanitation

9,607 children in the Masindi area have reliable access to clean water for the first time, because boreholes were installed at Jeeja, Nyakabaale, Kizibu Junior, Kahara, Kathongola, Nyakataama, Bunyama, Kimogoro Kooki, Waiga, Kisomere, Katodio, Kimogoro primary schools; and a piped water system was set up at Kiigya Primary School.

In the Kumi area, boreholes were installed at Kaleu, Puna, Kokwech, Kanyanga, Obosoi, Madoc Ailak, Asinge, Kawo Kakira, and Kawo New primary schools; while St Aloysius and Apama primary schools received piped water.

3063 parents (1370 mothers 1693 fathers) now know how to keep the clean water flowing, and how to use it most efficiently, because representatives of the district health and water departments provided sanitation and hygiene training, as well as demonstrations on the construction of home-made hand washing facilities, at all Build Africa-supported schools.

“Owing to the sanitation and hygiene training which took place early this year, my school implemented most of the learning. We kept our water source clean, encouraged pupils to maintain personal hygiene, installed hand washing facilities, and cleaned the latrines. Because of this, we were assessed the best school in hygiene and sanitation in Ngora District.”
Egigi George Francis, head teacher, Puuna Primary School.

School gardens and school meals

12,469 children received regular school meals because organic school gardens and demonstration plots were established at 28 schools. Through the Water and Food Access Project children, parents and teachers have learned how to grow nutritious, cost-effective and high-yielding vegetables. On average two metric tonne’s of maize grain and beans (the most popular crops) have been harvested at each school.

Attendance has improved as a result. For example, by the end of term 70% of pupils were still attending Apama Primary School because of the school garden (compared to next to none at schools that had no school garden programme).

In addition, pupils have passed their organic farming skills to 1,250 parents (681 mothers and 569 fathers), transferring their new skills and knowledge from the school to the home.

Victor’s gardening victories

Victor is a 15 year old final year pupil at Kahara Primary School. He has learnt a lot of great things about growing food from his science teacher Mr. Wamalwa. And that’s because Mr. Wamalwa has been trained to pass on good agronomic practices as part of the Water and Food Access Project.



Victor (far left) with his school friends

Victor is the sort of learner that we like, taking the lessons he’s learned home and showing his parents how to grow more crops for food too.

“With the knowledge that I acquired from school, I decided to open up a small garden at home, where I planted maize and vegetables. We eat the vegetable at home, but I have sold the 70kg of maize at UGX 570 a kilo, and with the money I made I bought shoes and clothes and materials for school.”



Green fingered Victor in his home garden

An insight into life at secondary school

280 final year pupils gained insight into life at secondary school because exposure visits were organized for 9 primary schools. Accompanied by 19 teachers (9 primary and 10 secondary school), the pupils met secondary school students and staff and came away motivated to perform well and get the grades required to graduate.

Child-Parent discussions

Child-parent discussions have helped bridge the communication gap between the two. Parents raised challenges such as the problems they face ensuring that their children stay in school, while pupils raised challenges such as the lack of school lunches and lack of sanitary pads for the girls. Parents agreed to contribute towards the school meals programme and to ensure that their children attend school more regularly.



Kahara Primary School

Exam tutorials

545 pupils (292 boys and 253 girls) were better prepared for their final year exams, because school tutorials helped develop pupils' literacy and numeracy skills, providing exam practice and boosting confidence. They provided opportunities for peer learning and most pupils interviewed after the training were motivated to read widely in preparation for the exams.

63 teachers (44 male and 19 female) were also involved in the tutorials:

"The tutorials have helped me to identify the areas that I have not taught properly and this will help me improve when I teach my final year pupils next year".

Mr. Opolot Joseph Godfrey, teacher at Angangam Primary School

Debating and essay competitions

Debates and essay competitions were organised to improve pupils' oral and written, critical and analytical skills. Essays were assessed for their presentation, grammar, logical flow, hand writing and spelling; while debates were assessed according to presentation, confidence, accuracy of argument, responses to queries, time management and audibility.

"Debates have helped me to speak good English and to express myself in front of other people".

Stephen, Ajeluk Primary School.

"The essay writing competition was very challenging; the assessment was based on spelling, grammar, punctuations, flow of words and hand writing. I was surprised that I produced one of the best essays and it has encouraged me to continue producing good work and succeed in my exams".

Tabitha, Ajeluk Primary School.

Providing school materials

The pupil to book ratio was reduced at the 20 schools most in need. We supplied 3,803 books for year five to seven classes in the core subjects of Social Studies, English, Science, Maths and English (including dictionaries).

The parents

It is vital that wherever possible parents are closely involved with education: by keeping an eye on their child's progress at school, or by helping to improve the learning environment as members of School Management Committees.

We worked with **6,066 parents (2,873 mothers and 3193 fathers)** in 2013, encouraging them to support education in the following ways:

Community monitoring & evaluation training

4,436 parents (2,347 mothers and 2,089 fathers) are now taking a more active interest in their schools because they have been trained in the monitoring of school finances, in school development plan implementation and in tracking pupil attendance. As a result, 29 of the 40 participating schools have recorded an increase in the number of parents making monitoring visits.

School Development Plan review meetings

Mid-term review meetings help us evaluate the progress of our 3-year School Development Plans and assess the level of community evaluation.

The key findings of the 2013 reviews were: good progress has been made with the provision of mid-day meals but more work needs to be done lobbying for external help (the government for example). We will be mentoring these senior management committees to improve their lobbying skills.

Better advocacy in 2013

On the air

With our project partners Vision Terudo, Research for Democracy and Peace and the Lake Albert Children and Women Advocacy and Development Organisation we aired radio programmes that covered four key education issues: early marriages, child labour, teacher absenteeism and awareness of the Universal Primary Education policy.

A forum for sanitary protection

An advocacy forum was held to encourage 36 members of the local political and technical leadership to lobby the government for better provision of sanitary towels (and to revise its Universal Primary Education guidelines so as to include a sanitary towel fund). School Management Committee members and head teachers from Build Africa-supported schools were also present.

As a result Aputiputi, Aege Atimonga, Kayanga, Amugagara and Kokwech primary schools are now providing emergency sanitary pads using their Universal Primary Education grant.

A national level symposium for sanitary protection

In partnership with Forum for Education Nongovernmental Organisations in Uganda (FENU), Build Africa organized a national level symposium to discuss the issues involved in sanitary towel provision.

Officiated by the Hon. Rosemary Sseninde (Chairperson of the Uganda Parliamentary Forum on Quality Education) the symposium suggested various lobbying possibilities, including the use of Universal Primary Education grants for emergency towels; promoting the government's support of affordable and locally produced disposable sanitary towels; and improving awareness of the implications of poor sanitary towel provision on girls' education.

Community Dialogue meetings

1,630 pupils and parents (including Parent Teacher Association and School Management Committee members) improved their school action plans because of dialogue meetings that Build Africa conducted in 20 primary school communities.

The results: Koreng, Kolir, Okum-Okamole, and Kabarwa primary schools now have a better food programme and attendance by both teachers and pupils has improved; while parents at Apopong Primary School have contributed UGX 200,000 towards the construction of a teachers' house. Parents are noticeably more involved with their children's education as well, and more willing to provide for their school needs.

The Shule Yetu Tool: participatory monitoring, evaluation and learning

Build Africa developed the Shule Yetu monitoring, evaluation and learning tool so that parents could assess the progress of their school against a range of quality indicators.

SHULE YETU
A tool for school assessment and planning

February 2013

2.8 Teaching and learning methods used
Frequency: 1, Importance: 2, Very important (or 2, extremely important): 3

2.9 Staffing and learning methods used
Frequency: 1, Importance: 2, Very important (or 2, extremely important): 3

The exercise is taking place in Bunyama, Kimogoro and Kawiti primary schools in the Masindi area and Owogoria, Aege- Otimonga, Kachuru, Olungia, Omatitok, Onyedde and Tididiek primary schools in the Kumi area.

The tool has returned some invaluable and varied data on school performance. For example:

- Bunyama Primary School performed well in its teaching/ learning indicators, school governance and community participation but scored low on regular pupil attendance.
- Kimogoro Primary School's results, however, revealed low teacher and pupil attendance as well as limited community participation in implementing its School Development Plan.
- Kawiti Primary School's results indicated a great improvement in enrolment (from 112 in 2008 to 291 in 2013), in teaching and learning activities as well as in community participation.
- Infrastructure and financial health were rated especially low in schools without a final year class; while classroom congestion, the lack of a staff room and the lack of teachers' accommodation were the main problems related to infrastructure.



Jeeja Primary School

The teachers

Build Africa works with teachers to make sure they are motivated and equipped to perform their crucial role in ensuring children receive a quality education. Teachers are also challenged to continuously improve their teaching by adopting better methods and techniques.

Teacher Training

To help improve teacher motivation and skills we conducted a varied teacher training programme in 2013. In the Masindi area 15 teachers (14 male and one female) from Kilima, Kilyango and Kawiti primary schools were trained in more comprehensive, child centred approaches; district education staff and head teachers from nine supported schools were trained in mentoring their staff; and eight teachers at Kawiti Primary School received Sports and Play training.

In the Kumi area, 19 teachers (16 male and three female) from 10 schools received training on 'supporting teacher development' arranged by the Varkey GEMS Foundation. The foundation is helping us to provide more interactive teaching and learning processes. Adoption is proving slow (with only three teachers implementing learner pairing for example), but there will be follow up.

Teacher performance review meeting

Head teachers and district education officers attended a meeting organised by the Kumi field office to discuss teacher performance. Issues such as poor morale among teachers and overcrowded classrooms resulted in a commitment by head teachers to better monitor teacher attendance as well as teaching and learning processes, and to regularly assess learners.

It is likely that school monitoring towards the end of the year will reveal the reasons for continued poor academic performance, including head teachers who do not motivate and support their staff as well as they could and poor management of the curriculum.

The management and governance of our schools

Building better School Management Committees

Our mentorship approach has responded to a lack of skills and knowledge in 23 school management committees. The major gaps were in financial management, school fundraising, community mobilisation and general support of staff. We have linked these committees to better performing schools to help them improve.

What did we learn in 2013?

- Despite the food security issues affecting many families in Uganda, communities can actually provide a meal for children in school if given a little extra support. In the 28 primary schools Build Africa supported in 2013 through the Water and Food Access Project, more than 70% supplemented the food grown in school with rations from home to support the feeding of their children at school.
- We should vary our approaches to getting parents and communities at large involved in their school. Earlier in 2013 there was a negative trend in school committee attendance (from an average of 150 to 90 parents). But a variety of engagement approaches, including community theatre, has seen a reversal in attendance rates.
- Access to clean water does not necessarily improve personal hygiene. The great work that we have already done drilling boreholes in 20 schools should be supplemented by training in hygiene skills.

Aipeicitoi savings group



Building Livelihoods

We work with men and women in the rural communities of Uganda to make sure they are able to earn a decent living, have enough food to feed their families and support their children's education.

We help communities establish Village Savings and Loans Groups (VSLA's) through which families can save small amounts of money on a regular basis. We also help rural communities start and develop small enterprises to turn their existing source of income into a profitable business.

Our key commitments to Building Livelihoods

- Improving financial literacy, boosting savings and business development skills
- Boosting communities abilities to increase production and productivity
- Improving access to profitable and competitive markets

9,722 farmers (6,437 women and 3,285 men) have seen an improvement in their livelihoods.

Better income opportunities

1,922 people (480 men and 1,442 women) in 67 Village Savings and Loans Association groups were encouraged to develop their enterprise ideas (to grow beans, green peas, G-nuts, and water melons for example). Once the farmers get into production, they shall be linked to profitable markets in 2014.

Spreading the word about the savings scheme

Despite the end of the Village Savings and Loans Associations projects in both regions, Build Africa has continued to

promote the establishment of new groups by providing village agents that interested group members can consult.

A total of 62 groups (43 in Kumi, 16 in Bukedea, and 3 in Ngora districts) have been formed as a result. In total 1,839 people (603 men and 1,236 women) are now saving because of this initiative, paying fees that range from UGX 200 to 500 per member and receiving between UGX 1,000 and 2,000 at each pay out.

Putting people in touch with financial services

In a pilot scheme based in Kiryandongo district, 20 groups of farmers are being provided with financial services for the first time. Post Bank, a mobile banking system, gives them the opportunity to save, to borrow (for periods of up to four months) and to invest properly in their agricultural businesses.

Better farming practices

Farmers' crops are often too small and are substandard, and this limits the income they can earn from their farming activity. Farmers lack information about modern, sustainable farming techniques and ideas. Produce is often spoiled or damaged once it has been harvested or during transportation to market.

We enable farmers to improve the quality and quantity of their produce by providing them with the information and training they need to improve their farming practices.

Training in better farming practices

5,378 farmers (3,176 women and 2,202 men) now have the knowledge and skills to produce better maize in bigger quantities, because of the North Western Livelihoods Improvement Project (NWELIS).

Learning from demonstration sites

6,443 farmers are getting more out of their crops because of 145 demonstration sites that showcase better farming techniques. 67% of the farmers have adopted these new methods, particularly the use of modern planting materials and row planting. Fertilizer application has only had 25% take up (mainly due to cost and access), but we are working with suppliers to make the fertilisers more accessible to the communities.

Training in Farming as a Business (FaaB)

We have given 3,328 farmers (1,331 men and 1,997 women) farmers in 145 groups the opportunity to boost their grain production for bulk marketing, because we provided them with Farming as a Business (FaaB) training.

The training included a cost benefit analysis of improved seeds and fertilizers. As a result of the trainings 48% of the participants have adopted new techniques, such as farm record keeping and the use of Projected Income Statements.

Increasing profitability by mapping bulk buyers

By visiting produce buyers, agro-processor companies and agricultural shows and exhibitions, farmers were given the opportunity to map bulk buyers. Because of this a working

relationship has been established with the Mukwano Group of companies for bulk purchases. In the Kumi area, 10 tons of beans were bulked and stored to await better market prices, now that farmers have better knowledge of the market and access to safe storage facilities.

Making the most of telephone technology: mobile market information

In partnership with a local cooperative, Kachumbala Area Cooperative Enterprise, we have been promoting the use of mobile phones to access market and weather information. Farmers receive weekly alerts on their mobile phones, which is shared at group meetings with those who don't have phones.

"Traditionally I have been getting market information from fellow farmers once they have sold their produce in either Mbale or Soroti. It is now very easy: Kachumbala Area Cooperative Enterprise sends commodity information direct to my phone. However, the final price will always depend on the quality of the produce".
Opolot Isaiah

Training in postharvest handling

3,435 farmers (1,527 men, 1908 women) are now losing less grain, producing better grain and getting better prices for their harvest because we provided them with training in post-harvest handling.

We have supplied tarpaulins and encouraged farmers to construct cribs, to help reduce post-harvest grain losses.

The North Western Region Livelihoods Support Project (NWELIS)

Improving maize production, marketing, savings and investment.

The NWELIS Project is providing farmers like Jackson Aradi with a springboard to success. After receiving training in farming as a business,



Jackson with his maize milling machine

Jackson used his new found production and marketing skills to grow more maize and (by jointly marketing it) secure a better price for it. His five acre farm earned him UGX 4 million in two seasons.

Jackson noticed that people in his area were travelling 6km to get their maize milled, and he saw a business opportunity. He used part of the proceeds from his maize to buy a simple maize milling machine. Although only just installed he predicts that he will to make at least UGX 15,000 per day from the milling. He is confident that his combined milling and maize growing enterprises will guarantee his family a more stable income. And the trigger was the business training he received from us.

What did we learn in 2013?

- Demonstrating better farming practices is not enough. While some farmers are responding well to training and demonstrations, in the use of better fertilizers for example, many are not adopting new practices because of factors such as distance, attitude and cost. We are addressing negative attitudes by providing farmers with as much information as we can, and combatting cost and distance issues by recommending and facilitating bulk purchases.
- Those who are adapting straight away are being used as role models to inspire the rest of the group members. This lead farmer role is working very well, providing a trusted peer voice that adds credibility to the advice that the Build Africa extension workers are giving.
- Village savers are not getting linked up to financial services because most groups are not fully registered with the district. Most financial institutions, Post Bank included, require full registration before they will provide funds. We have responded by launching a massive awareness campaign. As a result unregistered groups have started to register in preparation for the next season.
- Permanent bulk storage facilities have proved too costly. As a result we have promoted bulking at group level. In this way storage, record keeping and marketing activities are easy to coordinate because the implementation plans are discussed during farmers' routine saving sessions.

Our evaluations

Building livelihoods: how has the Village Savings and Loan Association Project performed?

We evaluated our Village Savings and Loan Association projects at the end of the year to see how it had performed in ensuring that the rural poor earn a decent living, have enough food to feed their families and support their children's education:

How many people did it reach?

- The five year project reached 38,550 people in 1,348 groups.

How much did it cost?

- The project was implemented at a cost per beneficiary of 10.6 US dollars, compared to the average cost of 22 US dollars (refer to VSL Associates).

What happened to share prices?

- There was an increase in share values in subsequent saving cycles, with 72% of groups experiencing a 100% increase in their share values.

What impact did it have on family wealth and cohesion?

- Group members reported greater prosperity due to the accumulation of assets. For example, 64% of the members were able to buy livestock.
- Following business skills development trainings, 52% of the group members expanded their businesses, 21% started new ones and 20% became better at record keeping.
- The savings groups have had a positive impact on family cohesion. For instance, 89% of the women interviewed said that their savings had been invested wisely because husbands and wives consult each other and have equal input.

What impact did it have on education?

- On average the proportion of household expenditure spent on education rose by 25%, from 35% to 60%.

Building education: how is the Rights, Education and Development Project (READ) performing?

The READ project aims to increase the retention and completion rates of 13,981 pupils across 40 rural Ugandan schools over three years. To do this it is focusing on the issues that prevent girls' education; improving parent participation and the quality of school governance. The mid-term review revealed the following findings:

Was there a change in parent attitudes to education?

- There was a 12% improvement in the number of parents prioritizing the education of both boys and girls.
- There was a 12% increase in the number of parents who think educating a girl is as important as educating a boy.

How are school management committees performing?

- There was a 5% overall improvement in the performance of school management committees.

How has the problem of sanitary towels improved?

- There was a 9% increase in the number of school girls receiving sanitary pads, improving their attendance at school and chances of progressing to secondary school.



Kawiti Primary School

Our partnerships

The causes of and solutions to poverty in rural Uganda are complex; and no organization has the skills and resources to tackle every contributing factor alone. That is why we have developed a mutually beneficial partnering approach to our work, sharing knowledge and skills and collaborating for maximum effect. These are our current partners:

- Kachumbala Area Cooperative Enterprise (KACE) is a local organization with expertise in advising community members who want to turn their nascent enterprises into profitable ventures. KACE is working with us to help farmers group together for more effective marketing, to access bulking facilities and market information. The partnership is giving parents the financial freedom they need to send their children to school.
- Teso Rural Development Organization (Vision Terud) is a local nongovernmental organisation working to improve the long term livelihoods of the rural poor through community integrated development. Vision Terudo is currently supporting our community level advocacy activities in the Rights Education and Development Project.
- The Lake Albert Children and Women Advocacy and Development Organisation (LACWADO) have helped us deliver our Rights Education and Development project in the Buliisa District since 2012, improving community engagement with Kilima, Kisomere, Kilyango, Waiga and Nyantonzi primary schools.

- Recreation for Development and Peace (RDP) initially worked with us to design and promote radio programmes that deal with education advocacy issues. With the onset of the Rights Education and Development project, RDP have used their community engagement expertise to deliver the project in the Masindi and Kiryandongo districts.
- Pankanyi United Farmers' Co-operative (PUFCO) began in 2007 as part of our farming programme. The co-operative has grown into an organization that independently market maize and provide a robust farmer extension service. In 2012 we partnered with PUFCO to offer extension services to farmers and to market their maize grain through the North Western Region Livelihoods Support Project.

Our networks and advocacy partners

Forum of Education NGOs in Uganda (FENU) has been one of the strategic partners that we have worked with in 2013, specifically to provide help with our sanitary pads campaign. Build Africa is an active member of FENU and sits on its governance board. In 2013, a joint national level symposium on access to sanitary protection was organized in conjunction with FENU.



Kahara community



Kimogoro Primary School

Management and administration

Our people

Staff changes

In 2013, Build Africa experienced some staff upheavals with 5 staff leaving. The most affected office was Kumi which recorded changes in about 40% of the staffing positions. Head of Programmes, Henry Senkasi left and was replaced by Fred Semyalo. Similarly, the Area Program Manager Kumi, George Katumba left and was replaced by Dan Basaija.

Our senior management team



Specioza Kiwanuka
Country Director



Fred Semyalo
Head of Programmes



Sarah Amulo Ongole
Head of Project Development



Walter Obwola
Finance and Administrative Manager



George Lwanga
Area Programme Manager, Masindi



Dan Basaija
Area Programme Manager, Kumi



Louise Kayita
Human Resources Coordinator

Employee of the Year

For the first time in 2013, Build Africa introduced the Employee of the Year Award. Each office had to choose an employee on the basis of key set parameters. In the Masindi Office, Christopher Kugonza the Programme Assistant, Livelihoods was chosen as the best employee. In Kumi Angela Ikalebot the Finance and Administration Assistant was voted best employee while in Kampala the best employee was Sarah Amulo, the Head of Project Development.

Angella Ikalebot was voted Build Africa Employee of the Year.

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.

Board Members of Build Africa Uganda

Adiga Onesmus Jimmy
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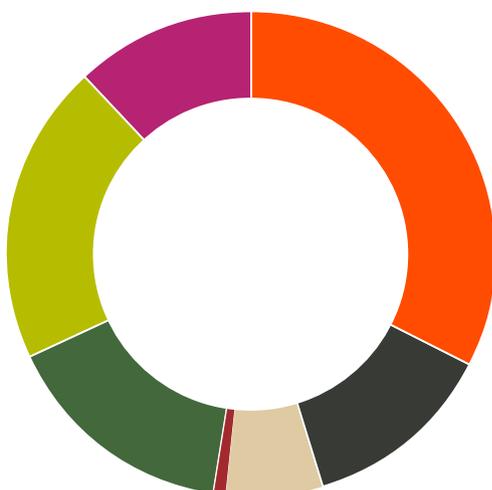


Finance

Total income received during the year from Build Africa UK and other donors was UGX 2.9bn, compared to UGX 3.4bn in 2012.

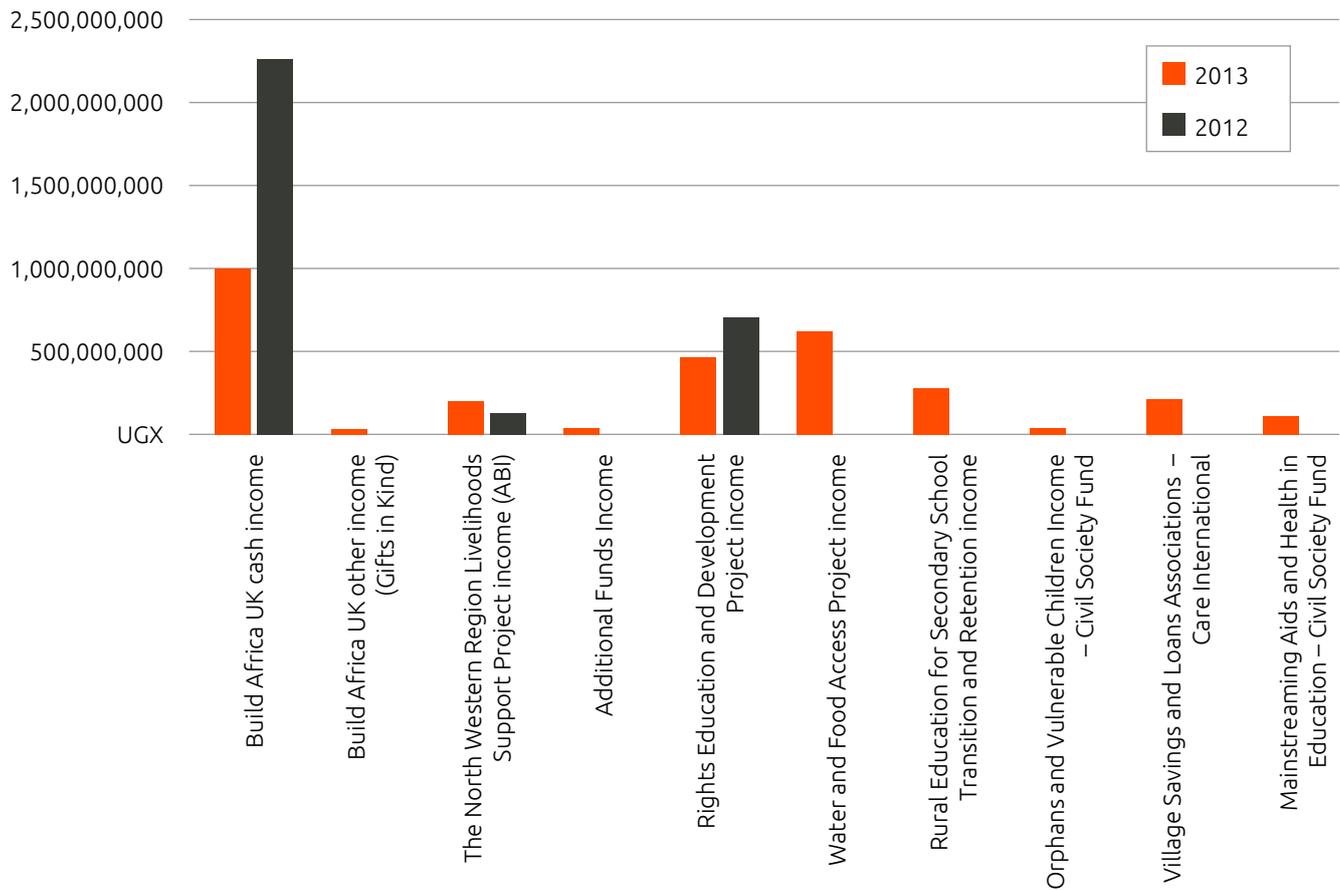
Major donors included the Department for International Development's Global Poverty Action Fund for the Rights Education and Development Project; VITOL foundation for the Water and Food Access Project; Agribusiness Initiative Trust for the North Western Region Livelihoods Support Project and Well Spring, MacArthur and Elma for the Rural Education for Secondary School Transition and Retention Project.

The pie-chart below shows a break-down of funding sources in 2013:



- Build Africa UK cash income
- Build Africa UK other income (Gifts in Kind)
- The North Western Region Livelihoods Support Project income (ABI)
- Additional Funds Income
- Rights Education and Development Project income
- Water and Food Access Project income
- Rural Education for Secondary School Transition and Retention income

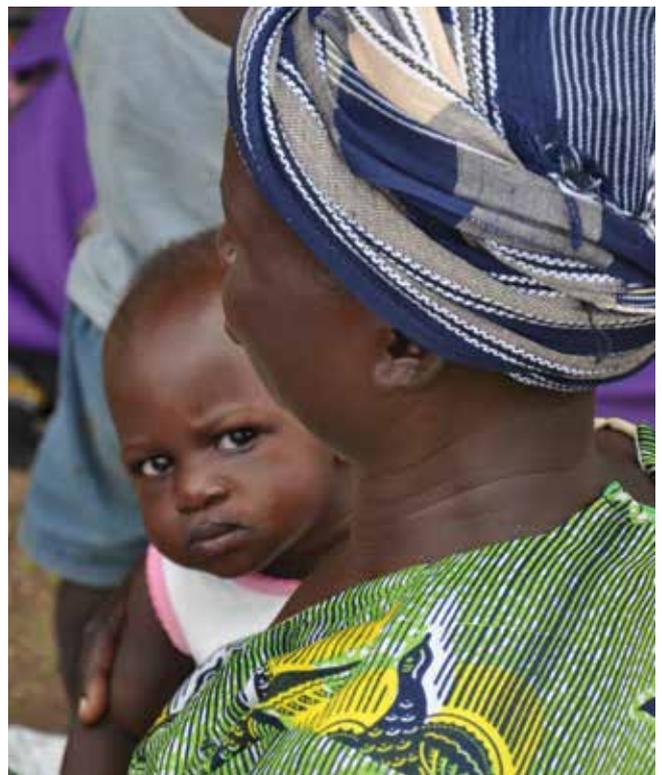
The Bar graph showing funding sources for 2012 and 2013



2014 and beyond

Going forward our strategy is aimed at narrowing the funding gap in the following ways:

- We will fast track a process to establish funding hubs in the United States, opening up exciting new possibilities for multi-lateral funding.
- We are in the final stages of recruiting a funding ambassador to support us in our fundraising strategy.
- We are in the process of establishing corporate links to establish new funding streams.



Orapada savings group

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

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