



Build Africa
Annual Review 2014







Aputiput Primary School, Bukedea, Uganda; Cover photo: Fahamuni Primary School, Kwale, Kenya

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Executive summary

As I depart the organisation for pastures new this review gives me time to reflect on my tenure as CEO. I leave behind an organisation that has developed a great deal in the last seven years. Changes in our programmes, finances, communications and fundraising have allowed us to expand and improve the reach of our work significantly. 2014 was no exception and the pace of change did not slow down one iota.

During 2014 we launched an entirely new strategy that gives the organisation more focus, implemented new projects in both Kenya and Uganda and grew our income by 15%. This was no easy task and credit must go to a staff team who always worked out ways to tackle difficult problems with smiles on their faces. There were some breakthrough moments in 2014: we received our first large donations from both Comic Relief and the Big Lottery; and the Build Africa Ball, attended by Hugh Grant, Build Africa patron Penelope Wilton and members of the cast of Downton Abbey, raised three times as much as it did the year before.

Build Africa is an organisation that has an empowering approach to development. It takes its time to work out exactly how and where it can make the most impact and then finds the partners, networks and people who can help it develop and implement appropriate solutions. Because of this we were able to make more of a difference to disadvantaged people in poor communities in Kenya and Uganda in 2014.

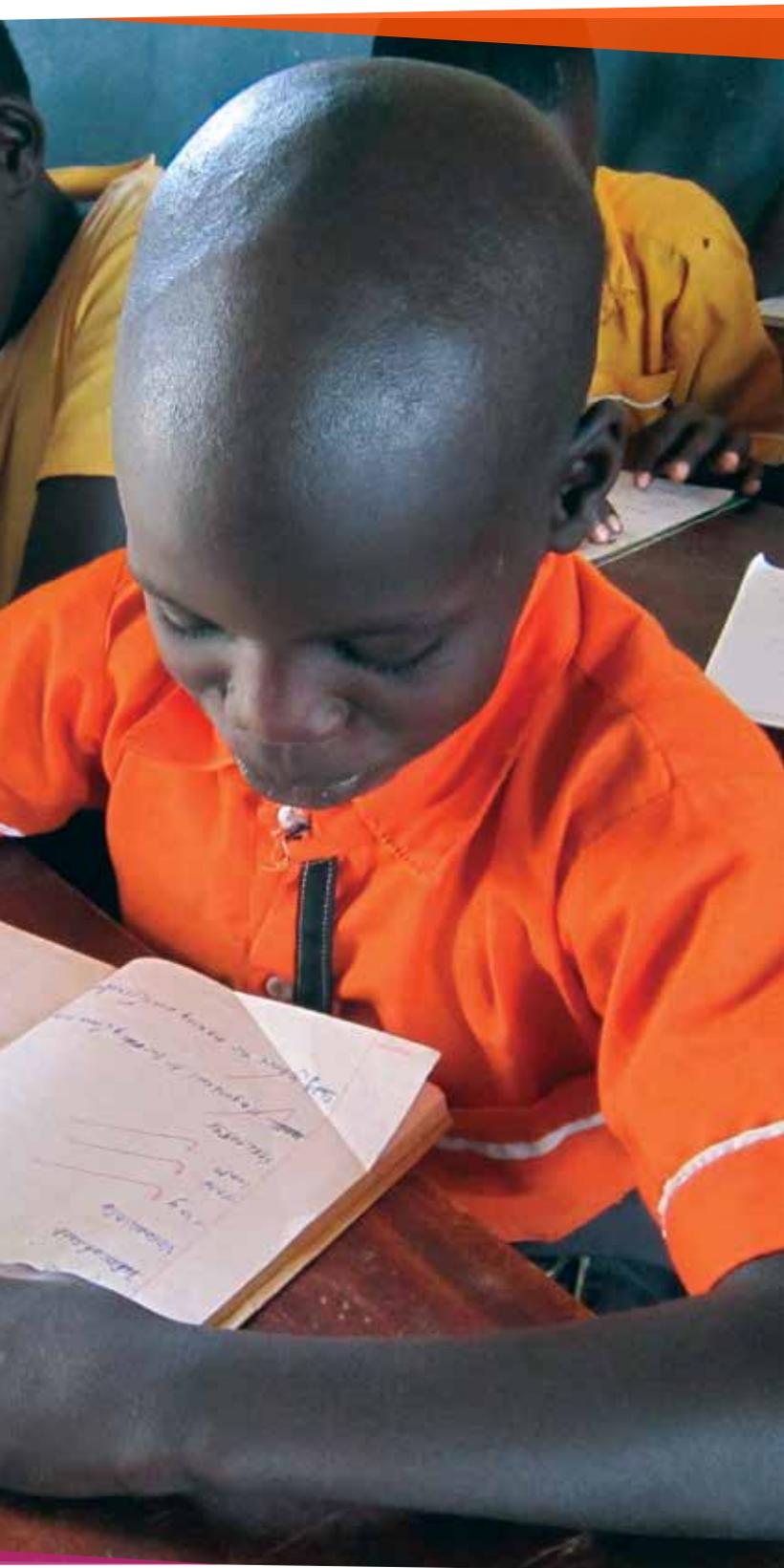
Build Africa also has some big ambitions: to work in new countries, to increase its reach to over one million people, to develop new partnerships and establish new ways of sustainably funding its work. It is well placed to achieve all of this. My replacement, Linda Edwards, has more than 15 years of experience working in both emergency and development programming in Africa, the Middle East and Asia Pacific. Most recently Linda worked with Marie Stopes International, where she was an award-winning Country Director of their Malawi programme and latterly Regional Director covering the Asia Pacific region.

I leave with one final note. I would like to say thank you to everyone: to staff, volunteers and board members, to our incredible supporters and to those who work in our community-based partner organisations. You are the people who make all the work on the ground possible. Thank you.



Oliver Kemp





Kilima Primary School, Buliisa, Uganda

Introduction

Who we are

We are a fast growing and award-winning charity working in rural Kenya and Uganda. Our vision is of people in Africa leading fulfilling, happy lives; our mission is to partner with African communities to create lasting educational and livelihoods opportunities. We make this a reality by providing the skills, knowledge and opportunities that the school children and members of the wider community so desperately need.

What we do

We combine education and livelihoods for maximum impact. Our programmes are mutually beneficial: we have seen that parents with better livelihoods keep their children in school longer and children with a good education get better jobs when they become adults.

At the moment we are supporting over 90,000 people. But we don't believe in standing still; our programmes are growing in depth and breadth all the time. That is why we embarked on an ambitious five-year plan in 2014, aimed at improving the quality of education and the livelihoods of more than a million people in rural Africa by the end of 2018. This review outlines the progress we made in the first year of our strategy, against our seven key strategic objectives.

Our education objectives are to ensure that girls' specific needs are met; that children are well prepared for school; that they get the best education possible while they are at primary school; and that they successfully go on to secondary school and into the workplace.

Our livelihoods objectives focus on financial services and business development; on boosting harvests and the price of produce, and increasing access to markets; and on helping communities withstand environmental and economic shocks and stresses by encouraging alternative incomes, better water and land management, and conservation. As a result small-scale farmers and small business owners can reliably provide their families with their basic need for food, education and healthcare.



Outside the new early learning classroom at Kwandoo Primary School, Mwala, Kenya

Laying the foundations for learning

Supporting early learning is critical in ensuring children are able to fully benefit from all the learning opportunities they will receive throughout their lives. However, many young children do not receive the support they need from parents or have the resources to prepare them for school, and formal preschool systems fail to deliver a quality education.

According to a 2012 Basic Education Analysis Report published by the Japan International Cooperation Agency (JICA), only 54% of children in Uganda complete primary school. Our own 2013 Community Consultation Report confirms this picture: in the schools that we work with in Eastern Uganda 23% of pupils were repeating their first year and only 20% were progressing to their final year. In addition, 67% of the children surveyed reported bullying at school and 95% of children classified as disadvantaged (disabled, orphaned or from a child-headed household) reported bullying of some kind or other.

We want to make the early learning experience a safe, friendly and rewarding foundation for life at primary school. Through our Early Years Education Quality in Uganda: Advancing Learning (EQUAL) Project we are therefore providing quality early learning education for 6,100 children (including exceptionally disadvantaged groups such as orphans and children with disabilities) in 15 schools in Western Uganda.

We are working with the whole community (including children, parents, teachers and school management committees) to improve the school-readiness of girls and boys. We are using innovative approaches (such as training older pupils to become 'buddies' to the younger pupils); changing parental attitudes to early learning and teacher attitudes to discipline; increasing the resources available for young children to aid their development; and increasing the resources available for young children to aid their development.

With this in mind we partnered with a social enterprise, Mango Tree, in 2014 to develop appropriate learning materials and produce a teacher, parent and pupil early learning toolkit for piloting at the beginning of 2015.

Case study:

Best Buddies

Harriet Ondoro is a teacher at Kismere Primary School in Buliisa, Uganda, who has been trained as one of the patrons of the buddy club:

“Everyone has been very supportive in the starting of the buddy club. We have since trained 87 buddies, with each older buddy having two young ones to take care of. It is very important to help the young ones, since this is the foundation of their education and future. It makes them either like school and progress or hate school and risk dropping out”.

Gloria is a 14-year-old buddy at Kilima Primary School, Buliisa, Uganda:

“My buddy has started to enjoy school. She can now come to school by herself and she freely shares her problems with me. She does not cry often like she used to and she likes to share her break snack with her friends.”



A buddy with two early learners at Kismere Primary School, Buliisa, Uganda



Gloria (right)



Kamuya Primary School, Mwala, Kenya

Maximising learning

Primary school education should provide the practical, critical and social skills that children will require as adults, and address the obstacles to education that are specific to each gender. Unfortunately, in rural Africa too many children receive an education that falls far short of this.

That is why we do more than improve the physical environment at school. We built 13 new classrooms and five latrine blocks in five schools in 2014. But we also improved the quality of teaching; increased access to clean water and food; increased the engagement of parents in the education of their children; improved the management and governance of schools and expanded the availability of appropriate books and equipment; and we carried out one or more of these interventions in all the schools we worked with in 2014.

Ensuring better teaching

Many teachers in rural Africa are undervalued and underpaid; they struggle to cope with uncomfortable living and working conditions and a lack of resources. As a result morale is low and absenteeism is high.

In 2014 we continued to improve teacher motivation and skills by providing the materials they need and training them in more comprehensive teaching methods. We also implemented a teacher welfare and management project (outlined in the 'Supporting financial services and business development' section below) and partnered with a variety of organisations (including STIR Education), adapting different approaches to improve the effectiveness of teachers.

The need for food and water

The communities we work with all too often face desperate shortages of water and food. As a result malnourished and dehydrated children miss school because of infection or tiredness, or to help their parents on the farm. Their exam results suffer and they eventually drop out.

We tackle these fundamental problems by establishing school gardens (that are often replicated in the homestead) which provide one staple food crop, as well as vegetables and fruit. We also provide a reliable water source so that the gardens can flourish. Through our Water and Food Access Project (WAFAP), for example, we drilled boreholes, installed tanks and laid a piping system so that over 14,000 pupils at 28 schools could drink safely, wash regularly and eat hot and nutritious school lunches with produce from their gardens.

Giving school communities a voice

Sustainable development is less of a challenge with the support of the local government. That is why we also helped the parents and staff at 30 schools in Uganda draw up Advocacy Plans and then submit petitions to sub-county and district offices. As a result many schools reported an increase in monitoring visits by the district authorities, a transfer of poor performing teachers and the allocation of new and refurbished infrastructure.

Promoting great school management

It could be argued that effective school management is second only to classroom teaching as an influence on pupil learning. Great leadership acts as a catalyst without which other good things are quite unlikely to happen.

That is why we help the school community elect a representative and committed School Management Committee. The committee members receive training on their roles and responsibilities, as well as on how the committee should operate and how they can be fully involved in supporting the school.

In 2014 we provided training courses, refresher courses and mentorship to our committee members. The results have been positive. In the Masindi area of Uganda, for example, there has been a noticeable improvement in the percentage of parents satisfied with the performance of their committees (from 70% to 80% according to the final results). In addition, they are better attended, comprise more members and include more women than ever before.



Miduuma Primary School, Masindi, Uganda

Supporting child rights

An education is every child's right, and a quality education is impossible if the rights of children in general are not recognised and protected. They have the right of provision (including a decent standard of living, health care, play and recreation, as well as an education); the right of protection (from physical and emotional abuse); and the right of participation (as decision-makers in the community). We support children in all of these categories.

In Kenya, for example, we trained 874 parents on child rights and 182 teachers on child friendly teaching methods, on giving guidance and mentorship to pupils and on adopting non-physical forms of discipline. We also formed nine child support groups that have become very influential in their communities (participating in public village meetings to create awareness on child protection). While in Uganda we improved the play facilities of 2,700 pupils in six schools, refurbishing play fields, distributing play equipment and training teachers to better integrate play into learning.



A new water tank at Minyalala Primary School, Machakos, Kenya

Case study: The impact of child rights training

Noel is a pupil at Miduuma Primary School, Masindi District, Uganda:

"I have enjoyed the session on self-awareness the most. Through it I have understood what I am good and bad at. I am now working on my weaknesses. For example, I used to resort to violence to resolve issues. But since last term I have been practicing dialogue more. I am learning to love myself more and take my education more seriously. I am now more inquisitive in class and actively participate in social activities at school."





Miduuma Primary School, Masindi, Uganda

Including girls

Girls in rural African communities face specific challenges that prevent them going to school. Deeply entrenched cultural attitudes mean that in many cases they are regarded as less valuable than boys. Many girls experience early pregnancy, or they are taken out of school to work at home and in the fields. In some cases they are married off before they can finish school, destined for a life of dependence and vulnerable to abuse.

In addition, a lack of sanitary protection means that girls can miss between 10% and 20% of their school days, putting them at a serious disadvantage when it comes to covering the syllabus and performing well in examinations.

We believe that the road to fulfilment and happiness begins with education, both in school and in the community. That is why our all-inclusive girls' project is designed to give every girl a great education.

The Kwale Girls Project, Kenya

Kwale County has one of the worst educational records in Kenya, and girls there suffer the greatest disadvantages of any groups of individuals in the county.

Our Kwale Girls Project was established in 2014 to improve the life prospects of more than 26,000 disadvantaged girls in 72 schools. Through it we will be establishing clubs that help girls take legal action in the event of abuse and discuss issues that are worrying them, such as early marriage and pregnancy; we will set up boys' clubs that help them better appreciate the issues that affect girls; we will hold community awareness meetings and air radio shows that deal with issues such as early marriage; we will provide female role models and train teachers in child-friendly teaching methods that treat every child as an individual.

'Second chance champions'

In Uganda we trained 'second chance champions' (drop-outs who have re-enrolled at school themselves) to pass on messages about the value of education to other dropouts, helping them get back into school and back on track.

As a result, 35 'second chance champions' (including 24 girls) encouraged 132 children (including 94 girls) to return to school.

Men and menstrual management

Menstruation is a subject that is almost taboo in the patriarchal communities of rural Africa. By including men in our campaign to improve sanitary protection among school girls (encouraging them to get involved in pad making workshops, for example) we have seen an increase in the number of men who say they find it easier to discuss menstruation with their daughters; an increase in the number of fathers who contribute to the emergency sanitary pad supplies at school, and we have seen examples of men buying the materials for the re-usable pads.

Of course we also trained girls and female teachers on menstruation issues and on making re-usable sanitary pads. Leah is a year six pupil in Madoc Ailak Primary School, Ngora, Uganda:

"The training has improved my understanding and appreciation of menstruation and sexual reproductive health. I can no longer be teased and be ashamed of menstruation both at home and school."

Skills for life

School children can suffer from low self-confidence and lack important psychosocial skills such as problem solving, assertiveness, critical thinking, and effective communication. Girls who lack negotiation skills can be drawn into early sexual activity, which can mean pregnancy and a premature end to their education. We have therefore organised sessions that pass on necessary life and psychosocial skills to children in upper primary classes, especially girls, to help them stay in school longer.

The head teacher at Morukakise Primary School, Ngora, Uganda:

"In the recent past it was common to have about five girls get pregnant each year; but this year has been different. We haven't recorded any pregnancies and I strongly believe the life skills education from Build Africa, targeting girls in upper primary, has contributed to this."

Case study: The impact of menstrual hygiene training

Caroline is a 14-year old pupil at Akeit Primary School, Kumi, Uganda,

"After attending the training on reusable pads and sexual reproductive health organised by Build Africa, the skills I learned on making reusable pads helped me supply myself every month. I now have emergency pads in hand when going to school and this has improved my attendance. I have also learnt how to keep myself clean during my periods and to delay sex until I achieve my life goal of becoming a nurse."



Caroline (third from left) with one of the precious sanitary towels



Debating clubs are teaching valuable life skills



Kooki Primary School, Kiryandongo, Uganda

Preparing for continuous learning

With a post-primary education children are much better equipped to secure a future that's free of poverty. Unfortunately many children do not continue their education beyond primary school at all and therefore lack the relevant skills and knowledge they need to find work or start their own business.

We are increasing the number of children who have the relevant skills and abilities to make the successful transition to secondary education or work. We do this by improving vocational skills, ensuring parents and communities support the post-primary education of their children and ensuring children are receiving good quality education. For example, we developed a syllabus monitoring tool in 2014 that helps teachers plan their courses better, track their development and allow plenty of time for revision.

We have also provided exposure visits to secondary school, to help inspire pupils to work with secondary school in mind (including 995 pupils in Uganda and 471 pupils, 28 teachers and 66 parents in Kenya).

In Kenya, 765 pupils in upper classes also took part in motivational talks that complemented their secondary school career talks, and some teachers have been selected to counsel them and to help them make informed decisions about the careers they want to follow.

Mwendwa is a 13-year-old pupil at Kamuthini Primary School, Machakos, Kenya

"The secondary school students shared with us the challenges they faced and how they managed to overcome them. I was encouraged because I face some of the same problems and I believe I shall be able to overcome them as they did. In conclusion, I have to work hard to join secondary."

Supporting financial services and business development

Without savings and credit, families often struggle to invest in their businesses, pay health care bills and provide for their children's education. For individuals to become more financially secure they need to be able to save money, and to have access to it in times of need.

We provide people with the opportunity to save and access credit through savings and loans groups, and give them the skills and knowledge they need to get their business up and running and diversify their sources of income. We also support them as they develop their businesses. The scheme's popularity with women has meant more investment in children's education and health, better access to food and

nutrition, and an improvement in women's involvement in decision making at household level.

Our Village Savings and Loans Association (VSLA) scheme is so well established now that we have been able to build on the groups' sound financial basis to help members develop their businesses and reliably provide for their families. In 2014 the Farmers Network Project (FNP), for example, worked with 200 savings and loans groups to create networks that promote better farming techniques and methods, and improve knowledge sharing between farmers. The majority of these members are women: grandmothers, mothers and parentless girls who have to provide for their siblings. And it is the women who are the most reliable investors in the household.



Members of Umoja Women's Group, Gilgil, Kenya

Income generation at school

In 2014, we also began working with schools on income generation, providing VSLA opportunities to staff and giving pupils the opportunity to learn business and entrepreneurial skills.

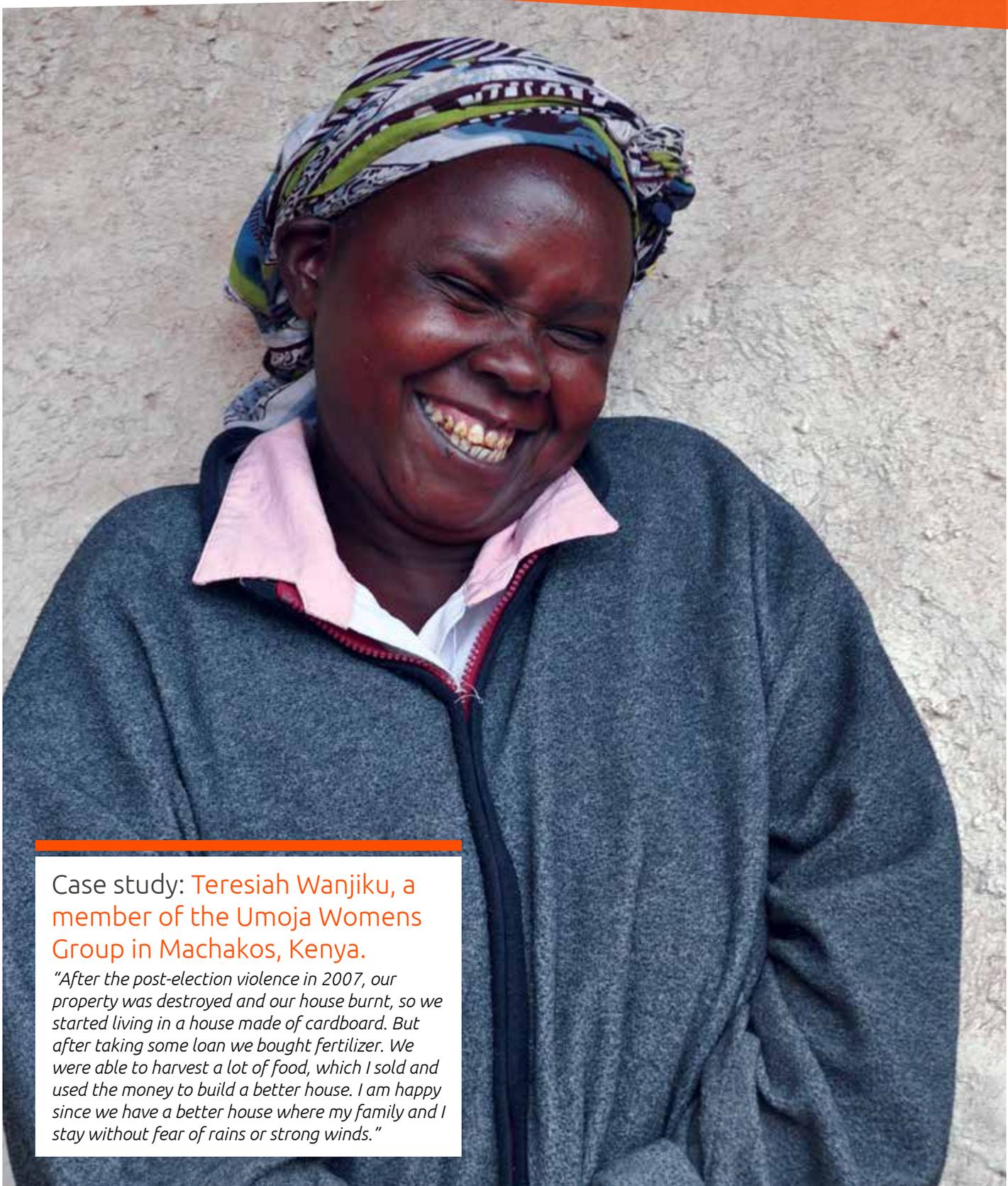
In Kahara Primary School in Uganda, for example, the school raised 1.8 million Ugandan Shillings (£400) from maize shelling, while Budembe Primary School raised three million Ugandan Shillings (£630) from a horticulture project. This revenue is helping pay for improvements at the schools,

and providing wages for extra teachers, both of which contribute towards a better education for the children. At Kizibu Junior Primary School teacher attendance has risen from 75% to 95% as a result.

In total the school-based savings schemes have generated over five million Ugandan Shillings (over £1,000), helping teachers invest in businesses that will supplement their salaries.



The maize-sheller at Kahara Primary School, Kiryandongo, Uganda



Case study: **Teresiah Wanjiku**, a member of the Umoja Womens Group in Machakos, Kenya.

"After the post-election violence in 2007, our property was destroyed and our house burnt, so we started living in a house made of cardboard. But after taking some loan we bought fertilizer. We were able to harvest a lot of food, which I sold and used the money to build a better house. I am happy since we have a better house where my family and I stay without fear of rains or strong winds."

Teresiah Wanjiku, a member of the Umoja Womens Group in Machakos, Kenya



A sunflower demonstration garden

Boosting harvests and increasing access to markets

Smallholder farmers often struggle to produce a surplus to sell, or even to grow enough food to feed their families. Farmers often sell their produce to middlemen at very low prices because of its low quantity and quality. In addition, a lack of market information and opportunities makes it difficult for them to negotiate from a position of strength and to secure a fair price.

We work with rural farmers to increase the returns achieved on their agricultural enterprises, resulting in improved incomes and food security.

In 2014 we did this in the following ways:

- We trained farmers in viable business opportunities that will help them diversify their income. In Bukedea District of Uganda, for example, 18 demonstration gardens were established to show 1,091 women and 628 men how to grow sunflower, maize and beans, and to help them choose which crop was best for them.
- We introduced a mentorship programme in Uganda so that poorer farmers (1,164 women and 637 men) could learn and receive support from successful farmers; and arranged exposure visits to the national agricultural show and to model farms, so they could learn post-harvest handling, bulking and marketing for best returns.

- We helped farmers become more market savvy by training them in how best to look after their harvest and establish links to markets. We also provided training sessions to 1,418 women and 721 men in Uganda to help them prepare and manage their harvests better. As a result the farmers have experienced less crop losses, both before and after harvest, and a better quality of grain and cereals. The resulting financial security is benefitting the whole family.
- We established links between farmers and commercial groups, helping them get a better price for their crops

because they bulked them rather than sold them immediately after harvest to unscrupulous 'middlemen'. In the Masindi area of Uganda, for example, the price offered by well-established maize buyers was up to twice as much as that being offered to farmers who marketed individually.

- We also helped farmers access regular market information and weather reports through their mobile phones. As an example, 22 tonnes of beans and maize were sold at the proper market rate by the farmers that we supported in the Bukedea District of Uganda.

Strengthening resilience to shocks and stresses

The communities we work with often have limited access to savings or any other form of safety net. Therefore, events outside their control (such as an increasingly unpredictable climate and price fluctuations) can have devastating consequences on the lives of individuals and families.

We are helping individuals prepare for and withstand environmental and economic shocks and stresses. We are always developing new approaches, and working in collaboration with others, to build community resilience, focusing on measures such as income diversification, better water and land management, and conservation.

Our now completed North Western Region Livelihoods Support (NWELIS) Project has, for example, improved the long term income and livelihood opportunities of 7,500 maize farming households in Uganda.

Our project objectives were to increase farm production and to improve access to both financial services and to competitive and profitable markets. The results have been impressive. The average return on investment for each NWELIS farmer was 61%, compared to 42% for the control group we used. This meant an additional individual profit of 82,036 Ugandan Shillings (approximately £20) per harvest for the farmers who had received our training. It may not sound much, but it equates to a typical household's monthly income in rural Uganda.

The global price of maize fell drastically during the project's implementation, making this margin even more significant. For many families it could have made the difference between success and failure, an illustration of their resilience during a difficult economic period.

We will also be carrying out a Social Return on Investment (SROI) analysis of the NWELIS project. This will look beyond its economic value to its broader impact on the lives of the participants. When the results are collated we will have a better picture of the improved resilience of the farmers, and their families, involved.



7,500 maize farming households in Uganda are now more resilient to environmental and economic shocks and stresses

Organisational developments

Expanding our operations

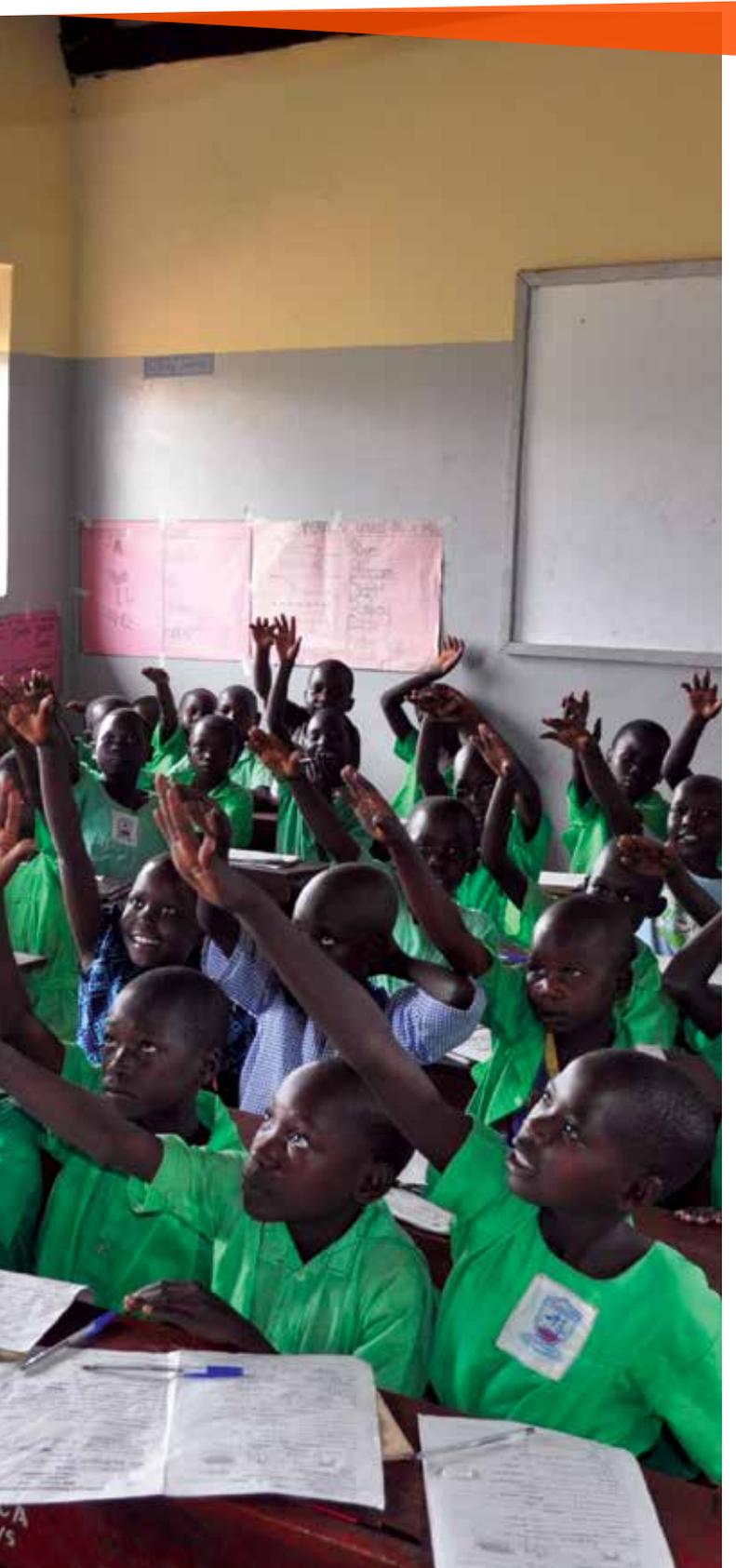
Our areas of operation are growing all the time. In 2014 we replicated our tried and tested programmes in three carefully selected new districts in Uganda (Oyam, Paliisa and Kibuku) and one new county in Kenya (Kwale). Because of this scaling-up of our work our education programme reached over 90,000 children in 154 schools and our livelihoods programme supported over 6,000 adults. We were able to reach more of the most marginalised people in both countries (the disadvantaged girls in the coastal county of Kwale for example) and extend our reach into districts where we can have the maximum impact possible.

Staff development

We introduced a new staff development framework, which we call the Personal Career Plan, in 2014. It links staff training and development with the key skills Build Africa needs, and establishes a strong connection between the organisation's strategic aims, team goals and individual objectives. The framework also encourages staff to use their time in ways that best promote strategic success.

We are also strengthening programme implementation by identifying partners who will complement our skills and provide our staff with learning opportunities. This is also an opportunity for us to share our own expertise with local Nongovernmental Organisations and help them meet their own development challenges.





Kalengo Primary School, Bukedea, Uganda

Looking forward

Expanding our programmes: 2015 will see us scale up many of our existing projects as well as apply our expertise to a range of new projects. For example, our Improving Learning and Educational Attainment in Primary (ILEAP) Project in the Ngora and Bukedea districts of Eastern Uganda will begin in 2015. Over three years, ILEAP will work with more than 23,000 boys and girls in their early years to ensure that they acquire the fundamental skills that they need to achieve a great deal more at primary school and beyond.

Focusing on the vulnerable: We will continue to support particularly vulnerable groups within our communities. We will, for example, consolidate our child safeguarding policy. We will implement a child safeguarding risk assessment in 2015, and allocate the resources needed to strengthen the child safeguarding element in all our existing business processes and systems.

We will also continue to address the needs of out-of-school girls in Kwale County through our already established Girls' Project. The project will promote a better understanding of girls' rights (including the right to education and the right to live free of violence), improve girls' understanding about the opportunities available to them and make gender equality a priority for teachers.

Exploring a new country: We are constantly striving to reach more people and increase our organisational impact. In 2015 we will therefore make progress in researching a third country of operation, with a view to implementation in 2016.

Generating long-lasting funding opportunities: We have made great progress securing multi-year programme funding from each of the Build Africa teams in Kenya, Uganda and the UK. We will continue to do this to ensure that we can meet our long term commitments to the communities that we work with.

Fundraising in the USA: Our new USA-based affiliate organisation, BA Inc., is now developing awareness of the Build Africa brand and opening up exciting new funding opportunities in the USA. In 2015 a BA Inc. website will be launched and the organisation will be recruiting directors, ambassadors and patrons.

Special thanks

Events

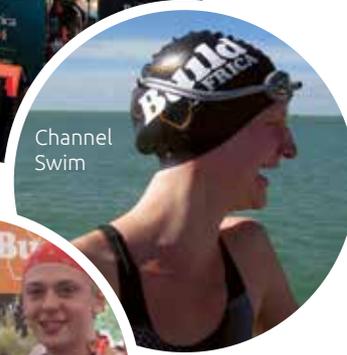
We invested more in the Build Africa Ball than ever before, raising an incredible **£250,000** on the night and improving our profile amongst potential high net worth individual and corporate supporters. We would like to especially thank Dr. Modupe Odunsi and all our committee members for working so hard towards making this event a phenomenal success, and our sponsors for all their support.

Our running events, including our flagship Royal Parks Foundation half marathon, generated over **£65,000** of funds in 2014.

We also organised our first relay Channel swim, raising **£7,500** towards our work.



Build Africa Ball



Channel Swim



Royal Parks Half Marathon

Major donors

25 individuals gave gifts of £5,000 or more. Some of these generous gifts were used to support the youngest children through our early learning work, or our vital water and sanitation projects in Uganda. Others have helped us to grow our income, reach and effectiveness. For example, we have been able to invest in our Monitoring, Evaluation and Learning, building our experience in data collection and analysis. This has led to an immediate improvement in our monitoring of projects, which in turn enables us to learn and further improve our effectiveness.

Individual donors

The generosity of our individual donors contributed to over **£480,000** of our overall income. **3,644 individuals gave a regular gift** throughout the year.

Schools

24 schools raised almost £20,000 in 2014.

These included The American International School of Jeddah, Edward Francis Primary School, The English School of Kyrenia, Eton College, Furness Academy, Hertswood Academy, St Mary's School Ascot, The Ashcombe School, The High School of Glasgow and Young People of Holy Cross.



Students from The Ashcombe School visited Apama and Kachumbala primary schools in 2014

Statutory donors

2014 was a hugely successful year for Build Africa in terms of securing new grants. **Three new grants** were approved allowing us to undertake new activities across Kenya and Uganda. **£1.3 million** was successfully secured from the Big Lottery Fund and Comic Relief for our girls education work in Kwale, Kenya.



Corporate donors

In 2014, 23 companies kindly supported Build Africa's work, seven of which donated more than £5,000 towards our education and livelihoods work in Uganda and Kenya. We are grateful for the support of all of our corporate donors, but we'd like to particularly thank our long-term partners Shepherd Compello, Charlene's Project and Euroclear for their continued generosity over the years.

Corporate spotlight:

Euroclear



Since 2013, financial services company **Euroclear** has provided vital support to Kalengo Primary School in north eastern Uganda. Since then Euroclear's commitment to improving the lives of 700 children at Kalengo and the surrounding community has been palpable, and 2014 was no exception.

As part of its Corporate Social Responsibility programme, Euroclear provided financial support to build key infrastructure such as classrooms, toilets and a borehole at Kalengo. They also began preparations to send a group of employees to the school in early 2015, using their team's skills to contribute towards progressing the school's development.

Throughout the year employees have also raised additional funds for the school community. Most notably, 10 employees ran the Royal Parks Foundation half-marathon and raised over £7,000 to create savings and loans groups surrounding Kalengo.

Thanks to Euroclear's long-term strategic support, we can partner with Kalengo Primary School and the surrounding community to bring about lasting change and improve the lives of thousands of people in rural Uganda. We are truly grateful.



Inside the new classroom block at Kalengo Primary School, Bukedea, Uganda

Corporate spotlight:

FIREM and Solutus



We were delighted to welcome two new companies as supporters in 2014; Asset and Property Management specialists, **FI Real Estate Management**, and their colleagues at real estate debt specialists **Solutus Advisors**.

Together, FIREM and Solutus were the platinum sponsors of the Build Africa Ball 2014. With almost 300 guests and an impressive £250,000 raised on the night this was our biggest Ball yet! We were only able to grow this key event in our calendar thanks to our sponsors who made this possible.

Alongside this, FIREM and Solutus have supported the construction of an Early Childhood Development classroom at remote Busingiro Primary school in north western Uganda. This replaces the mud structure which has been serving as a classroom for the 78 youngest children at the school, and is due to be completed by summer 2015.

Their generosity extends across Uganda, supporting the provision of safe drinking water and sanitation facilities at schools in the east of the country.

We are very excited to have FIREM and Solutus as new corporate partners of Build Africa and look forward to working with them in the years ahead.



With the help of FIREM and Solutus, the temporary Early Childhood Development classroom at Busingiro Primary School in Buliisa, Uganda, will be replaced with a modern structure in 2015

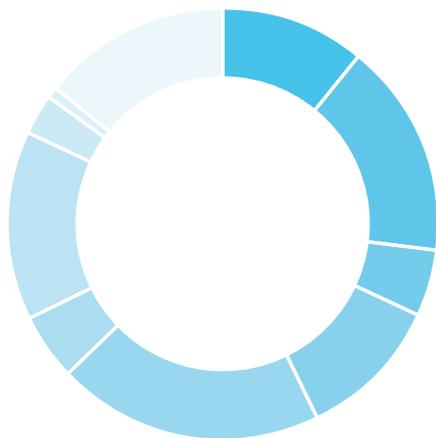
Trusts and Foundations

We received support from 40 charitable trusts and foundations during 2014, including the Artemis Charitable Foundation, Wilmslow Wells for Africa and the Turing Foundation. Because of them we have been able to

develop and complete a number of projects, further widening the impact of our work and providing significant positive change for adults and children challenged by poverty and inequality.

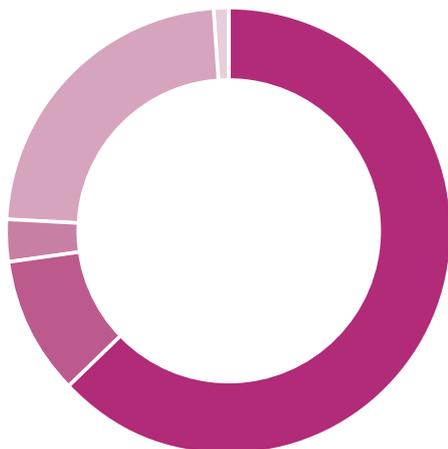
Finances

Where did our money come from?



	£'000	%
Major Donors	336	11%
Other Individual Giving	490	16%
Gift Aid	159	5%
Companies	331	11%
Trusts and Foundations	632	20%
Income raised in Africa	164	5%
Events	447	14%
Legacies	105	3%
Schools	18	1%
Statutory	447	14%
Total Income	3,129	100%

How did we spend our money?



	£'000	%
Education Projects	1,835	63%
Livelihood Projects	292	10%
Water & Food Project	96	3%
Raising Funds	680	23%
Governance	25	1%
Total Expenditure	2,928	100%

For a fuller understanding of the financial affairs of the charity please request a copy of the comprehensive Annual Report and audited Consolidated Financial Statements. Contact hello@build-africa.org.uk or call 01892 519619. A copy of the full Annual Report and audited Accounts have been filed with the Charity Commission.



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Annah Kyoya

Country Director (Uganda):

Specioza Kiwanuka

President of Build Africa Inc. (USA):

Tanya Royle

Chair of the Trustees:

Andrew White

build-africa.org

Registered Charity No. 298316.

Build Africa is a company limited by guarantee, registered in England No. 2200793.

