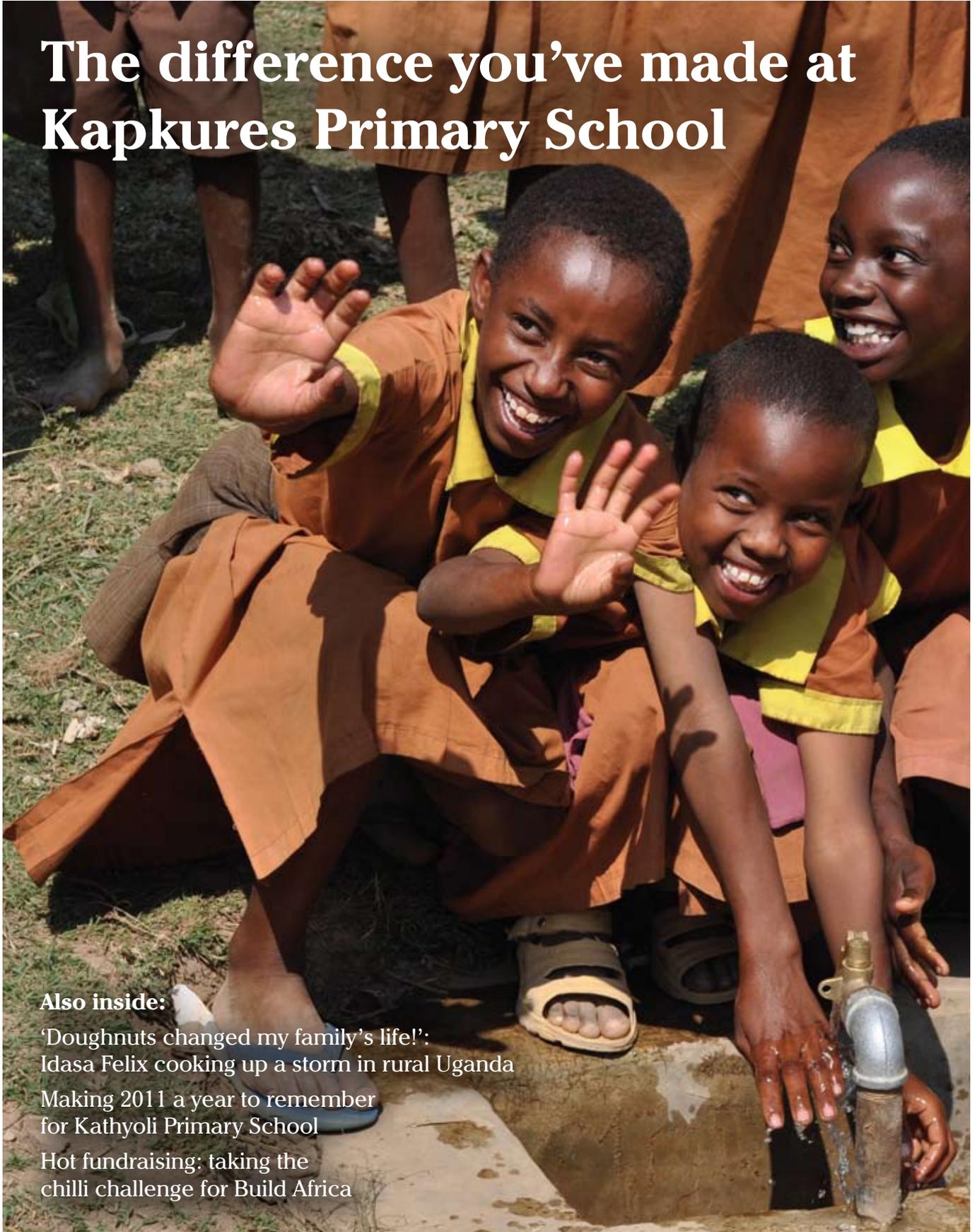


The difference you've made at Kapkures Primary School



Also inside:

'Doughnuts changed my family's life!':
Idasa Felix cooking up a storm in rural Uganda

Making 2011 a year to remember
for Kathyoli Primary School

Hot fundraising: taking the
chilli challenge for Build Africa

Your letters to the editor

Welcome to a new Habari feature for 2011. In the Letters to the Editor page I will answer your questions and post your comments, so please write or email your thoughts to me. Perhaps you would like to know more about an aspect of Build Africa's work, or have an idea for a fundraising event in the UK? Whatever it is, please get in touch!



Dear Chris,
Do you have Habari in large print or audio format? I would love to find out about the work being done in Africa but my eyesight is not good.

Mrs O, Edinburgh

Dear Mrs O,
We have had a number of inquiries about large format and audio versions of the newsletter. **I am pleased to say that these will be available this year on request.**

Dear Chris,
My grandson, 6, was very taken with the 'tippy tap' article in the Autumn 2010 edition. Could we please have more stories like it!

Mrs B, Stafford

Dear Mrs B,
We are delighted that your grandson enjoyed the 'tippy tap' article. As a youth focused charity we want our stories to appeal to the young as well as to our older supporters. **Watch out for our gallery of children's artwork coming soon to the Build Africa website:** it features drawings and paintings from the schools we work with. Your grandson will love it!

Dear Chris,
The Womens Edition of Habari was absolutely brilliant. The real and simple stories and examples really brought to life the work that Build Africa does and how the money is spent. My wife and I read it from cover to cover. We found it thoroughly enjoyable.

Mr F, Kendal

Dear Chris,
I feel that I have been inundated with correspondence from Build Africa lately. I love reading Habari and I am happy to donate to you when I can. But is it possible for you to reduce the amount of material that you send through?

Mr B, Swansea

Dear Mr B,
We will always tailor our mailings to suit our donors. We have over 10,000 people on our mailing list and it is sometimes difficult to achieve a balance when people want different kinds of communication.

But we do listen: if there is anything that you are not happy receiving then please tell us and we will stop.

Dear Mr F,
Thanks for the positive feedback. International development can be a complicated business so we try and keep the articles as simple and engaging as possible, giving our beneficiaries in Africa the opportunity to speak for themselves rather than speaking for them. We will continue to do this in all future editions.

Don't forget we have moved!

Our new address is:

Build Africa, Second Floor, Vale House, Clarence Road, Tunbridge Wells TN1 1HE.

Tel: +44 (0)1892 519619 • Fax: +44 (0)1892 535484 • Email: supporter@build-africa.org.uk

www.build-africa.org

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Specioza Kiwanuka

A new Country Director in Uganda

After three-and-a-half years of fantastic service Apollo Gabazira will be stepping down as Build Africa Uganda's Country Director. His contribution to the continued success of Build Africa in Uganda has been immeasurable: he leaves an organisation that is stronger, more focussed and growing every year.

Apollo told us: "I was always proud during my time at Build Africa, to go and see schools that did not have a future at all, turned into mainstream and fully compliant education institutions for the very poor." We wish him every success in the future and thank him for making such great strides in the development of Build Africa in Uganda.

But we are very happy to welcome Specioza Kiwanuka to the organisation as Apollo's successor. Specioza has many years of experience in international development, most recently as Director of Programmes with ActionAid International Uganda. Building on the great foundations laid by Apollo, she looks forward to consolidating Build Africa's successes in the future.

In the following interview Specioza tells us about her hopes for the future of rural Uganda and Build Africa's part in realising those hopes.

As a woman with a very successful career in international development how do you view the role of women in Africa today? What do you think African women can achieve in the future?

As mothers, wives and educators, African women pass on the values that keep and promote life. I believe that the roles that these women play in their households (in providing food for their families for example), and in the economy in general, is being increasingly acknowledged around the world.

This is due, in no small part, to their determination to make their voices heard. There has been a blossoming of women's

associations since the 1990s. Women have been taking advantage of new political openings to advance their rights and press for better economic and social opportunities.

By improving their own positions, they are also strengthening African society as a whole, improving the continent's broader development prospects.

I am looking forward to working with an organisation that promotes gender equality in all of its programmes. Campaigns such as Africa Blossoms are fantastic vehicles for highlighting the issues facing the women of rural Africa.

How is Build Africa's Education Strategy helping Uganda's girls succeed in life?

Build Africa's Education Programme aims to give all children a quality education. As part of this Build Africa addresses issues which lead to girls dropping out or becoming seriously absent from school. These include educating parents not to put pressure on girls to leave school, providing adequate sanitary facilities and access to sanitary pads to all girls and educating all pupils on reproductive health.

We achieve this through working with teachers, parents, the District Departments of Education and representative groups such as School Management Committees.

How does Build an Income compliment Build a School?

The Build an Income programme targets the communities around schools, seeking to improve incomes and increase opportunities for small business. In this way parents, particularly mothers, are better able to afford school-related costs and this improves both enrolment and the retention of children in school.

What do you see as the main challenges facing Uganda?

The main challenges facing Uganda include poverty and unemployment, inadequate infrastructure, inadequate funding and financial services, gender issues and poor social services, especially health and quality education.

Are these challenges very different in rural areas when compared with the cities?

Poverty in Uganda is mainly a rural phenomenon, with the proportion of the population living in poverty much higher in the rural areas compared to the urban areas. The majority of the Ugandan population lives in rural areas and is engaged in subsistence agriculture. Agriculture occupies about 74% of the population and about 50% of them live in poverty. Access to quality education is also a

challenge in rural areas compared to urban areas due to the difficulty of attracting skilled teachers, inadequate school infrastructure and lack of learning materials.

How would you sum up the Ugandan people?

Ugandan people are very friendly and warm people. They have a positive attitude to life and you will always find laughter and joy among the people of Uganda in spite of the way things are. Ugandans of all walks of life love to uphold their traditional cultures and work hard for economic independence.

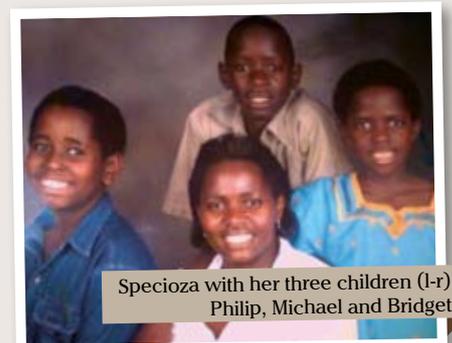
Can Build Africa really make a difference and how?

There is a lot that Build Africa can do to make a difference. Its commitment to quality education is an important contribution towards universal primary education in Uganda, as is its gender equality work. There is significant evidence that the provision of a quality primary school education, particularly for girls, drastically and consistently improves maternal and infant health. Educated girls have higher self-esteem, are more likely to avoid HIV infection, violence and exploitation, and to spread good health and sanitation practices to their families and throughout their communities, and an educated mother is more likely to send her children to school.

Both increased household income and gender equality encourage families to support their children in education. And this goes a long way in improving the knowledge, employment potential and income opportunities of young people in Uganda.

What does the future hold for Build Africa Uganda?

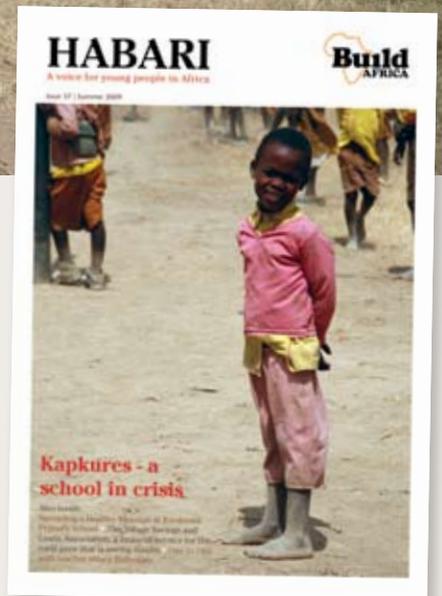
Build Africa Uganda has initiated a number of programmes that have been tremendously successful. It is now time to put in place a concrete 3 to 5 year strategic plan with clear objectives, actions and growth plans, drawing on past experiences and achievements.



Specioza with her three children (l-r): Philip, Michael and Bridget.



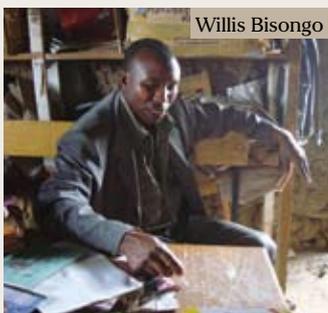
A new classroom block is opened at Kapkures, 3rd December 2010



The difference you've made at Kapkures Primary School

In the summer 2009 edition of Habari we featured an article on Kapkures, a school very much in crisis. We were truly shocked by the scenes that greeted us when we visited the school: situated on a barren, wind-swept hillside Kapkures was clearly in desperate need of new classrooms and sanitation facilities.

The incessant, unforgiving winds had recently blown off one of the classroom roofs, fortunately without injury. In addition, water was scarce in this dry and dusty landscape: rainfall could provide an alternative water supply, but without proper storage the precious rainwater was lost. Understandably, absenteeism was high and morale low.



Willis Bisongo

Willis Bisongo, a teacher of Languages, Mathematics and Science at the school, was desperate for Kapkures's plight to be heard. When we first visited him in 2009 he told us: "We want this community to be united and live a better life. Within the school we want the standard to rise and we want better facilities."

A school re-born

We visited Kapkures recently to ask Willis if his wishes had been fulfilled. This is what he told us:

"Build Africa has helped us through teacher training, the building of new classrooms and the supply of desks, the storage of rain water and the encouragement of parents to better support their school. Kapkures primary school lies on bare ground that has very little vegetation. The absence of trees has resulted in classroom roofs being blown away by the heavy wind. I have been involved in planting trees to act as a buffer to the strong



The new water tanks at Kapkures

wind and generally create a greener environment. About one hundred trees have been planted to provide shade in the future. It feels to us as though the school has been re-born."

"A wake-up call"

Community involvement has been pivotal. As with all Build Africa-assisted schools, an action group has been formed comprising of pupils, parents and teachers to draw up a School Development Plan. Through it the school's needs are identified and responsibilities are allocated to its members:



Before the improvements – students huddle in overcrowded, dusty and dangerous classrooms



A new latrine block



Students overjoyed with their new water supply

“ Parents have realised that working in unison is the only way to give their children a good education. The parents are now offering their best ”

“The making of the School Development Plan was certainly a wake-up call. I realise now that the success of every project depends solely on how well it is planned. For example I am actively involved in the vetting of contractors to ensure the quality of workmanship and materials. It is a responsibility that gives me great pride. But beyond my own experience the school has seen the benefits of good planning from everyone concerned: pupils, teachers and parents. Our performance has improved and the organisational skills that the parents have learned have been transferred to their home and their work, which is great to see.”

Crucially, the School Development Planning process has transformed the opinions of the Kapkures community towards education, ensuring their future support for the school:



Madina (front left) in her new classroom

“The newly built classrooms have changed the school not only in terms of its beauty, they have also improved the perception of the parents towards the school. Parents have realized that working in unison

is the only way to give their children a good education. The parents are now offering their best.”

Madina says thank you!



Pupils happy with their new classes

We also asked 15-year-old Madina Hussein for a student viewpoint on recent developments:

“There were no trees in the compound but now there are: because of our kind supporters in the United Kingdom the teachers, parents and pupils have been able to plant trees. We used to fetch water four kilometres away from the school but now we have water tanks with water in the school premises. We use the water for drinking, watering the trees and wetting the classroom floors to reduce the dust. We are now getting a good education because parents have employed teachers who assist one another. Thank you for making all of this possible!”

Doughnuts changed my family's life



Idasa Felix and his family



Idasa Felix is a 25 year old farmer with a flair for cooking and an eye for business. He lives with his wife and two children in the remote Bukedea District of Uganda, an area where subsistence farming and animal husbandry provide a precarious living for its rural population.

It was this precariousness that persuaded Felix to join the local Village Savings and Loans Association. Before joining the group Felix cooked doughnuts to sell on a small scale. But after saving for just four weeks he was able to borrow enough money to boost his doughnut production. Now he cooks five days a week, supplying a variety of local retailers and satisfying growing demand for what many people think are the best doughnuts in the district.

The figures speak for themselves

Felix had previously thought of borrowing from a local financial service but had been discouraged by the conditions attached to the loan. Unable to raise the capital he needed to put his plans into action, he was unable to expand his business and it remained small.

But the local Build Africa-assisted Association suited Felix's financial needs perfectly. Together Felix and his wife save a total of 5000 Ugandan Shillings (£1.35) every week. He is a committed member of the group and has borrowed four loans worth 612,000 UGS (£165) in the past, which he has successfully paid back. He is currently making a profit of 120,000 UGS (£32.47) a month, a remarkable achievement when you consider that the average annual earning in Uganda is £150.

World Cup initiative

But Felix's business enterprise has extended further. In addition to producing and selling doughnuts, he used the profits he had made to buy a television and show last summer's World Cup football matches in his village. Felix was able to capture local football fans who would otherwise have had to travel a distance of eight kilometres to watch the matches. There are no prizes for guessing what the half time snack was (you guessed it: doughnuts!) His World Cup initiative made Felix money which he has now been able to reinvest into his doughnut business.

Change for the better

Life has changed greatly for Felix. He can now afford to give his two daughters milk on a daily basis. He is also able to keep a stock of food like fish and beans, relieving him of regular journeys to the nearest market many kilometres away. Additionally, Felix can now afford to hire someone to work on his land, something which he could not have afforded in the past. This extra help gives him more time to spend working on his business ventures.

Felix can now feed his family and send his children to school

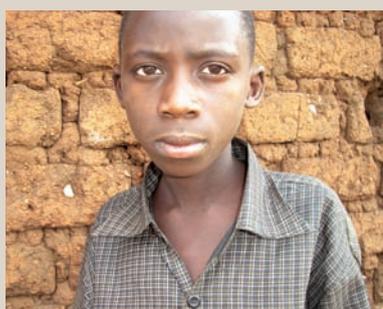
Felix told us: "I am so grateful to the Village Savings and Loans Association group in my village. My success is due to the savings and loans opportunities that it has made possible. In the future I intend to buy a plot of land in the nearby Kachabala Trading Centre, which I will turn into a video hall to show films on my television."

Can you imagine having to send your children to work because you can't support your family

It's hard to imagine what it must feel like to know your children go to sleep hungry every night, or to have to take them out of school and send them to work because you're unable to support your own family. And all because you haven't been given the opportunity to set up a business.

But this is what life is like for Richard, his wife Scovia and their ten children. Their home village of Koki in Uganda has no savings scheme. "Poverty has made us feel isolated from the community", Richard told us. "We feel inferior to the group members in neighbouring villages because we are very poor and unable to save money for the future".

"We cannot send our children to school..."



Senyonga, pictured, is one of Richard's children. He is ten years old. It is a critical age where his future can be made or broken, depending upon his performance at school. But as things stand Senyonga has no chance because school is out of the question: "We cannot send our children to school because we cannot support them."

Senyonga told us: "Poverty has time and again increased in our family because my parents cannot save. We don't have necessities like medicine, food, school fees and soap. My mother has been suffering from typhoid and high blood pressure for the last six years. It is difficult for the family because she is always sick and often in hospital for check-ups and treatment. In cases of emergency, like losing someone to sickness, we have no immediate source of income and resort to begging all over the village".

Senyonga's family represents all the outsiders that we want to reach through your support. By joining a savings group his family would have improved access to decent healthcare and better nutrition, as well as enough money to pay for school fees and uniforms.

You can give Senyonga a future, for just £10

"Poverty has time and again increased in our family because my parents cannot save"

A £10 donation would set Richard up as a village saver, giving him the resources to turn the lives of his family around. With your support he could give Senyonga and his siblings an education, he could put his income-generating ideas into practice, grow more cassava, buy a home, pay for his wife's hospital treatment and achieve the self-respect and esteem that he deserves. Now that's what we call £10 well spent.

Build 
AN INCOME

Just a little money can make a world of difference

With just a small contribution from you we can give rural Ugandans like Richard the chance to put their business ideas into practice. Your donation will give their children the nutrition they need and the access to education and healthcare that they deserve. This is what your money can buy:

A start-up kit for a savings group

£5



comprising a pass book, rubber stamps and pads, stationery and calculators

A cash box for a savings group

£17



A cash box for a savings group

where their hard-earned savings can be stored safely

The cost of a trainer for a savings group of 20-25 people

responsible for passing on the organisational and technical skills required by the Village Savings and Loans Associations

£42.63



£45



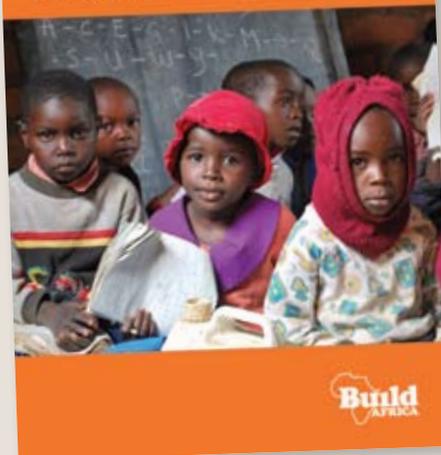
A bicycle for a Community Based Trainer

so that he can travel to the remote savings groups in his area

Musyoki (back right) with some of his school friends



Threatened by the ever present spectre of disease, taught in buildings that are woefully inadequate and disadvantaged by a scarcity of learning materials, the children of Kathyoli Primary School desperately need your help...



Build Africa

Making 2011 a year to remember for our Christmas Raffle school

In November 2010 we asked you to give the children of Kathyoli Primary School something to smile about by taking part

in our Christmas Raffle Appeal. Because of your generosity we can make a start on the much-needed improvements at the school. But we need your continued support if we are to make all of those improvements; with it we can make 2011 a year the Kathyoli community will never forget.

Meet Musyoki



Musyoki

To keep track of it all we have asked the marvellous Musyoki, a 12 year old student at the school, to act as your guide throughout the coming year, providing first-hand reports on the ups and downs, the triumphs and the challenges of life at Kathyoli. You will be able to track the developments in each edition of Habari, but to begin with we would like to introduce you to Musyoki and allow him to fill in on the situation at the school right now:

"I am the eldest of three boys. My father is a casual labourer, which enables him to buy food and clothes for the family,

while my mother grows maize and beans in the family garden to provide more food. My mother wakes up early every day to prepare porridge for us to take before we go to school. She also prepares food for us to carry for lunch. I get up at six o'clock every morning to walk the 10 kilometres to school."

Musyoki knows that education is the key to a better life: he is typical of all of the pupils at Kathyoli who overcome considerable physical hardships to attend school. So it is a particular tragedy that the school they try so hard to attend is so woefully inadequate:

"The school lacks teachers, teaching materials and furniture. My teachers are good and although there are not enough of them, they work very hard to help us do well in exams. Unfortunately, although the enrolment of pupils has increased over recent years very few students have managed to progress to secondary school."

A dangerous environment

Many of the walls are unsafe, swaying dangerously when you lean on them



"Also, the classrooms are constructed out of bricks and clay, and because we did not have enough classrooms temporary partition walls have been put in to create more. These walls are not plastered or cemented, and have big cracks. We are afraid that they might fall on us one day."

Musyoki's shopping list

Because of the funds raised by the 2010 Christmas Appeal we can make a great start on the improvements at Kathyoli. But more needs to be raised if we are to meet the £29,144 fundraising target. Just a small donation can make a massive difference:

£5

£5 would provide a Kathyoli girl with sanitary towels for a whole year

£25

£25 would provide 50 much needed textbooks for Musyoki and his fellow students

£75

£75 would train a teacher in more child-centred learning methods and on the importance of treating girls and boys equally

£100

£100 would pay for desks for a Kathyoli classroom

Musyoki is an exemplary student, currently top of his year, with great potential for the future. We asked him about his hopes and expectations for 2011, and to outline the improvements that your support will make possible:

"I was so excited when our teacher told us about the improvements to the school. I am honoured to be the school reporter: by the end of 2011 I want to write that many more of my fellow pupils have gone on to senior school".

On the right we have reproduced the checklist that the teacher wrote on the blackboard.

2011

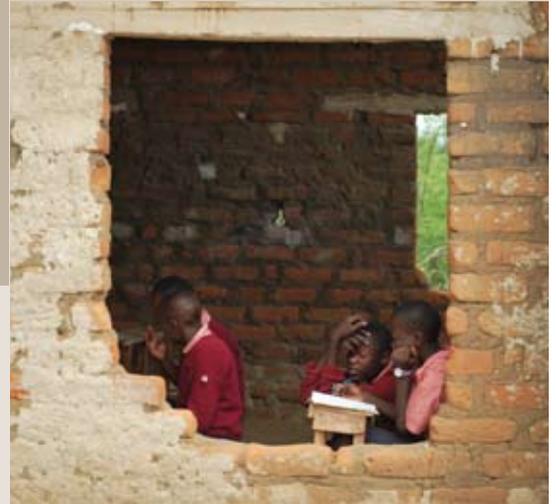
- two new classrooms
- develop the health club and supply sanitary towels to all the girls when needed
- four new toilets
- train ten children to become HIV Peer Educators
- new school desks
- mentoring of the thirteen members of the School Management Committee
- textbooks
- refresher training for the teachers
- sports equipment
- train the head teacher in school management
- science kit
- train five of the teachers in child protection, gender and disability awareness
- arrange five exchange visits between Kathyoli and other schools in the region

It's quite a list isn't it? But it is typical of the developments being implemented at all Build Africa-assisted schools. Each element is essential to the improvement of education quality at the school. And each element complements all the others to make a development plan that is as effective as possible. Musyoki will be reporting on developments in each of the 2011 editions of Habari. By 2012 we want to see a green tick against every item!

"We are afraid that they might fall on us one day"
- one of the partition walls at Kathyoli



Students are exposed to the cold Kathyoli wind



The dilapidated toilets are unfit for children



THE WINNERS OF THE 2010 CHRISTMAS RAFFLE

1ST PRIZE

of a Kenyan safari and visit to Kathyoli Primary School
Mr D. Ivens

2ND PRIZE

of a 32" flat screen TV
Mr A. Garforth

3RD PRIZE

of £500 cash
Mrs P. Bragg

Congratulations to them all!

Our Build a School Programme: where your money goes and what it means

We gauge the effectiveness of our Build a School Programme in a number of ways: from the retention of pupils from one year to the next to primary school leaving exam results; from the impact of construction and renovation on the learning environment to health and sanitation issues and the importance of parental involvement.

The findings have been positive: for example, in rural Uganda the percentage

of students passing their leaving exams goes up to an impressive 94.5% in schools we have been supporting for 5 years or more, compared to 79.3% in the schools we have just recently started supporting.

But findings such as these don't just provide a snapshot of the current state of our programmes. They also ask questions which provide the basis for future developments in our reporting. And this is why we are constantly asking ourselves

about the significance of the various figures that we see. For example, what do better exam passes actually mean in terms of the students' futures? And how effective are they when they are partially dependent upon other, less established, areas of our work?

Below we look at two of the findings from the Build a School Programme and highlight some of the issues that they raise.

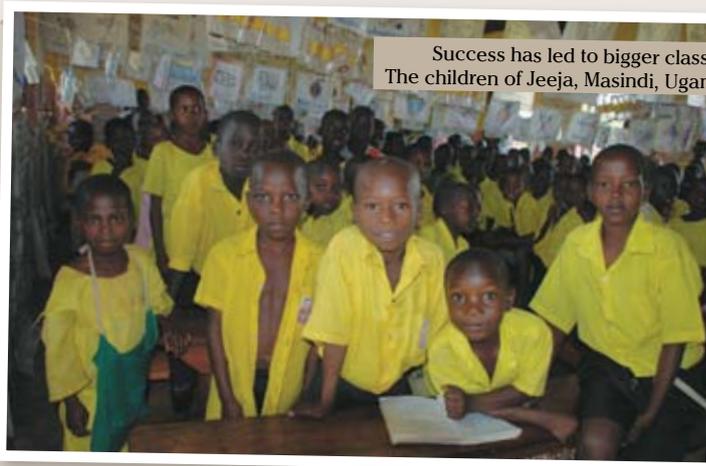
The problem of class sizes

One of the great advantages, and challenges, of an increasingly sophisticated reporting process is the questions that it poses. In both Kenya and Uganda, for example, the construction of classrooms and the provision of desks have resulted in more children being adequately seated in permanent structures. In 2010, a total of 68 new classrooms were constructed, while a further 18 classrooms were renovated and put in use again.

This is a great statistic. But look at the following Ugandan class sizes:

| Length of Build Africa's involvement | Average no. of pupils per class |
|--------------------------------------|---------------------------------|
| Less than 2 years | 115 |
| 2-5 years | 49 |
| More than 5 years | 67 |

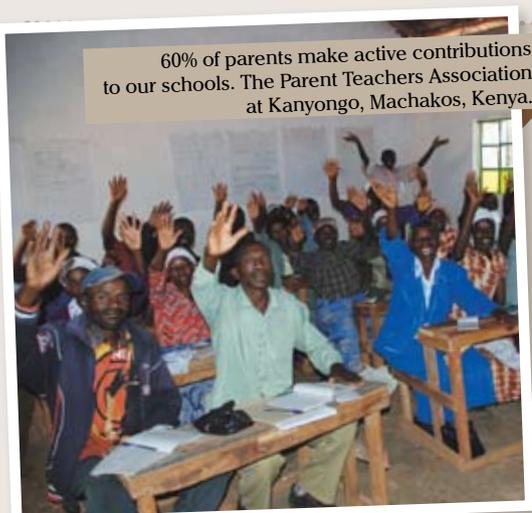
The last figure is still great (much better than the average class size at the new schools), but the rise from the mid-term average indicates that as the reputation of the older schools improves so too does enrolment. Understandably students



Success has led to bigger classes. The children of Jeeja, Masindi, Uganda

from other less well equipped schools want to transfer to a better school, a trend that is true of Kenya as well.

One of the strategies we will use to try and reduce class sizes (even in schools that we have been with for a long time) is to 'cluster' the schools that we work with. This will go some way to tackling the problem of new pupils flocking in from unsupported schools in the area.



60% of parents make active contributions to our schools. The Parent Teachers Association at Kanyongo, Machakos, Kenya.

A useful comparison: parental involvement in the UK and Africa

We all have views as to what makes a school good. The inclusion of the family in a child's education is increasingly important to parents in the UK, a fact borne out by a 2007 Department of Education report in which 51% of UK parents felt very involved in their child's school life. This is particularly significant when compared to 2001 and 2004 figures (29% and 38% respectively).

Now compare these figures with Build Africa's reporting. Of all the schools supported in Kenya and Uganda, approximately 60% of parents make active contributions to the schools. These contributions range from assisting during the construction phases to providing lunches to pupils to acting as peer educators. The percentage of parents involved in school development is highest (68.5%) at schools supported by Build Africa for two years or less. This is mainly due to the strong focus on construction during this period and the excitement that this generates in

the community. This percentage reduces to 59% at schools supported for a period of between two and five years, and 48.4% at schools supported for more than five years. A drop, yes, but the figures are still impressive throughout.

These figures show conclusively that, just like their counterparts in the UK, parents in rural Uganda and Kenya have an unconditional interest in the quality of education that their children receive. The School Development Plan process is harnessing this need, with a very respectable average of 43% of school development plan priorities being completed. The percentage of completion tends to be higher at schools supported the longest, which indicates that on-going support by Build Africa staff really is getting communities involved in the long term running of their schools.

Fundraising News

Running for Build Africa in the Big Apple: The New York Marathon 2010

IMG Media is a global sports, entertainment and media business which represents some of the world's biggest sports federations. Last year a group of their employees in the company's London office set themselves the ultimate fundraising challenge: to run the coveted New York Marathon. On the 7th of November 2010, they completed their challenge and to date have raised over £35,000 for Kahara Primary School in Masindi, Uganda. No mean feat!

We asked IMG runner Freddie Longe to tell us about their marathon experience and why they chose to support Build Africa:

"It would be fair to say that we had a spread field in terms of times,

with our fastest runner finishing in an amazing three hours and thirty-six minutes and our slower runners completing the course in a respectable five-and-a-half hours!

The general consensus was that it was extremely tough but hugely rewarding. The crowd was fantastic and we had plenty of personal support to spur us on."

"We supported Build Africa because it is an international charity that allows us to see something tangible for our efforts. We met Jackie Sindall (their Corporate Partnerships Executive) and Oliver Kemp (the Chief Executive) several months ago. We were all really impressed by them, and by the honesty and commitment



of the organisation as a whole. We are all looking forward to seeing the finished product."

We would like to thank all of the IMG runners for going that extra mile to raise money for Build Africa.



On your marks, get set, give: the Gold Challenge in 2011



Do something incredible this year: challenge yourself to a range of Olympic or Paralympic sports and raise funds for Build Africa in the process.

What is the Gold Challenge?

The Gold Challenge is a unique new charity event where you take on 5, 10, 20 or 30 different Olympic or Paralympic sports to raise money for our work in East Africa. From judo to sailing, fencing to running, the Challenge involves a fantastic variety of disciplines, taking your existing sporting skills to a higher level and giving you an extreme sports challenge that you will never forget.

The Gold Challenge has partnered with the British Olympic Association and

Team GB, Sport England, the British Paralympics Association and a host of other sporting bodies to provide you with all the support and information you need to do the Challenge. The ambassadors for the Gold Challenge are ex-Blue Peter presenter Konnie Huq and BBC sports presenter Chris Hollins.

How does it work?

Step 1: Decide whether to participate as a team (up to six is recommended) or as an individual;

Step 2: Register yourself or your team on the Gold Challenge website (www.goldchallenge.org) and set up your online fundraising page (for example www.justgiving.com);

Step 3: Choose your challenges;

Step 4: Choose Build Africa as your charity;

Step 5: Start fundraising;

Step 6: Complete your sports at venues all over the UK and record your achievement on your online Gold Challenge 'Challenge Tracker' account.

Whatever the level of your sporting ability, from beginner to pro, there is a challenge for you. With different levels of involvement you can do as little or as many sports as you like. This is ideal for office team building activities, groups of friends, a family team (over 16's only) or as an individual.

Any questions?

If you have any questions about the Gold Challenge then don't hesitate to contact Katharine Clark at events@build-africa.org.uk, or call 01892 519619.

Fundraising News



A new classroom block at Bunyama, made possible because of funds raised by the Brookwood Partnership



If you can't stand the heat...

Lambeth Academy hosts a fiery Chilli Challenge in aid of Bunyama Primary School



How far would you go to raise desperately needed funds for Build Africa? The Catering Manager at Lambeth Academy in London, Gordon Masterson, certainly came up

with a novel idea for raising money, and his taste buds still haven't recovered.

Gordon came up with the idea of a chilli challenge because pupils and staff had been commenting on the lack of heat in the canteen food. His mission was simple: to find willing students, teachers and members of The Brookwood Partnership (their catering provider and one of Build Africa's sponsors) prepared to lay their taste buds on the line for the Build a School programme. All they had to do was to try five bowls of chilli con carne ranging from (in Gordon's words) "HOT to OH MY GOD!"

Some like it hot

Gordon told us: "The general heat and intensity of a chilli is measured on the Scoville scale. Most people know that a Scotch Bonnet chilli is hot: it is in fact 100,000 - 350,000 Scoville units, depending on the chilli. The sauces on offer in the challenge ranged from 1,000,000 to 4,000,000 Scoville units!"

"A first aider was on hand at all times and contestants had to sign a disclaimer before they could enter. They could of course pull out at any time, but none of them did. One of the four winners went as far as to drink water rather than the recommended milk and yoghurt, making the food taste even hotter."

"A 50p entrance fee was charged for spectators and all the winners received a bag of chillies and a chilli chocolate bar. The competition was a great success: in all we raised £800 through sponsorship and the entrance fee."

"Best of all is that we didn't just raise money for Build Africa, we also managed to forge a stronger relationship between the students, teaching staff and the Brookwood Partnership."

Corporate partnership

Kate Martin, Managing Partner at the Brookwood Partnership, told us: "We have been happy to do all we can to help Bunyama Primary School in the past three years. In that time we have worked with all of our clients to help raise funds in a fun and educational way. We look forward to many more events like the chilli challenge so that we can continue raising money for this fantastic cause."

We are grateful to both Lambeth Academy and the Brookwood Partnership for turning up the heat to raise money for Bunyama.

Leave a life changing legacy

Leave Build Africa a gift in your will and have a lasting impact on the lives of the people we work with. Find out more by emailing abi@build-africa.org.uk or calling 01892 519619.

