



**Build Africa Kenya** Annual Review 2014





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## Forward

2014 was special in a number of ways. Key among them was the development of our first ever programmes strategy, for 2014 to 2018. The strategy focuses on Build Africa's four education objectives and three livelihoods objectives outlined below. It also adheres to our five key values: putting the well-being of children first; reflecting, learning, sharing and supporting others to develop highly effective ways of working; pushing the boundaries of development to cover more development areas; empowering the people (both staff and beneficiaries) that we work with; and inspiring people to work with us.

We revitalised the Board by introducing a Board Charter and recruiting new Board members. We established a better gender balance, and made sure that the incoming members had the required technical and professional competencies required to grow our programming.

We also secured funding for a multi-partnership, multi-year girls' project in Kwale. This will be the largest project that Build Africa has ever undertaken, focusing on the root causes of poor education in the district, including cultural beliefs and practices, and gender disparities. We will maximise its impact by partnering with other development experts in the area.

With Board support, we also implemented changes in our administration and systems to improve the overall efficiency and effectiveness of the organisation. Key among them was a policy review; a desk study on district development to help us grow our programmes; a Security Management Plan to help prepare and guide staff responses in the event of a security incident; planning for an office relocation from Machakos to Nairobi; and critical discussions about future priorities in the light of available resources.

Despite these gains, we experienced a high turnover of staff in 2014, mainly because of the job insecurity that followed the completion of our programmes in Machakos and Nakuru.

Although faced with the real threat of terrorism, none of our programme staff were affected and no incidents arose in our programme areas. We continue to work closely with government security agencies to ensure that all of our staff remain safe.

With a new strategy and leadership, a revitalised Board, growing partnership and funding opportunities and a supportive working environment at both the county and national level, we are poised to grow our programming in the coming years.

**Annah Kyoya,**  
*Country Director*





Meli Village Savings and Loans Association, Gilgil

## Introduction

### Who we are

Build Africa Kenya (BAK) was set up in 1996 under the name Partners for Progress. Since 2011, we have operated as a registered non-governmental organisation under the Kenya NGO Act, improving children's education and providing sustainable livelihoods for families in rural areas. We are a member of Build Africa, an award-winning international charity comprised of Build Africa Uganda (BAU), Build Africa Kenya (BAK) and Build Africa UK (BAUK).

Our vision is to see people in Africa leading fulfilling, happy lives; our mission is to partner with African communities to create lasting educational and livelihoods opportunities.

### 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.

In 2014 we supported over 13,300 children, teachers, School Management Committee members and parents in Nakuru (Gilgil and Molo sub-counties), Machakos (Mwala and Kalama sub-counties), and Kwale (Kinango and Msambweni sub-counties), with plans to expand our work into other poor rural communities, such as those in Kitui and Kilifi, in the near future.

In fact our programmes are growing in depth and breadth all the time. That is why the Build Africa organisation 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.

### Education

Our objectives include ensuring that children are well prepared for primary school (through early learning classes), that they get the best education possible while they are at primary school, that girls' specific needs are met and that children successfully go on to secondary school and into the workplace.

In other words, we are giving rural school children the support they need throughout their primary school journey, and this includes the most vulnerable among them.

### Livelihoods

Our objectives focus on business development, on boosting harvests 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 smallholder farmers and small business owners can reliably provide for themselves and their families, including their basic need for food, education and healthcare.



Outside the new early learning class at Kwandoo Primary School

## Education

### 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 quality education.

Our Education Programme has therefore been working with the whole community to change parental attitudes to early learning and teacher attitudes to discipline, and to increase the resources available for young children to aid their development.

We also did a lot to improve early learning infrastructure in 2014, building six new classrooms and providing tables and chairs at Kwandoo and Minyalala primary schools in Machakos, and at Twendane Primary School in Nakuru county. In addition, two-door early learning toilets were built at Kwandoo Primary School.

*"My new classroom is beautiful and has a good chalk board, where the teacher draws good pictures for us. My best subject is English. I like my school because we now have a new classroom which has a good floor and walls."*

*Muethya, a six year old girl in Kwandoo Primary School, Mwala*



Inside the early learning class at Kwandoo Primary School, Mwala

## Maximising learning

Primary school education should provide the practical, critical and social skills that children will require as adults, and give both genders equal opportunities. In 2014 Kenya marked 11 years since the inception of Free Primary Education, which ensured that more children could access education. Unfortunately, the increase in enrolment wasn't matched by an improvement in infrastructure or in the skills and knowledge of the staff and administrators. As a result, the quality of education has been poor.

That is why we do more than improve the physical environment at school. We are very proud of the fact that approximately 13,300 children, teachers, school management committee members and parents benefitted from the construction of classrooms and latrines in nine schools, and the renovation of classrooms in three 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 during the year.



Mumbuni A Primary School, Mwala



The new classroom at Kanana Genesis Primary School, Kwale



New water tanks at Kombe Primary School, Mwala



The new latrines at Minyalala Primary School, Machakos

## Child rights training

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.

During 2014, 874 parents (206 men and 668 women) were trained on child rights in Mwala and Kalama regions, and 26 parents (in two child rights' support groups) received follow-up training and monitoring visits.

In addition, 182 teachers (69 men and 113 women) were trained on their roles in ensuring that every child is protected, in child friendly teaching methods and in giving guidance and mentorship to the pupils. Teachers were also introduced to alternative forms of discipline. Similarly, 273 opinion leaders (117 men and 156 women) in five sub-locations of Mwala and Kalama received training on promoting child rights, on procedures for reporting child abuse, and on creating awareness of parental roles in the community.

Nine village loans and savings groups have also been acting as child support groups. These groups have become

very influential in the community and are usually invited to participate in public village barazas and chief camp meetings to promote child protection.

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*'Build Africa has turned the location into one small village, with the training of village elders, women leaders, teachers, church leaders and other leaders on child rights. Each one is a representative of their location, and an ambassador of child rights in the entire location.'*

*The sub-chief in Kinoi sub-location, Mr. Jonathan Kyania*

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At Kamuya and Kamuthini primary schools in Machakos, the pupils have formed children's groups to discuss child protection issues. Kamuthini Primary School has a suggestion box, while Kamuya and Kisyani primary schools have pupil's councils. Children in these schools are now better able to express their concerns.

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*"I have been privileged to attend Build Africa training on child rights, where we were taught on how to promote our pupils' education by upholding their rights. After the training we formed the Kinoi child rights and advocacy group to promote child rights in the community. The group has different members of the community who meet to discuss any arising issues."*

*Stanley Kimondiu, a parent and School Management Committee chairperson of Kisyani Primary School, Machakos*

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Kakayuni Child Support Group



## In-service teacher training

We take the role teachers play in providing a good education very seriously. That is why we held IN-Service Training (INSET) days for 214 teachers (11 men and 103 women) in 2014, followed by subject panel review meetings for the 18 schools we work with in Machakos.

The subject panels have helped the teachers improve their teaching methods, including revision techniques. Our new syllabus monitoring tool is also helping teachers finish the syllabus on time and has been commended by the Ministry of Education. In more than 50% of the schools that we support teachers are now attending to their lessons without failure, and in cases where lessons are missed they are holding preps to cover the lost time.

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*"This year we attended Build Africa training on the various subjects. The training equipped me with better teaching skills. We were trained on the preparation of schemes of work to cover a whole term, preparing effective work plans and completing the syllabus in good time."*

*Karen Mwikali, a teacher at Kiatuni Primary School, Machakos*

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## Learning materials

Kamuthini, Kiatuni, Kisyani and Minyalala primary schools were provided with a science kit, textbooks and teaching aids. The children are now setting targets for themselves and performing well in science because the teacher can provide practical lessons. The new materials have also helped improve attendance and reduced the problem of repetitive teaching.

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*"The new science kit helps us to understand the subject better and do simple experiments. I now like science more than I used to. The experiment on how light travels in a straight line helped me understand why we have lightning before the thunderstorm during the rainy season in my village."*

*The textbooks are also very helpful, especially for revision. We can now read on our own and ahead of the teacher. They also have exercises and tests where we can do revision after we learn topics."*

*Ann, an 11-year-old pupil in class six at Kwandoo Primary School, Mwala*

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Kamuya Primary School, Mwala



The new textbooks and teaching aids at Minyalala Primary School, Machakos



Pupils using the new science kit at Kwandoo Primary School, Mwala

## Including girls

Girls face particular challenges that prevent them getting a decent education. Deeply entrenched cultural attitudes mean that many girls are still regarded as less valuable than boys. So educating them isn't considered to be as important. Some are taken out of school for financial reasons, to be married off early or forced into the sex trade. As a result they remain in poverty and are excluded from decision-making on matters that affect their lives.

We are increasing the number of girls who benefit from a quality education by changing attitudes, building self-esteem, giving girls more say in the decisions that affect their education, introducing teaching styles that are sensitive to girls' needs, and giving girls positive role models.

In October Build Africa launched the Kwale Girls Project in Kwale county in partnership with the Coalition on Violence Against Women (COVAW), whose remit is to raise awareness of violence and abuse against girls and women and help communities to respond to it; and Kwale Welfare and Education Association (KWEA), an organisation that uses role models to champion education within the community. The project is working in 72 primary school communities in the Msambweni and Kinango sub-counties.

The project aims to promote better knowledge of the problem and encourage communities to respond to instances of abuse; to improve attitudes towards girls and recognition of their need for an education; to provide girls with information about the opportunities available to them; to improve their self-confidence and encourage them to become role models for others; and to introduce child friendly and gender sensitive teaching methods.





Fahamuni Primary School, Kwale

## 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 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.

### Competitive Examinations:

A total of 2,692 pupils in Mwala and Kalama sat a BAK-devised exam that both tested the progress of pupils and gave the pupils experience in exam conditions. We also organised a prize-giving day for top performers in the exam competitions.

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*"These awards are the result of sacrifice and hard work. We worked as a team, and the cooperation from parents, teachers and pupils has helped to ensure that we get these good results."*  
Benjamin Mutua, head teacher at Mumbuni B Primary School, Machakos

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### Exposure visits:

471 pupils, 28 teachers and 66 parents from Mwala and Kalama primary schools were also involved in benchmarking visits to high performing secondary schools, where they learned strategies to improve educational performance and change attitudes to education.

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*"I would like to join secondary school next year so that I can continue to increase my knowledge and improve my future. Last term Build Africa took us to Machakos Boys Secondary School and I was happy to see the facilities in the school."*  
Mwendwa, a 13-year-old pupil at Kamuthini Primary School, Machakos

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In addition, 765 pupils (361 boys and 404 girls) in classes 5, 6, 7 and 8 benefitted from motivational talks on the importance of education. The motivational talks were organised as a preparatory activity for the career talks held later in the year.

As a result of the exposure visits parents have become more actively involved in school projects. Many have contributed towards motivational awards for both teachers and pupils and bought materials such as textbooks and stationery for the pupils.

Pupils are also now in a better position to identify their careers by the time they join upper classes. They are given the opportunity to make their own career choices following advice by teachers who act as career masters.

In four out of the nine schools that we work with in Mwala, pupils in the upper classes (classes 6 to 8) have organised themselves into discussion groups so that they can share the lessons they have learned during the benchmarking visits.



Kapista farmers network, Elburgon, with their first crop of cabbages

## Livelihoods

### 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 businesses 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.

In Elburgon, 22 village savings and loans groups saved nearly 1.5m shillings, just one example of the scheme's popularity and success. In addition, 12 new groups were formed and training was provided to more than 400 farmers in the production of Irish potatoes, cabbages and snow peas.

As an example of better networking and linkages, Kakayuni self-help group in Kalama, Machakos, was able to access a loan of 50,000 shillings from the National Government's Uwezo Fund. Other groups have applied for the fund and are hopeful for a positive return. The fund will boost their income and saving and is expected to enable them to come up with ambitious projects that will enable them to grow their businesses.

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*"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. Because of the fertilizer we were able to harvest more food, some of which we would sell until we had 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, member of the Umoja Women's Group, Kapsita, Nakuru County*

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### Boosting harvests and increasing access to markets

Smallholder farmers often struggle to produce a surplus to sell, or even to produce enough food to feed their families. Farmers often sell their produce to middlemen at very low prices because of the low quantity and quality of their produce. A lack of market information and opportunities makes it difficult for farmers 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.

#### The Farmers Network Project

The Farmers Network Project (FNP) has been working with 4,000 farmers in Gilgil and Elburgon, creating networks among village savings and loans groups to promote better farming techniques and methods, and to improve knowledge sharing between farmers (most of them women).

Under the project, 400 Village Savings and Loans Association (VSLA) members from Nakuru were trained on the production of Irish potatoes and cabbages in 2014. There has been a marked difference in crop patterns as a result, with farmers reporting a better quality and quantity of yield.

During 2014, 280 VSLA members (202 women and 78 men) also received training in indigenous poultry keeping (a relatively lucrative business venture) in Machakos. The training was carried out with the support of the Ministry of Livestock Development.

Another 24 community members (17 women and 7 men) were trained in dairy goat keeping. The group has already bought four dairy goats for its members and intends to provide every member with a goat.

*"I was impressed with how successful the women in our community were becoming because of their savings and loans groups. So I called my men friends in the community to join me in starting a group. I have personally benefited from the group by buying a heifer, which has grown my family assets. The group serves as a platform to support each other through advice and also to discuss development issues within the village."*

*Samuel Burugu, Community Based Trainer and member of Kagumu Men's Village Savings and Loans Association group*



An agricultural officer sharing better farming practices with farmers in Eburra, Gilgil

### **Partnering with Egerton University Seed Development Unit**

Egerton University Seed Unit is at the forefront of a drive to develop new varieties of seeds (including beans, finger millet and chickpea) and then introduce them into the type of communities that we work with. The greater variety of crops is improving the nutrition of people over-reliant on maize, while contract arrangements between the unit and the farmers (in which seeds that are bought from the unit are grown and then sold back to it at a profit) are giving farmers an essential income.

Our partnership with the unit helped one of our farmers' networks based in Gilgil in 2014. Other groups that we support will benefit in 2015 and beyond.

Chickpea is completely new to the area. It is particularly exciting because it is drought resistant, grows well in the black cotton soil of Makongo and Naivasha, retains moisture well and needs only residual water to survive. The new crops will be rotated with maize to control maize disease and improve soil structure.

## Partnerships and fundraising

We are proud of the support that we provided to Build Africa UK in 2014. We helped them secure substantial grants from the Big Lottery Fund and Comic Relief, for example. Because of these grants we will be helping 26,000 disadvantaged girls in 72 primary schools through our Kwale Girls Project.

Our resulting partnerships with the Coalition on Violence Against Women (COVAW) and the Kwale Welfare Education Association will improve our effectiveness, efficiency, long-term stability, reputation and credibility; all of which will improve our position as we seek further funding.

Further contact was also made with a range of companies and their foundations, such as Base Titanium, Crown Paints, and the KenGen Foundation. We will continue to focus on widening the range of national and international companies that we work with.

A partnership was formed with Hand in Hand East Africa and funding was successfully sought by a Swedish donor to work in the Songoloi area of Gilgil, Nakuru County. This partnership is still in its infancy but as it develops we are hopeful that it will enable both organisations to access funding from other sources, particularly in Sweden.

With the able assistance of trustees from our US-based affiliate organisation, Build Africa Inc., we researched and made contact with a number of US-based trusts and foundations as well. We will continue to focus on developing partnerships with other NGOs, as well as deepen our relationship with county governments and ministries.

# Finances

Income	2014	2013
	Kshs	Kshs
<b>a) Grants and donations</b>		
Transfers from UK		
Education Quality Improvement Programme (EQUIP)	71,219,406.00	53,991,763.00
Livelihoods	200,000.00	2,475,050.00
Turing Foundation	2,070,294.00	4,153,897.00
Water Project, Obera	–	99,170.00
Transition to Secondary Schools (TRP)	5,053,554.00	5,863,628.00
Girls' Education, Kwale - AFREN	6,192,741.00	782,514.00
Scaling Up Financial Inclusion Project (SUFIP)	803,554.00	–
Kwale farmers consultancy	430,680.00	–
Kwale Girls Project (KGP)	7,155,908.00	–
Farmers Network Project (FNP)	1,777,723.00	–
	<b>94,903,860.00</b>	<b>67,366,022.00</b>
<b>b) Other income</b>		
Interest	286,058.00	39,913.00
Donated property and equipment	–	272,916.00
Assets replacement fund	79,260.00	346,200.00
Disposal of property and equipment	539,574.00	1,415,600.00
	<b>904,892.00</b>	<b>2,074,629.00</b>
Expenditure	2014	2013
	Kshs	Kshs
<b>a) Programme costs</b>		
Education Quality Improvement Programme (EQUIP)	46,633,273.00	33,728,903.00
Livelihoods	177,944.00	2,489,494.00
Turing Foundation	2,775,755.00	3,625,314.00
Water Project, Obera	–	109,415.00
Transition to Secondary Schools (TRP)	5,053,554.00	5,863,628.00
Girls' Education, Kwale - AFREN	6,273,430.00	782,514.00
Scaling Up Financial Inclusion Project (SUFIP)	802,580.00	–
Kwale farmers consultancy	288,734.00	–
Kwale Girls Project (KGP)	7,048,487.00	–
Farmers Network Project (FNP)	2,421,349.00	–
	<b>71,475,106.00</b>	<b>46,599,268.00</b>
<b>b) Capital expenditure</b>		
Computers and accessories	–	387,600.00
Office equipment	456,601.00	563,422.00
	<b>456,601.00</b>	<b>951,022.00</b>



## **Build Africa Kenya**

Prime Cartons Ltd  
3rd Floor, Mombasa Road  
(opposite JKIA junction/overpass)  
P.O. Box 106004-00100  
Nairobi, Kenya

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

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

## **build-africa.org**

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

