

Build Africa **Kenya**  
Annual Review 2013

Agnes Wayua, member of the Ukila Tui Village Savings and Loans Group, at her kibanda



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## Executive Summary

Welcome to the Build Africa Kenya 2013 Annual Review. It was a year of growth in which we launched our 2014-2018 Programmes Strategy, a landmark document that will guide the progress of our Education and Livelihoods programmes over the next few years.

Through our Education Programme we provided 17 water tanks with 10,000 litre capacity to our schools, built or renovated 22 classrooms and 13 latrines, and provided 261 teachers with training in child-centred teaching methods and refresher courses in their subjects. As a result, pupils' enrolment, retention and subsequent transition to secondary school increased in 2013.

We also launched the Shule Yetu monitoring, evaluation and learning tool, so that management committees can assess the progress of their school against a range of quality indicators, and take appropriate action in areas where they are underperforming.

In our Livelihoods Programme 419 savings and loans groups gave over 3,000 people the financial security they need to develop their businesses and provide for their children's education. The communities have also been a great partner in our work, ensuring that their children stay in school, contributing materials and labour to building and maintenance work, attending school management meetings and participating in training courses on issues that relate to child rights and protection.

Following a period of consultation we also launched a girls' education project in Kwale County. Kwale's girls represent one of the most disadvantaged groups in one of the poorest of Kenya's counties, so we are looking forward to working with our partners to improve their education and life prospects.

This report highlights the successes of a talented team of staff who always take time to listen, understand and respond to the communities that we work with. The Board of trustees has also played an important role in steering the organization by offering continued quality leadership and guidance.

In 2014 we shall be launching the 2014-2018 strategy, with its seven key programme approaches (four education based and three livelihoods based). These approaches reflect the aims and aspirations of the communities we partner with, and will guide all our programmes as we provide more and more long term solutions to poverty.

Thank you,

**Anna Kyoya,**  
*Country Director*



Early learning at Kanyongo Primary School, Machakos District

# Introduction

Build Africa is an award-winning international NGO with a community-led approach to its work. It is comprised of Build Africa Kenya (BAK), Build Africa Uganda (BAU) and Build Africa UK (BAUK).

BAK works with poor and marginalized rural communities and key partners to establish what the key barriers to a quality education and a sustainable livelihood are, and to address them accordingly. We provide education and livelihood support in Nakuru (Gilgil & Molo districts), Machakos (Mwala & Kalama districts) and Kwale County (Kinango & Msambweni districts).

Our Education Programme is improving education quality by addressing the following key challenges: poor teaching quality, inadequate community involvement, gender disparity, child rights violations, weak school governance and management, scant learning and teaching materials and inadequate school infrastructure. Between 2011 and 2013, we constructed 79 classrooms and 102 latrines in 37 rural primary schools.

Our Livelihoods Programme supports poor communities to improve incomes and quality of life. We do this through skills transfer, by strengthening capabilities and assets, and by increasing agricultural production so that households achieve sustainable livelihoods.

By saving and borrowing with Village Savings and Loans Associations (VSLAs), community members can also invest in enterprises and farms, increase their incomes and develop a resilience to economic and climatic shocks and stresses. By the end of 2013, we had established 434 VSLA groups with around 8,000 members. 79% of these members were women.



Kisyani Primary School, Machakos District



The early learning class at Kagumu Primary School, Gilgil District

## We are laying the foundations for learning, focusing on early years and children's readiness for school.

Many of the children enrolled at the primary schools that we support repeat their first year because they are not ready for school. The consequences can be disastrous: these children are more likely to drop out before their education properly begins.

Great early learning sets off a positive chain reaction in a child's life, putting them on the road to success at school, helping them graduate to secondary school, and ultimately achieve economic security.

That's why early learning was an important part of Build Africa Kenya's education programme in 2013. We help schools give their youngest pupils the best start to their education by providing safe, well-furnished and well-stocked nursery classes; by airing radio shows that help parents better engage with their children's education; by providing 'buddies' who look after the very youngest pupils; and by training teachers to better stimulate early learners by using resources more creatively.

### Case Study

#### Laying the foundations: a critical time to learn

Joseph Chege is a health club patron and senior teacher at Kagumu Primary School in Gilgil District. He has seen the benefits of an early learning class that we helped build in 2013:

"Nursery year children learn counting and matching, reading and drawing. They begin to talk, socialise and express themselves. They learn to share and interact with one another, developing their self-confidence. They are also taught discipline, how to behave and take care of their belongings.

These are important lessons for their later years at school. A child who hasn't been to an early learning class is at a disadvantage, having to catch up later on. It is an important transitional period. We get to know their weaknesses and strengths at an early age: we can help with the weaknesses and build on the strengths."



Joseph Chege

# We are maximising the impact of learning, ensuring that children receive a quality education at primary school.

With our help the school girls and boys of rural Kenya acquire the skills and knowledge they need to break out of the cycle of poverty and secure a prosperous and stable future.

We train parents and staff to draw up a School Development Plan that addresses the particular challenges that their school faces. It may highlight a need for new or renovated classroom blocks and latrines; for better health and hygiene and HIV and AIDS awareness; for a reliable supply of clean water and a nutritious diet; for better stocked classrooms; for greater parental involvement and for better trained and motivated teachers.

We also train those involved to form effective committees to take responsibility for implementing the plan's actions, to oversee all future development at the school, and to ensure a high quality education for generations to come.

## 1. Child Protection

Many children in the rural communities where Build Africa Kenya works aren't being provided for or consulted in matters that concern them. Surveys have shown that a lot of parents aren't aware that children have rights at all, and many of them force their children to stay at home (to work at home or on the land) instead of sending them to school.

Our child protection programme is therefore giving schoolchildren the opportunity to share their problems. Issues ranging from child labour to corporal punishment are being appropriately addressed because School Management Committees, peer educators and opinion leaders are promoting awareness of child protection issues among parents, teachers and pupils.

## 2. Teacher training

Teachers in rural Kenya are often undervalued and underpaid, and they struggle to cope with uncomfortable living and working conditions and a lack of resources.

We work with teachers to make sure they are motivated and equipped to perform their crucial role in ensuring children receive a quality education. We provide training in more comprehensive, child-centred teaching methods and in better mentoring of staff by head teachers.

### Training in action

#### 1. The Syllabus Coverage Monitoring Tool

For example, as part of the Transition Research Project, we have piloted a Syllabus Coverage Monitoring Tool. The tool helps teachers assess whether they are on track with the syllabus by calculating the number of lessons taught and the time that has been allocated to each subject. The tool will provide them with the knowledge and motivation to improve the way in which lessons are held at the schools.



A session at the Teachers Training College in Machakos



Headteachers at a training session in Machakos

#### 2. Subject Panel Review Meetings

We have also introduced Subject Panel Review Meetings. Held every term, the meetings give teachers the opportunity to discuss challenges and achievements and get support and advice from their fellow teachers. In addition, training has been provided on exam setting and marking and on child friendly teaching methods.

- 206 teachers from 14 schools attended training in child protection, disability issues, HIV and child friendly teaching, while 261 teachers across all schools attended professional development training.

## 3. School management

We train parents, pupils, teaching staff and local leaders to take ownership of the development, implementation and monitoring of the school. Every school has its own School Development Plan that suits its own particular needs, with a skilled and motivated School Management Committee (comprised of parents and teachers) to make sure its goals are being met.

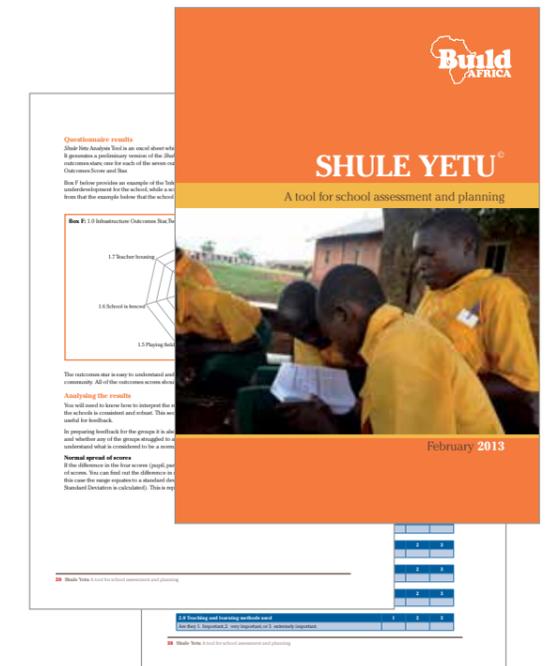
### Shule Yetu school monitoring tool

At the beginning of 2013 Build Africa also introduced the Shule Yetu monitoring, evaluation and learning tool to enable School Management Committees to assess the progress of their school against a range of quality indicators.

The tool is giving school communities an opportunity to discuss priorities and agree actions for their school; it helps community members understand their roles and responsibilities and improves communication between

them. It also provides an opportunity for us to better understand the school's key priorities and areas of underdevelopment, helping us get involved in a more specific and efficient way.

- 750 people from all project schools have participated in the Shule Yetu scheme, identifying and prioritising school needs and then drawing up action plans for their schools.





*A new classroom block at Kong'asis Primary School, Gilgil District*

#### 4. Building better schools

Many of the schools that we work with are so under-resourced that they hardly resemble a school at all. They lack textbooks, desks and tables. In addition, lessons are often held in makeshift (and often dangerous) structures made of wood and straw or mud and corrugated iron. Conditions are dusty and hot in the dry seasons, cold and windy in the rainy season.

That is why new classrooms and latrines are often a priority of the School Development Plans. In addition we respond to the plans by supplying the desks and tables, science kits, storage and sports equipment that our schools need.

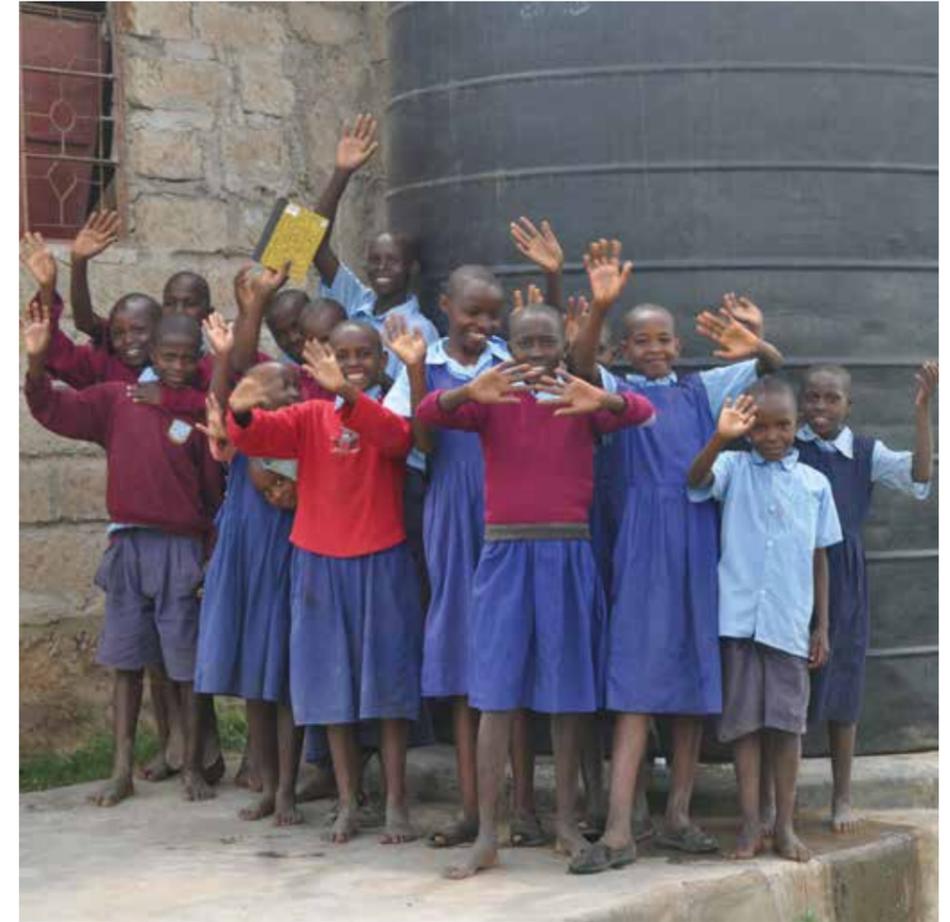
- We built or renovated 22 classrooms, built one new early learning classroom and 13 latrines.

#### 5. Water, hygiene and sanitation

Many of the schools that we work with don't have the clean water supply they need to provide school lunches, to maintain a good level of hygiene, or to simply keep hydrated and free of disease. That's why we provide water tanks and piped water systems to our schools.

We also train community members to maintain these water systems and give them the tools and equipment they need to refurbish them when necessary.

- We provided 17 water tanks with a capacity of 10,000 litres to our schools in Kenya.



*The new water tank at Kathyoli Primary School, Machakos District*



*New latrines at Mumbuni A Primary School, Machakos District*



*Children practising hand washing at Kisyani Primary School, Machakos District*



*Minyalala Primary School, Machakos District*

## We are including girls, addressing the specific challenges faced by girls.

Girls face a range of issues that make school attendance particularly problematic, including poor menstrual management, a lack of appreciation of the value of girls' education amongst parents (including the pressure to marry early in some cases) and a lack of female teachers.

We address all these issues. We make sure girls who have started their menstrual cycle are supported, we hold community awareness meetings and forums that deal with issues such as early marriage; we train teachers in child-friendly teaching methods that treat every child as an individual and where necessary we work with schools to lobby the government for more female teachers.

- The number of girls passing their primary leaving exams with a grade eligible for secondary school has increased from 27% in 2011 to 38% in 2013.
- There has also been an increase in the enrolment of girls across our supported schools, to an almost 50/50 boy to girl ratio (6686 boys and 6612 girls).

### A new gender project in Kwale County, Kenya

In May 2013 we carried out consultations in Kwale, a county with one of the worst educational records in Kenya, in to what prevents girls from leading happy, healthy and productive lives there.

The key findings show that girls are the most disadvantaged group of individuals in the area. We will therefore prioritise girls' education there, responding to the following needs: all of the girls surveyed felt it was important for parents to be educated on the importance of sending girls to school; 78% of participants felt that there was a need for teachers to receive follow up training and support to ensure that they are teaching to a higher standard; all of the girls felt they needed to receive sex education while 91% believed they would benefit from having exposure to role models to broaden their visions for the future.

#### Case Study

##### a second chance for Martha

Martha, a pupil at Kiatuni Primary School, has found education a battle from day one. Her father passed away when she was little, and after her mother left her to work in Mombasa she moved in with her grandmother. There has been little support for her education: at one point she even considered marrying early to help her get by. Then, while in year 8, she got pregnant and dropped out of school. Martha was only 16.

But because of Build Africa Kenya's training on the importance of secondary school education, on better teaching and on better awareness of child rights issues, the head teacher at Kiatuni Primary School persuaded Martha to come back to school. Martha did, and as a result scored a fantastic 268 marks in her leaving exams. She gave birth to her baby at the end of 2013 and will be going on to secondary school in the second term of 2014.

## We are preparing for continuous learning, so that children are prepared for what comes after their primary education. And that means successful transition to secondary school, vocational training or work.

Our Transition Research Project is addressing the key factors which stop pupils continuing their education after primary school, and increasing the number of children making the all-important transition to secondary school, in the following ways:

**Improving attitudes towards education amongst pupils and parents:** More than 600 parents and School Management Committee members have attended training sessions to help them become more involved in school development and governance. Parents are now beginning to support the schools by making contributions towards school prizes for teachers and pupils, by purchasing stationery and textbooks and by supporting and contributing towards other school projects.

**Improving numeracy, literacy and life skills amongst pupils and providing better guidance and support to help pupils continue their education at secondary level:** More than 800 pupils (including 368 girls) from all 18 project schools attended career talks by students and teachers from local secondary schools. 545 pupils (292 boys and 253 girls) were also better prepared for their final year exams, because school tutorials helped develop pupils' literacy and numeracy skills, providing exam practice and boosting confidence.

**Improving parent's ability to financially support children at school:** Four new savings and loans groups were established in 2013, bringing the total number of

groups in the Machakos and Mwala districts of Kenya to 33. The groups now have a total of 472 members (95% of whom are female). Community Based Trainers (the experts who advise the groups) received training in business development and in new farming methods and techniques. This knowledge will be passed on to the groups during the second year of the project.

#### Case Study

##### Caroline's story

With the best leaving exam score of the entire year, progression to secondary school should have been a formality for Caroline. But Caroline's parents are poor, and sponsorship difficult to come by. So when Caroline missed out on an Equity Bank scholarship for exceptional children the future looked bleak.

But help then came from a source closer to home: the School Management Committee at Myanyani Primary School encouraged the community to raise money for Caroline's expenses. Not only that, the principle at Kunikila Secondary School (a school that had conducted career talks at Myanyani in 2013) was moved to waive Caroline's fees. Caroline is now doing well at Kunikila Secondary School.



*Mrs. Mkambe Mwero and her three children, all of whom attend Kanana Genesis Primary School in Kwale District*

**We are promoting financial services and business development, so people are better able to save money, access credit and gain skills in identifying and managing small businesses.**

Without access to banks and other financial services the remote communities we work with are unable to borrow even the small amounts necessary to earn a living, do business, or pay for essential education and health care costs.

We help communities establish Village Savings and Loans Associations through which families can save small amounts of money on a regular basis. We also help rural communities start and develop small enterprises to help diversify sources of income.

**Case Study**

**Case study: A mother on a mission**

Dorcas is a 30-year-old mother of four children, two of whom are pupils at Build Africa Kenya-supported Mbombo Primary School. She grows maize and beans in her half-acre plot of land, as well as vegetables which she sells to neighbours or at Kiptangwanyi market. In 2013 Dorcas joined the Gitemu Central Dam Savings Group in Gilgil District, and has never looked back. With her first loan of 2,000 Kenyan Shillings she bought six chickens. The chickens have since started laying eggs which she is planning to hatch to get more chickens to sell. And her plans for the future? Dorcas wants her group to accumulate more savings so that they can overcome a major challenge: to buy a water tank that will store water for the dry season.



Dorcas Muthoni

- There are currently 412 groups mobilized and trained, out of which 394 groups are saving and loaning. In the Gilgil region, 2,852 members in 168 groups are saving and loaning (76% women, 24% are men). In the Machakos region, 3,942 members in 226 groups are saving and loaning (85% women, 15% men).

**Case Study**

**Morop Boda Boda Group**

Set up by members of a village savings and loans group established as recently as June 2013, the Morop Boda Boda motorbike taxi service is giving local farmers a much needed alternative income.



Enock Nyekweh with his bike

Enock Nyekweh is a 22 year old from Saimo Village, Kong'asis, with a family of three. He wanted to join the group after hearing people in Kong'asis and Morop talking about it, and already knew of Build Africa because they had supported his school. Enock had a difficult childhood, but he thinks that being part of the savings and loans group will give him more life choices than his parents had.

Alongside being a motorbike taxi driver, Enock also operates a small retail shop and farms maize and beans. He would like to accumulate enough funds to buy his own motorbike, and in the future would like to open a shop that sells spare motorbike parts (which he would also sell to his fellow group members at a discounted rate).



A happy Enock

**We are promoting production, value addition and marketing, so that people increase their agricultural production sustainably, add value to their products and have better access to markets.**

Low yields and poor quality produce are two of the main reasons why farmers' income in rural Kenya is so precarious. Farmers lack information about modern, sustainable farming techniques, meaning produce is often spoiled or damaged during harvesting or on the way to market. As a result they often don't have the income needed to cover even the most basic of their financial needs, including their children's school expenses.

Build Africa Kenya is helping farmers improve the quality and quantity of their produce by giving them the information and training they need to improve their farming practices. We provide training in better farming practices, set up demonstration sites that showcase better

farming techniques and provide training in better business management.

As village saver Ann Njoki puts it: *"I am now aware of the right kind of seeds and I have also identified a certified supplier where I and my group purchase our inputs."*

With increased incomes, farmers involved in our savings scheme and business training have seen their standard of living rise significantly: *"I have now been able to acquire my own land and also educate my children while opening many more small business ventures."* Peter Hezron, Jitahidi savings group near Kongasis Primary School, Gilgil.



Mr and Mrs Ngula, market traders and members of the Ukila Tui Village Savings and Loans Group, Machakos District

# Organisational developments

## Fundraising progress

Build Africa Kenya appointed its first Fundraising Manager in July 2013 to identify and explore local and regional fundraising opportunities, as well as to provide the UK office with support.

We met with a range of companies in 2013, both in Kenya and abroad, to explore opportunities in fundraising and to develop partnerships. Some of these relationships are continuing to progress, while new meetings will be sought in 2014 and beyond.

We produced our first ever funding proposal in 2013, concerning issues such as the effects of climate change on smallholder farmers. This will be the first of many as Build Africa Kenya continues to identify and approach potential donors. We also led on the development of a proposal that will support smallholder farmers in Kwale County, and it is hoped results will be shared in the summer of 2014.

Towards the end of 2013, we also received a donation from the San Diego e-Rotary Club in support of Kathyoli Primary School.

Finally, we made a significant contribution towards a number of large funding proposals submitted to donors such as the UK Government's Department for International Development, Big Lottery Fund and Comic Relief.

## A new website

Build Africa's redesigned website launched at the end of November 2013. It better reflects our strategic aims and has put us in a good position for developing our digital strategy over the next five years. Its fresh design reflects our positivity as an organisation, and the use of images and colours have modernised our brand, helping to promote us as a charity of the future.



## The USA

Build Africa also established a new USA-based affiliate organization, Build Africa Inc, in 2013. It is not controlled by Build Africa and has an independent board of trustees, but it has aims that are sympathetic to those of Build Africa and we are very excited about the possibility of applying to Build Africa Inc for grant funding of project activities in the future.

## Our Trustees

The Boards of Trustees across the organisation provided invaluable support in 2013, assisting us in our fundraising and in the overseeing of our programmes and financial management. In Kenya the trustees oversaw a successful restructuring of the organisation there, while in the UK the board's pool of resources was further reinforced by the appointment of new members.

## Staff developments

We want all our members of staff to have a voice and to contribute to Build Africa Kenya's work. We are committed to ensuring that the staff are motivated and have their capacity strengthened regularly in order to improve the impact of our activities. In 2013 we provided training in Monitoring & Evaluation and in supervision. In addition our 2014-2018 Programme Strategy was finalised and will be launched in 2014.

# Looking Forward

2014 will be a busy time for Build Africa Kenya. We will be consolidating existing relationships with corporates, while seeking to establish new ones. We will also be targeting Kenya's county and central governments for funding and programme support, following up on a number of meetings that have already taken place with county government officials, as well as with the Ministries of Education, Agriculture and Public Works.

Partnerships are also being developed with other non-governmental organisations as a way of accessing further funding and maximising our impact in the communities where we work.

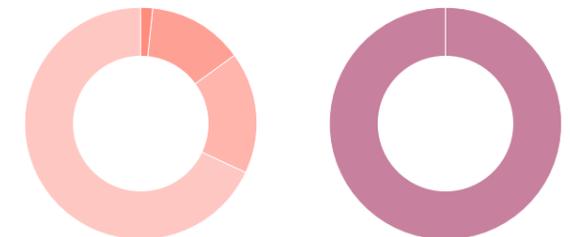
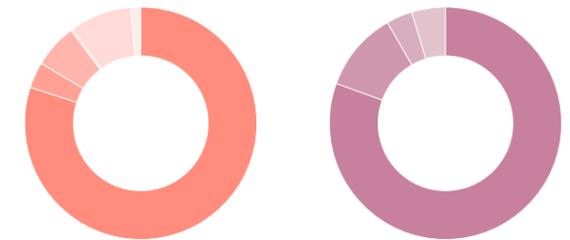
We will continue to explore funding opportunities in Kenya, in the wider East Africa region, and as far afield as the United States (following the opening of the BA Inc. USA office in 2013). Our main targets will be the embassies and high commissions based in Nairobi, as well as local and multinational companies and grant-making trusts and foundations.



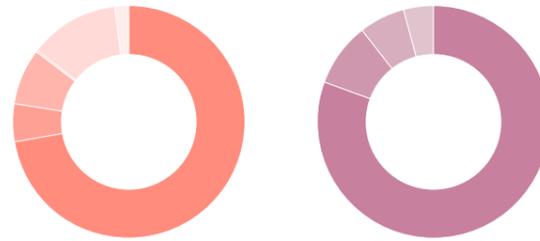
Ukila Tui Village Savings and Loans Group, Machakos District

# Financials

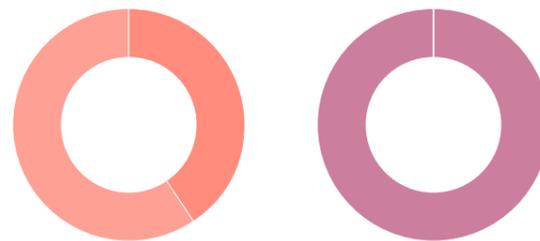
Grants and Donations	2013 (Kshs)	2012 (Kshs)
<b>Transfers from UK</b>		
Education Quality Improvement Programme	53,991,763	55,779,543
Livelihoods	2,475,050	7,647,924
Turing Foundation	4,153,897	2,659,371
Water Project, Obara	99,110	3,090,271
Transition to Secondary Schools, TRP	5,863,628	-
Girls education, Kwale-AFREN	782,514	-
<b>Total</b>	<b>67,366,022</b>	<b>69,177,109</b>
<b>Other Income</b>		
Interest	39,913	14,456
Donated property and equipment	272,916	-
Assets replacement refund	346,200	-
Disposal of property and equipment	1,415,600	-
<b>Total</b>	<b>2,074,629</b>	<b>14,456</b>



Expenditure	2013 (Kshs)	2012 (Kshs)
<b>Programme costs</b>		
Education Quality Improvement Programme	33,728,902	39,976,659
Livelihoods	2,489,494	4,274,658
Turing Foundation	3,625,314	3,172,316
Water Project, Obera	109,415	2,039,371
Transition to Secondary Schools, TRP	5,863,628	-
Girls education, Kwale-AFREN	782,514	-
<b>Total</b>	<b>46,599,267</b>	<b>49,463,004</b>



<b>Capital expenditure</b>		
Computer and Accessories	387,600	-
Office equipment	563,422	239,586
<b>Total</b>	<b>951,002</b>	<b>239,586</b>



## Build Africa Kenya

Off the Nairobi to Machakos Road  
Next to Machakos Teachers College  
PO Box 1259-90100  
Machakos, Kenya

**T** +254 (0)20 235 9464

**E** bak@build-africakenya.org

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