



Build Africa Uganda Annual Review 2014



The year in numbers

Overall

We reached **16,881** children, **8,611** parents/farmers, **117** teachers and **579** school management committee members

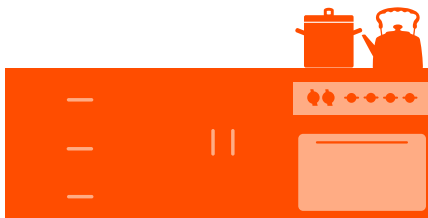
Highlights

13 classrooms were built in **5 schools**, benefitting **730 children**



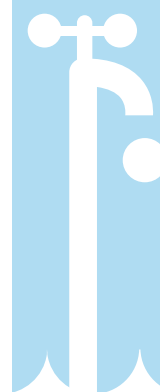
11 schools

got a kitchen, putting school meals on the agenda for the first time



5

girls' latrine blocks were provided with a washroom to cater for their special hygiene and menstrual needs



95 teachers

were trained in child-oriented methods, in curriculum management and exam setting



3,542 girls and 2,013 boys received life skills training, helping them stay at school and get the most out of their education



995 children

(528 boys and 467 girls) attended mentorship sessions aimed at helping them progress to secondary school or into the work place



Over **3,700** farmers saw their livelihoods improve



22 tonnes

of beans and maize were sold at a competitive market rate by farmers in Kolir and Kacumbala, because we helped boost harvests and increased access to markets



Over **265,000** seedlings were raised to rootstock from an original input of **15,000** seedlings



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Country Director's introduction

2014 was yet another fulfilling year for Build Africa Uganda (BAU). We embraced a new five-year strategy that aims to improve the quality of life of the rural poor by providing lasting educational and livelihood opportunities. In order to increase our impact and build on our expertise and knowledge base, we have adopted seven strategic approaches to guide our programme work. We are laying the foundations for learning; maximising learning; including girls; preparing for continuous learning; supporting financial services and business development; boosting harvests and increasing access to markets; and strengthening resilience to shocks and stresses.

This report demonstrates the work that we have been able to do under these strategic approaches and the lessons that we've learnt. It includes results from the end of project evaluations for the *Water and Food Access Project (WAFAP)*, *North Western Livelihood Support (NWELIS) Project* and the *Rights Education and Development (READ) Project*.

With a focus on early learning the *Early Years Education Quality in Uganda: Advancing Learning (EQUAL) Project* was launched in October 2014 to improve the academic achievement and protection of children in their first three years.

We also continued to improve the school environment, made teaching methods more effective, got communities and parents engaged in their schools and built the capacity of School Management Committees; and piloted ideas around enhancing teacher motivation and performance in the Masindi area that showed promising results for replication.

The Community Empowerment for Education Improvement Project (CEEP), funded through the USAID Governance, Accountability and Participatory Programme, was launched to help school communities to engage with local governments and other school duty bearers to improve the quality of education. As a result, schools have reported an increase in monitoring visits by the district authorities, the transfer of non performing teachers and an increase in the money allocated to school infrastructure by some sub-counties.

Under the approach on including girls, we worked with 'second chance champions' to encourage drop-outs to return to school, and held life skills sessions that helped children in upper primary, especially girls, stay in school longer. Girls and senior women teachers were encouraged to openly discuss menstruation issues and were trained to make re-usable sanitary pads.

Under preparing for continuous learning, a child mentorship strategy was developed, with sessions up and running in 15 schools by the end of the year. We also organised exposure visits to secondary school for year seven pupils. In addition,

we began to promote income generation at schools to improve their sustainability, and provided children with the opportunity to learn business and entrepreneurial skills. There were some remarkable results: Kahara Primary School, for example, raised 1.8 million shillings from maize shelling; while Budembe Primary School raised 3 million shillings from a horticulture project.

We improved farmers' livelihoods in Kumi, Bukedea, Ngora and Kiryandongo districts in 2014 and provided training that helped them develop their business ideas and diversify their income; while under the boosting harvests and increasing access to markets heading, we provided post-harvest handling and marketing training to farmers so as to improve the quality of their grain and cereals. We also helped farmers get better returns on their produce through bulking and collective marketing and by establishing links with bulk buyers. In Kolir and Kachumbala, we worked with Kachumbala Area Cooperative Enterprise (KACE) and Infotrade Uganda to provide market information through mobile phones. Gender equality training in the Masindi district also improved the participation of women in decision making at household and group level.

In order to boost citrus farming in Teso region, we also began working with 12 nursery bed operators in Kumi, Ngora, Bukedea and Soroti districts to help improve their technical and financial knowledge. This included training a young adult from the community to help run the beds.

We have continued to work side by side with our valued implementing partners in order to realise these achievements. These are Kachumbala Area Cooperative Enterprise (KACE), Vision Terudo (VT), Lake Albert Children and Women Advocacy and Development Organisation (LACWADO), Recreation for Development and Peace (RDP), Pakanyi United Farmers' Co-operative (PUFCO), Stir Education and Mango Tree.

We are grateful to all individual and institutional funding partners who have continued to support our programmes and projects. These include UK supporters, the UK Government Department for International Development, Water Aid Uganda, USAID-GAPP (through RTI International), The Agribusiness Initiative (aBi) Trust, The NAADS Secretariat, Segal Family Foundation, VITOL Foundation, MacArthur, Wellsprings and Elma.

We have continued to receive strategic guidance from our Board of Directors in the running of the organisation. We appreciate the technical guidance from the Build Africa UK team. I am indebted to the Build Africa Uganda staff team for their commitment to the organisation and I encourage them to raise the bar even higher.

A word from the Chairman of the Board

The end of 2014 marked my first annual tenure as the Board Chair of Build Africa Uganda. The year also marked the beginning of our five-year strategy with remarkable progress in the expansion of our education and livelihoods programmes. I am proud that I have been around for the last three years, not only to witness the growth of Build Africa Uganda but also the creation of a robust strategy for the future and I remain positive about the opportunities to expand our programmes and impact even further. The Board is committed to ensuring that BAU fulfills its aims in line with the new strategy's mission and vision and increases its engagement with the donor community.

In 2014 the Board continued to provide guidance to the Ugandan Senior Management Team and ensured that the organisation met the standards required by all relevant authorities. We were able to review and update the Human Resource Policy and the Finance Manual to optimise these key resources. We were actively involved in the completion and sign off of the new strategy, increasing the share of local funding to the BAU budget, monitoring organisation performance and risk management, among other governance functions.

I am pleased to report that the Board has a good balance of skills, expertise and attributes, which was further enhanced by the appointment of Ms Maude Mugisha as a Board member in May 2014. Maude is an organisational development specialist with diverse experience in NGO work and gender issues. She is strong in institutional development, passionate about NGO governance and has got a lot to offer to Build Africa.

I thank all our supporters, staff and partners whose efforts have helped us to reach 16,881 children, 8,611 parents/farmers, 117 teachers and 579 school management committee members in 2014. In particular, I want to express my appreciation to Oliver Kemp, the Build Africa CEO, Specioza Kiwanuka, the Country Director and all the members of the BAU Senior Management Team for the leadership they have shown and the inspiration they have provided to the organisation.

Finally, I would like to thank all my fellow Board Members for the contribution they have made to our discussions throughout the year. I applaud them for their continued commitment to BAU as demonstrated by their high attendance at all Committee and Board meetings conducted throughout the year. We look forward to yet another fruitful year in 2015.



Specioza Kiwanuka, Chief Executive



Adiga Onesmus Jimmy, Chairman of the Board

Introducing Build Africa Uganda

We are a charity with a focus on improving education and livelihood opportunities; promoting healthier, happier and wealthier communities in rural Uganda, now and for the long term. We are part of Build Africa international that has two other offices in the UK and in Kenya. We have been registered in Uganda since 1996 and are currently working in the twelve districts of Ngora, Bukedea, Kumi, Pallisa, Kibuku, Bugiri, Namayingo, Mayuge, Masindi, Kiryandongo, Buliisa and Oyam.

Our mission is to partner with Ugandan communities to create lasting educational and livelihoods opportunities. Over the years, we have worked with 154 primary schools in Uganda, reaching over 76,000 children and over 31,700 parents with our livelihoods programme.

In 2014 alone, Build Africa reached 16,881 children, 8,611 parents/ farmers, 117 teachers and 579 school management committee members with our education and livelihoods work.

Summary of our Programme Strategy

Our 2014-2018 programme strategy has seven key mission objectives that reflect the aims and aspirations of the communities we partner within the areas of education and livelihoods development:

- Laying the foundations for learning
- Maximising learning
- Including girls
- Preparing for continuous learning
- Supporting financial services and business development
- Boosting harvests and increasing access to markets
- Strengthening resilience to shocks and stresses

Our Governance Structure

We have a Board of Governors of 11 people (see appendix for details). We employ 23 staff in three offices in Uganda: one in Masindi, another in Kumi and the head office in Kampala. The organisation is run on a day-to-day basis by the Senior Management Team, which is comprised of seven people (see appendix for details). We strive for uncompromising adherence to high quality across all our activities and we are subject to rigorous external audit by reputable companies such as Deloitte and Touche, KPMG and Ernest and Young.

Education

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

Our education programme focuses on four strategic approaches:

- Laying the foundations for learning
- Maximising learning
- Including girls
- Preparing for continuous learning

Laying the Foundations for Learning

By supporting early learning we are ensuring that children are able to fully benefit from the education they receive at primary school and beyond. In 2014, we delivered the following:

Developing materials and training to enhance learning in the early years

We are working with 6,100 children (1,500 of whom are disadvantaged) in the Masindi area to improve early years learning in 15 primary schools. This project involves resourcing and training teachers, parents and pupils to improve the academic attainment and protection of children in their first three years at school.

We contracted Mango Tree, a private sector firm, to develop appropriate materials to enhance learning. By the end of the year a draft of the teacher, parent and pupil toolkit had been developed ready for piloting at the beginning of 2015. Once finalised and rolled out, the materials will improve the education experience of early learners.

Supporting teachers to identify and train peer buddies and peer leaders

Violent behaviour at school, by both pupils and teachers, negatively affects enrolment, learning and retention. This is especially tough for children from vulnerable backgrounds. We are therefore tapping into peer to peer approaches to support the enrolment and settling-in of children in their first three years of primary education. This is delivered through peer buddies and peer leaders who are trained in child friendly approaches and provided with resources to support fun based learning. By the end of 2014, 75 peer buddies were identified and training is scheduled for the beginning of 2015.

Maximising Learning

Despite the increase in enrolment and greater gender parity in primary school aged children, more and more children are leaving primary school unable to demonstrate the required academic attainments. Through this programme approach, we aim to improve the enrolment, retention, skills and academic competencies of children in primary school. This is achieved through teacher training, by increasing parental engagement, improving the management and governance of schools, expanding the availability of learning materials and resources and by providing a safe and comfortable environment for learning. In 2014, we delivered the following:



The new classroom block at Kalengo Primary School, Bukedea

Improving social accountability and advocating for quality education

We have employed a variety of approaches in order to improve the quality of learning. In 2014, a social accountability project was designed to better enable school communities to engage local governments and other school duty bearers to improve the quality of education in their respective school communities.

Working with 1,167 parents (658 men and 509 women) in 30 schools, we were able to identify school priorities and develop *Advocacy Plans*. The resulting issues included infrastructure needs, teaching and learning requirements, and pupil/ teacher absenteeism, among others.

By the end of the year all the schools had implemented the advocacy plans by holding stakeholder meetings and writing petition letters presented to the respective sub-county and district offices. Many schools reported an increase in monitoring visits by the district authorities, transfer of poor performing teachers and allocation of infrastructure as a result of this engagement.

Improving the physical learning environment

A decent learning environment improves children's motivation to learn. We work with extremely remote schools where children often study in makeshift structures instead of proper classrooms.

In 2014, 13 classrooms were built in five schools in the Masindi and Kumi regions, enabling 730 children sit and learn comfortably. We also built five-stance girls' latrines in five schools, all fitted with a washroom to cater for their special hygiene and menstrual needs.

The four schools of Madoch-Ailak, Obosoi, Kisomero and Kasechi received kitchens and stores equipped with energy efficient stoves. These are providing the schools with a safe place to store and prepare food for children.

Holding Duty Bearers to account for education quality improvement

In 2014, we helped 30 primary school communities hold local government to account for poor education standards. Using the social accountability and community score card¹ approach, parents in each school were trained to prioritise their issues and to develop and implement advocacy plans directed towards public offices.

Parents in Nyabyeya Primary School in Masindi district have been grateful for this approach. The school buildings, constructed in the 1950s, were in a dismal state. Broken windows, leaking roofs and deeply cracked walls pose a huge risk to over 830 children. During the rainy seasons, children couldn't learn as rain seeped through the open windows and the leaking roofs.

Until we introduced the USAID-funded Community Empowerment for Improved Education Project in the school, the communities did not know they had a role to play, let alone hold the local governments accountable for the condition of the school. After the parents were trained on their rights, as well as in prioritisation and advocacy, they submitted a petition to the Masindi District and Budongo sub-county leadership. Their request coincided with the budgeting process and within six months the school was allocated two classrooms from the district and 42 desks and 2 more classrooms from the sub-county.

By December 2014, construction of both blocks had started. Mr. Ayebale Johnson, the School Management Committee Chairperson is impressed by the results and believes they will adapt the social accountability approach to improve the quality of other social services in their region.

¹ http://info.worldbank.org/etools/docs/library/94570/Tanz_1103/Ta_1103/TheCommunityScoreCardProcess_Nov03.pdf

Mukura memorial Primary School, Ngora



Supporting the right to play

We improved the play facilities for 2,700 children in six schools. This included refurbishing play fields, distributing play equipment and training teachers to better integrate play into learning.

Community and district level dialogues on education

We held regular dialogue meetings with parents and school communities on the benefits of primary school retention and preparation for secondary education. In 2014, under the Rural Education for Secondary School Transition and Retention project, 5,725 parents in 23 schools were reached. An outcome of the dialogues was community level action planning, which covered such areas as teacher support, school feeding initiatives, remedial teaching and ways of improving pupil attendance.

The annual education conferences provided a forum to discuss and resolve issues that affect the education of children. In 2014, one conference was held with the key policy makers at district level in the Kumi region. This forum resolved to adopt multiple avenues of managing teacher and pupil absenteeism.

Teacher effectiveness

A quality education is impossible if the teachers lack a decent education themselves. We therefore take the role of teacher training very seriously. In 2014, we partnered with a variety of organisations, adapting different approaches to improve the effectiveness of teachers. For example, we worked with Stir Education to improve the working practices of 22 teachers from 5 schools.

A further 54 male teachers and 41 female teachers received training in child centred approaches, curriculum management and exam setting in Obosoi, Madoc Ailak, Okula and Bugiri primary schools in Eastern Uganda and Miduuma and Kahara primary schools in Masindi.

We also piloted ideas around enhancing teacher motivation and performance in the Masindi area that showed promising results for replication.

Improving teacher motivation and supervision

Following teacher absenteeism research in 2012, in which we recorded absenteeism rates as high as 35% in some of our schools, a teacher welfare and management project was developed to pilot potential remedies. The thrust of this project was to introduce savings and loans initiatives as well as improving teacher supervision. Targeting two schools in the Masindi region, we trained 41 teachers to save and loan and trained parents to monitor and report teacher absenteeism.

The six month project registered an impressive improvement in teacher attendance. At Kizibu Junior Primary School, teacher attendance rose from 75% to 95%, while at Kathongola Primary School it increased from 60% to 75%. In addition, the savings schemes generated over five million shillings, increasing teachers' access to low interest credit for business ventures that will supplement their salaries.

Overall, the combination of the two initiatives has resulted in better teacher motivation and feedback, and improved attendance rates.

School Management Committee capacity building

Using a multipronged approach, we continued to develop the capacity of School Management Committees to lead the development of their schools. This was through trainings, refresher courses and mentorship that reached a total of 413 men and 166 women School Management Committee members in 450 schools. In the Masindi area there has been a noticeable improvement in the percentage of parents satisfied with SMC performance (from 70% to 80% according to the mid-term review). It was noted that the average number SMC members increased from 5 to 7, with women taking up more school management positions.

Mr Micheal Isenged, SMC chair at Opot Primary School in Kumi, said:

"I am now more effective in monitoring teaching and learning, and the interaction with other schools through SMC mentorship. It has made me much better in delivering my role as SMC chairperson."

Including Girls

We recognise that in spite of increased enrolment, girls continue to drop out of school at a disproportionate level when compared to boys. We are therefore committed to tackling the specific barriers that prevent girls from getting a decent education. We do this by changing cultural attitudes, introducing teaching styles that are sensitive to girls' needs, providing girls with positive role models, building self-esteem, and promoting a safe and appropriate school environment.

Below is an overview of the work carried out in 2014:

Working with 'second chance champions' and back to school campaigns

Second chance champions are pupils who use their own experience of re-enrolling at school to encourage others to do the same. Once they get back to school, these pupils are in turn trained to lead community level peer-to-peer advocacy themselves, targeting other pupils who have dropped out of school.

At the beginning of 2014, 35 school drop-outs (24 girls and 11 boys) were provided with information on the value of education and trained in community level advocacy skills. These in turn approached drop-outs in their locality, and by the end of the year a total of 132 children (94 girls and 38 boys) had returned to school.

'By the end of the year we saw a more than 100% increase in the number of children who had re-enrolled as a direct result of the Second Chance Champions peer-to-peer campaign. More girls responded than boys. While 19 children dropped out again later, this approach shows the desire to learn, in spite of the barriers, and the potential of the peer-to-peer strategy in influencing this. The greatest lesson learnt is the need to develop a comprehensive home, school and community support system to ensure that re-enrolment is more sustainable.'

Dan Basajja, Build Africa Kumi Area Programme Manager

Addressing menstrual hygiene and school attendance for girls

If a girl misses four days of school every month due to her period, she will miss between 10% and 20% of her school days¹, putting her at a serious disadvantage when it comes to covering the syllabus and being able to perform well in examinations. According to research conducted in Uganda in 2012, 29% of girls skip school during their menstruation.² As a sustainable solution, we train girls, female teachers and boys on menstruation issues and on making re-usable sanitary pads. In 2014, 1,681 girls and 80 boys in 24 schools were trained in this skill.

Akello Leah, a P6 pupil in Madoc Ailak Primary School, was happy with the training:

"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."

Men and menstrual management

Build Africa sits on a national level menstrual hygiene steering committee that advocates for the government to address the issue of access to sanitary pads. We believe that the social and economic power that men hold can be channelled to positively impact the menstruation management cause. That is why we presented a paper at the first ever menstrual hygiene conference in East Africa entitled 'Can fathers champion menstrual hygiene issues for their daughters?', and piloted a

¹ The World Bank, 2005

² Build Africa Uganda Gender and Education Research, 2012

scheme that introduced the issue to 375 fathers in 17 schools in the Masindi region in 2014.

Menstruation is a subject that is almost taboo in rural Africa. That is why we take the men through a carefully devised set of stages that educate them and encourage them to get involved: breaking the ice through dialogue sessions and media; demystifying the issue by encouraging them to get involved in pad making workshops and using 'early adaptors' to spread the word via radio talk shows, school meetings, community dialogue meetings, and the like.

As a result there has been 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, for example at Nyakyanika, Miramura, Miduma, Kigya and Kitwara primary schools; and examples of men buying the materials for the re-usable pads.

Lessons learned

- The barriers to parent-child communication are deep rooted, beyond just the father. Dealing with the fathers but failing to encourage and train the girls to open up as well is only partially effective.
- Menstrual management is more than just providing facilities and materials. There are attendant challenges that inhibit girls, such as a lack of knowledge about pain management and the prevailing myths about menstruation. This would require working with the mothers as well.
- We will also develop a manual that will help men and boys respond positively to the issue of menstrual hygiene.



Sanitary pad training at Akeit Primary School, Kumi

Life and psycho-social skills that help girls and boys make informed life choices

Some of the challenges that young people face in school are behavioural and psychosocial in nature; including low self-confidence and a lack of skills such as problem solving, assertiveness, critical thinking, and effective communication, among others. Ultimately, a lack of negotiation skills can lead girls into early sexual contact, pregnancy and eventually dropping out of school. Build Africa therefore organises sessions that pass on necessary life and psychosocial skills to children in upper primary, especially girls, to help them stay in school longer. In 2014, 2,013 boys and 3,542 girls were reached in 36 schools.

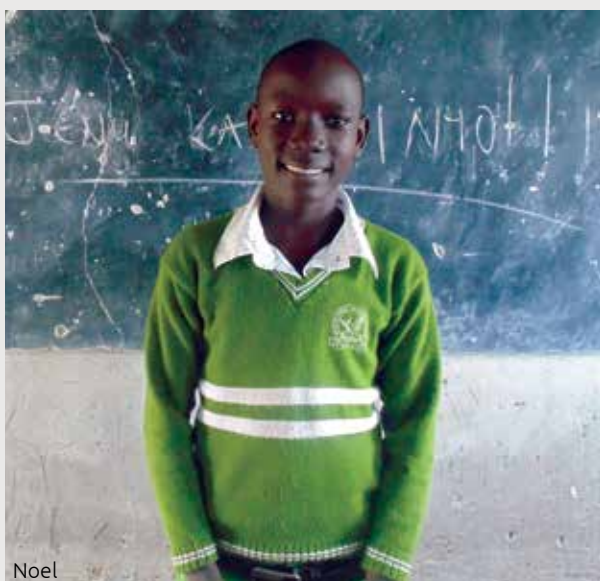
The Head Teacher at Morukakise Primary School in Ngora thinks the frequent life skills sessions have contributed to a reduction in the number of girls who get pregnant:

"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 life skills training

To help children cope with life changes and stay in school, we conduct life skills sessions that focus on self-awareness, living with others and making friends. The sessions deal with the often uncertain life of pre-adolescents and adolescents. One of the beneficiaries, Noel, shares his story:

"Ever since I attended these trainings, my life has changed. Firstly, I have gained knowledge. I fully understand the different types of life skill, including assertiveness, self-awareness, self-esteem and coping with emotions. 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 weakness. 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. In fact, I believe my recent change of attitude has increased my chances of being elected to represent the school with the Uganda National Students Association (UNSA)."



Noel

Case study: The impact of menstrual hygiene training – Caroline's story

We train girls (and sometimes boys) to manage menstruation better, to dispel the myths around menstruation and to make reusable sanitary pads. Caroline, 14, at Akeit Primary School in Kumi, was one of the beneficiaries in 2014.

Before she received the skills, Caroline depended on her mother to buy her sanitary pads, which was not always possible given their cost (about \$1). On some days, she would have to use rags that she felt didn't provide her adequate protection. As a result, she would miss school for three days or so during menstruation.

Christine and her classmates displaying one of the precious reusable towels



"But after attending the training on reusable pads and sexual reproductive health organised by Build Africa Uganda, the knowledge and skills I obtained 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 was so excited about the new skills that she trained two women in menstrual management and they now have more hygienic sanitary wear.

Preparing for Continuous Learning

Despite the introduction of universal secondary education in Uganda, the number of children making the transition post primary remains low. In addition, many drop-outs leave primary education with inadequate skills to cope with the outside world. We therefore plan to increase the number of children who have the relevant skills and abilities to make the successful transition to post-primary education or work by improving vocational skills, reducing negative community attitudes to education, and preparing parents and pupils for the realities of post-primary education.

In 2014, we implemented the following activities under this strategic approach:

Pupil mentorship to develop skills

A strategy to guide the mentorship of girls and boys was developed. It provides direction on how to identify mentees and mentors, the topics of discussion and planning/ follow-up. Using this strategy document, 15 schools started the mentorship sessions. By the end of the year, 320 students received mentoring on issues such as knowing oneself, planning for the future, staying in school and identifying and responding to challenges within the community.

Pupil exposure to secondary school life

Exposure visits to secondary schools are helping to inspire pupils to work with secondary education in mind. A total of 995 children (528 boys and 467 girls) from the final year of primary school participated in visiting and exploring the secondary school environment.

One of the visitors, Christopher, shared his experience:

"I had an opportunity to go on the exposure visit in Kongunga High School. The whole experience has relieved me of anxiety concerning joining secondary school, as I got to interact with students. I really enjoyed the session in the school lab, which I was seeing for the first time. I saw some of the apparatus and was shown how it worked. 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 school."

Schools and income generation

In 2014, we began working with schools on income generation. This will both improve the sustainability of the school and provide children with the opportunity to learn business and entrepreneurial skills. These initiatives have been piloted in Kahara Primary School in Masindi district and Namagera, Genesis, Budembe and Mustard Seed primary schools in Busoga region, Eastern Uganda.

In all these schools, we provided grants for start-up capital and trained parents and the SMCs on the prioritisation and management of their income generating activities. By the end of the year some of the initiatives were generating an income, while others (notably the agricultural activities) were affected by environmental factors.

In Kahara Primary School, for example, the school raised 1.8 million shillings from maize shelling, while Budembe Primary School raised 3 million shillings from a horticulture farm project. This revenue will help pay teachers' wages and make improvements to the school.

Case study: School sustainability

We have been working with Spark MicroGrants and the Segal Family Foundation to turn five private primary schools into self-sustainable organisations. This has involved improving the school management, providing income generating activities, mobilising the community and building a relationship with the government authorities.



Build Africa and Spark MicroGrants trained the schools in enterprise selection, management and marketing; while the Segal Family Foundation provided a financial grant. Budembe primary and nursery school, for example, have started to grow tomatoes and watermelon. The SMC, together with the project implementation committee, invested their time and skills, in addition to using the training they received, to run their horticulture enterprise. Within four months they realised a 60% return on investment and the school has taken further steps to diversify their trade by adding maize into the crops.

Over all this enabled the school to meet 70% of their financial obligations by the end of 2014, up from less than 10% in the previous year. The Director, David Luswete, is grateful to the Segal Family Foundation, Build Africa and Sparks MicroGrants: "I am now more confident about facing a future without donor support".



Debating clubs are teaching valuable life skills



Our kitchens are putting school meals on the agenda

What we learnt in our education programming

While it is easier to get children to re-enrol in school, retaining them is far harder. This requires a comprehensive response mechanism that addresses vulnerability, individual issues and school-specific issues.

There is a need for an integrated approach to address factors affecting quality education. These may include child protection issues, sanitation and hygiene, livelihoods and domestic violence, among other social issues. Our project based approach is a big challenge since we enter a school with little focus on cross-cutting issues.



Livelihoods

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

- Supporting financial services and business development
- Boosting harvests and increasing access to markets
- Strengthening resilience to shocks and stresses

In 2014, we worked with over 3,700 farmers to improve their livelihoods in the four districts of Kumi, Bukedea, Ngora, Kiryandongo.

Boosting harvests and increasing access to markets

Farmers' produce is often poor, both in quality and quantity, limiting the income they make from it. They lack information about modern, sustainable farming techniques and ideas. Produce is often spoiled or damaged once it has been harvested or during transportation to market. Under this strategic approach, we are committed to increasing production and productivity by training farmers in better farming techniques, and by widening access to markets to ensure that farmers get the best possible price for their produce.

In 2014, the following was delivered:

Training parents in viable business opportunities to diversify their income

To help them increase their productivity and profitability, 1,719 farmers in the Bukedea district (1,091 women and 628 men) were trained in growing sunflower, maize, green gram and beans. Targeted through their Village Savings and Loans Association (VSLA) groups, the farmers prioritised which crops were best for them. The training focused on farming as a business (FaB) and 18 demonstration gardens were established to educate the farmers in these particular crops.

By the end of the year, 24% of the farmers had adopted the recommended practices. Unfortunately only 50% of the demonstration plots became functional because of flooding so the take-up rate was lower than we had hoped.

Conducting pre-season planning meetings for marketing purposes

Pre-season planning meetings help farmers plan on-farm activities season by season. The farmers are taken through a market-oriented analysis to help them identify the most profitable crops. In the Kumi area, and in partnership with the Kachumbala Area Cooperative Enterprise (KACE), 1,344 farmers (976 women and 368 men) received guidance on commercially viable enterprises. It is estimated that early planting and better crop management will increase their yields by 75%.

Mentorship and exposure visits for farmers

We have also introduced a mentorship programme so that poorer farmers can learn and receive support from more successful farmers. The aim is to stimulate and motivate group members to take on farming at a commercial level. Reaching 1,164 women and 637 men, we organised workshops led by local farming champions that covered areas such as marketing, sharing success stories, common challenges and how to overcome them.

Farmers were also taken for exposure visits to the national agricultural show and to model farmers outside their own districts, to learn post-harvest handling, bulking and marketing for best returns. Contact has been made with the Vegetable Oil Development Programme, which has subsequently provided sunflower seed for demonstration use by the target farmers. In addition, we now sit on the district level sunflower stakeholder working group, where we can contribute to the planning and marketing of sunflower.

Post-harvest handling and marketing

Even with improved yields, farmers are affected by limited access to markets, which results from a lack of organised marketing structures for farmers and price fluctuations. We therefore support farmers to become market savvy by providing skills, information and market linkages.

In 2014, we worked with 1,418 women and 721 men through three training sessions to help them prepare and manage their harvests better. In order to ground the training, we established

one modern maize crib and four improved traditional granaries so that farmers could copy the designs at home. Farmers have experienced less crop losses and a better quality of grain and cereals as a result.

Establish links between farmers and commercial groups

We identified key regional buyers and linked them to the farmer groups. This helped eliminate the 'middlemen' and increase the final return to the farmers, who bulked their crops rather than selling them immediately after harvest. The joint bulking has improved the price returns on the crops.

Bulking has had some great results. At the beginning of 2014, farmers in the Kumi areas sold their beans for 40 shillings more than the market price and their maize for 150 shillings more than the market price. In the Masindi area, the maize fetched between 500 and 800 shillings in comparison to the 400 shillings middlemen offered to farmers who marketed individually. These improved prices were offered by well-established maize buyers like Pakanyi United Farmers' Cooperative Society (PUFCO), the Joseph Initiative, Africa Agro Solution and Mbogo Millers.

Market linkages were established by connecting potential buyers/seed companies with farmers so that they better understand their target markets. The quality of the produce was emphasised as key to maximising profit. As a result seed companies have subsidised farmers with maize seed.

A typical promoted maize crib



Market information through mobile phones

Accessing market information is important if farmers are to make informed pricing decisions. During the year we worked with Kachumbala Area Cooperative Enterprise (KACE) and Infotrade Uganda to provide farmers with regular market updates and weather forecast information through their mobile phones. Because of this 22 tonnes of beans and maize were sold in Kolir and Kachumbala sub-counties at proper market rates.

In the Masindi area, there was a specific focus on gender mainstreaming. On top of the agronomy training, we delivered gender mainstreaming training aimed at empowering women. Because of this there was a reported change in the participation of women in decision making in the household, as well as in the group.

Boosting citrus farming in Teso region, Eastern Uganda

Under its zoning strategy, the government of Uganda has identified Teso region as a citrus farming area. There has been a concerted effort from the government to promote this enterprise, including the construction of a juicing factory. However, the challenge of low quality planting material has persisted. We are therefore currently working with nursery bed operators to produce disease free seedlings to supply to small scale citrus farmers.

Building the capacity of commercial nursery bed operators

We are working with 12 nursery bed operators in Kumi, Ngora, Bukedea and Soroti districts to give them the technical and financial abilities they need to establish and maintain high quality citrus nursery beds. In 2014 we trained the nursery bed operators in citrus nursery bed establishment, management, quality control protocols, soil improvement techniques, conservation and disease prevention. In addition, each nursery bed operator was supported with basic equipment and resources.

By the end of the year, over 265,000 seedlings had been raised for root stock, which will be grafted in the first quarter of 2015. This is up from a baseline of 15,000 seedlings. Each one of the trained nursery bed operators has, in their turn, trained a youth within the community to help scale up activities.



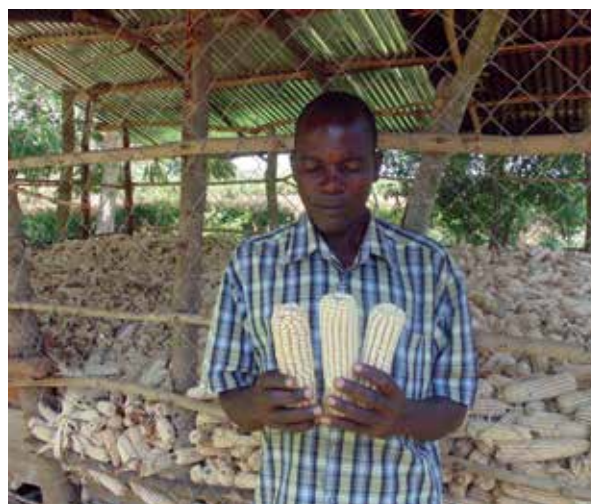
A citrus seedling nursery bed in Kumi

Case study: Increasing market returns through collective marketing

Christopher is one of the Bukedea farmers we work with under our boosting harvests and income strategic approach. By introducing aspects of improved post-harvest handling, bulking and market linkages, Christopher and his group members now earn 800 shillings from the sale of their maize rather than 600 shillings.

"I have underestimated the potential of collective marketing. By training us on how to harvest, dry and store maize, Build Africa has increased the returns we are getting", says Christopher. "Having seen the difference made in one year, I am more comfortable about being able to meet the education needs of my children."

This improvement is due to the group's greater bargaining power. Group members now decide when and how they want to sell their produce, which is now better stored and sold. And all because of the regular market information they receive via their mobile phones.



Christopher and his maize crib

What we learned in our livelihoods programme

There is an increasing need to focus on resilience in livelihood projects. The citrus project has huge potential but suffers from the lack of an appropriate irrigation system.

Demonstrating input use is not enough. Farmers can see the difference that fertilizers make, for example, but they are not immediately adopting the methods because of issues such as cost, distance from suppliers and attitudes. In a project implemented in Masindi district, we focused on the farmers who had received a cost/ benefit analysis while addressing the challenge of distance through bulk purchases as well. We also used farmers who adapted early to help extension workers inspire the rest of the group members to adopt the recommended practices.

Through working with small scale farmers in financial linkages, we have learned that access to financial services for group members can be hindered when groups are not registered properly. Most financial institutions require full registration before providing funds to group members.

Our programme evaluations

We are continually improving the effectiveness of our programmes. We have developed a strong monitoring, evaluation and learning system and conclude every project with an externally conducted evaluation. The 2014 evaluations are presented below:

The final performance of the READ Project

The 2012-14 Rights Education and Development (READ) project, funded by the UK Government's Department for International Development, aimed to increase the retention and completion rates of 13,981 pupils across 40 rural Ugandan schools. To do this, it focused on the issues that prevent girls' education and sought to improve parent participation and the quality of school governance. An end of project evaluation was conducted in December 2014 and revealed the following changes in the key indicators:

| Indicator | Baseline value | End line value |
|--|----------------|----------------|
| Parental participation in children's education | 53% | 63% |
| Primary leaving education pass rates: | | |
| Girls | 62% | 66% |
| Boys | 77% | 82% |
| Primary school retention rates: | | |
| Girls | 34% | 37% |
| Boys | 37% | 47% |
| Parental attitude towards equal opportunities for girls and boys | 82% | 87% |

Lessons learned in the READ project implementation

The strengthening of governance structures has improved school communities' participation in school development.

Where poor rural communities cannot afford to buy sanitary protection, training girls and their parents/guardians on how to prepare sanitary pads can be a long lasting solution because the skills will be passed on to others with a similar need.

Slow cultural transformation reduces impact, as the schools involved with the READ project have demonstrated. Despite the project's targeted approach retention rates have not met the target indicator. More importantly, the retention of girls is still lower than that of boys. Sustained advocacy, coupled with legislation and strict enforcement, could perhaps bring more positive results.

The final performance of the WAFAP project

Between April 2012 and December 2013, we implemented the Water and Food Project (WAFAP), improving access to safe water and food in 28 schools. The project reached 14,999 pupils and 2,280 community members.

An external evaluation was conducted at the beginning of 2014. Interviewing 252 respondents from a randomly selected 50% of the beneficiary schools, the consultants arrived at the following results:

- The project improved school performance by providing safe water and establishing school gardens. As a result 51% of the children reported better concentration in class because they felt less hungry.

- 66% of the respondents could access safe water within a 1 km radius.
- Due to the multiplier effect, 55% of the respondents reported an increase in the availability of food at household level.

Lessons learned in implementing WAFAP

For schools to take on gardening projects sustainably, the issue of access to land and land tenure ought to be addressed. While some schools depended on parental donation of land for farming purposes, this was not always an option.

From the monitoring, Build Africa noticed a clear link between access to safe water and vegetable growing. However, the link to hygiene was not obvious. Further analysis showed that hygiene adoption is a behaviour change issue that requires longer and more intense interactions than those provided by WAFAP. Build Africa is now seriously considering making hygiene issues a more integral part of its education programme.

The WAFAP project adopted an organic farming methodology, requiring large quantities of raw materials to develop the recommended pesticides, manure etc. The assumption that raw materials like red pepper were easily available was not true. To promote organic farming, one would need to provide equal attention to the production of the requisite raw materials.

The performance of the North Western Livelihood Support (NWELIS) Project

From June 2012 to June 2014, Build Africa implemented the North Western Livelihood Support (NWELIS) Project in Kiryandongo District, with funding from the Agribusiness Initiative (aBi) Trust. This project reached 7,366 farmers in 300 VSLA groups, improving maize production, financing and marketing.

In September 2014, the aBi Trust contracted KPMG to conduct an end of project evaluation, with the following highlights:

- 60% of the trained farmers adopted better maize growing practices, compared to 20% from the control group.
- There was a 71% increase in revenue from maize (from 1,090,000 shillings to 1,863,500 shillings) due to the bulking and collective marketing initiatives.
- Maize production per family increased from an average of 2.5 to 3.3 acres and 53% of the farmers reported an increase in income.
- There was a 14% increase in the yield per acre.

What we learned from implementing NWELIS

Financial linkages require a well worked out product that caters for farming groups that aren't necessarily registered at district level. In the NWELIS project, access to financial services was hindered by the fact that most groups were not formally registered.

We worked with farm groups for only one planting season (different groups being covered in each of the four seasons during project implementation). In hindsight we overestimated the amount of support that could effectively be delivered during one season.

The average number of 15 farmer groups per extension worker per season was too high for the effective delivery of extension services and advice to farmers.

Our Partnerships

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

Donor partners

To support its work in Uganda in 2014, we received funding from the following donors:

- Build Africa UK
- H&M Foundation through Water Aid Uganda
- USAID through RTI International
- Segal Family Foundation
- The Agricultural Business Initiative (aBi) Trust
- The NAADS Secretariat

Implementing partners

Kachumbala Area Cooperative Enterprise (KACE) is a local organisation with expertise in advising community members who want to turn their nascent enterprises into profitable ventures. KACE is working with us to help farmers group together for more effective marketing, to access bulking facilities and market information. The partnership is giving parents the financial freedom they need to send their children to school.

Vision Terudo: Teso Rural Development Organisation is a local nongovernmental organisation working to improve the long term livelihoods of the rural poor through community integrated development. Vision Terudo is currently supporting our community level advocacy activities in the Rights Education and Development (READ) project.

The Lake Albert Children and Women Advocacy and Development Organisation (LACWADO) has helped us deliver our Rights Education and Development project in the Buliisa District since 2012, improving community engagement with Kilima, Kisomere, Kilyango, Waiga and Nyantonzi primary schools.

Recreation for Development and Peace (RDP) initially worked with us to design and promote radio programmes that deal with education advocacy issues. With the onset of the Rights Education and Development project, RDP has used its community engagement expertise to deliver the project in the Masindi and Kiryandongo districts.

Pakanyi United Farmers' Co-operative (PUFCO) began in 2007 as part of our farming programme. The co-operative has grown into an organisation that independently markets maize and provides a robust farmer extension service. In 2012 we partnered with PUFCO to offer extension services to farmers and to market their maize grain through the North Western Region Livelihoods Support Project.

Stir Education is an international education organisation that works to empower teachers to be change-makers within their classrooms and schools and, collectively, the Ugandan education system. STIR Education believes the best way to improve the quality of education is to empower teachers and principals to lead improvement in their classrooms and schools. STIR works to create a movement of teacher change-makers, who 'innovate, implement and influence', in order to improve the status of teachers in society.

Mango Tree: In 2014 we started working with Mango Tree in the Masindi region. Mango Tree is a company that deals in the production of teaching and learning resources for the development sector. It will do this for the children that we support under the EQUAL project.

Makerere University College of Education and External Studies (MUCEES): Students from Makerere are working with Build Africa to measure the outcomes from the RESTAR pilot/research project.

Networks and advocacy partners

In the Masindi area the number of programme and network partners we work with continued to grow in 2014. In addition, as we extended our CEEP project into the new district of Oyam, we opened up network initiatives with the Oyam district administration and USAID GAPP.

Build Africa continues to be represented in the national level menstrual hygiene steering committee, advocating for increased attention by the government of Uganda to challenges girls face when not supported with appropriate sanitary wear.

Management and Administration

Our people

One of Build Africa's values lies in empowering its staff, ensuring that every person in the organisation is an ambassador in their various roles. During the year several initiatives were undertaken to build staff capacity. A teambuilding event was conducted to conclude the year.

The Senior Management Team oversees the running of the organisation on a day to day basis and is comprised of:

Specioza Kiwanuka – *Country Director*

Semyalo Fred – *Head of Programmes*

Sarah Amulo – *Head of Project Development*

Walter Obwola – *Finance and Administrative Manager*

Lwanga George – *Area Programme Manager, Masindi*

Basaija Dan – *Area Programme Manager, Kumi*

Amelia Namutebi – *Human Resources Officer*



Our Kampala team



Our Kumi team



Our Masindi team

Employee of the Year

This democratic process invites all staff in the organisation to vote for the people they think best met the three categories of employee, team player and image defender of the year. The winners and reasons for selection are below:

Employee of the Year (Sarah Amulo)

- Sarah exhibits discipline at all times when at office and in the field. She interacts with all staff without prejudice.
- She is a go-getter, available to offer mentorship to staff so as to improve on their delivery.
- She has championed various fundraising initiatives, expanding the donor base for Build Africa in Uganda.
- Sarah is keen and passionate about the quality of project delivery.

Team Player of the Year (Dan Basaija)

- Dan has galvanised a rather fragmented team in his first year as Programme Manager.
- He has developed the commitment and cooperation from staff by being pro-active and responsive to staff needs.

BAU Image defender (Specioza Kiwanuka)

- Specioza is very passionate about the organisation.
- She reminds staff of the Build Africa Uganda values and passionately promotes Build Africa Uganda in public. She is particularly credited for initiating and fostering partnerships with the government through the Ministry of Agriculture and Ministry of Finance
- She is not a fussy person. She has a relaxed leadership style, displaying a respect for and confidence in her staff that brings out the best in them.

Board of Governance

The Build Africa Uganda board continued to be very active and supportive during the year. All the scheduled board and committee meetings were conducted. Their overseeing role continued to strengthen Build Africa Uganda's governance system.

Board Members of Build Africa Uganda

Adiga Onesmus Jimmy – *Chairman of the Board*

Julius Byamukama – *Chairperson Human Resource Sub Committee*

Tom Kakaire – *Chairperson Fundraising Sub Committee*

John Nakedde – *Chairperson Programme Sub Committee*

Jean Mutabazi – *Chairperson Finance Sub Committee*

Arthur Mutaremwa – *Member*

Florence Ssewanyana – *Member*

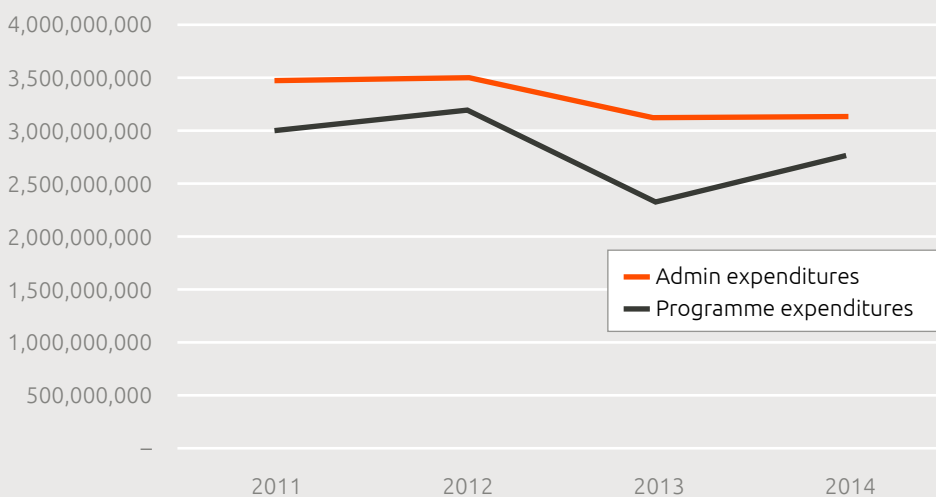
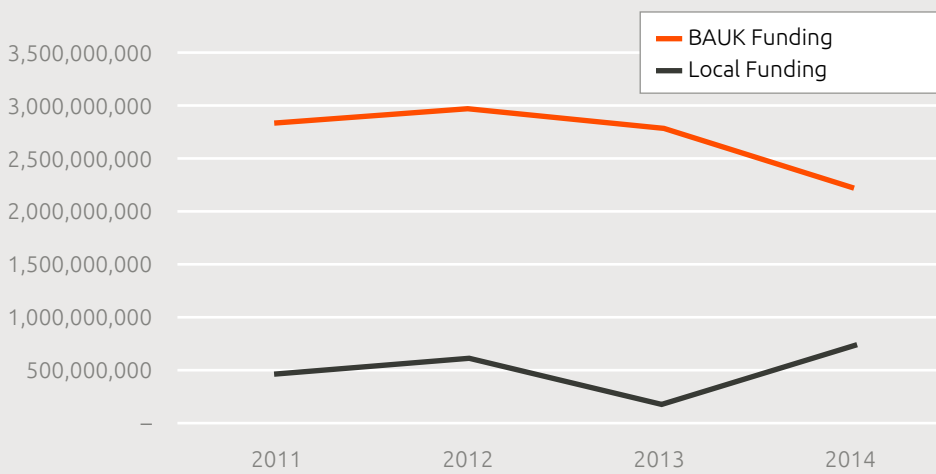
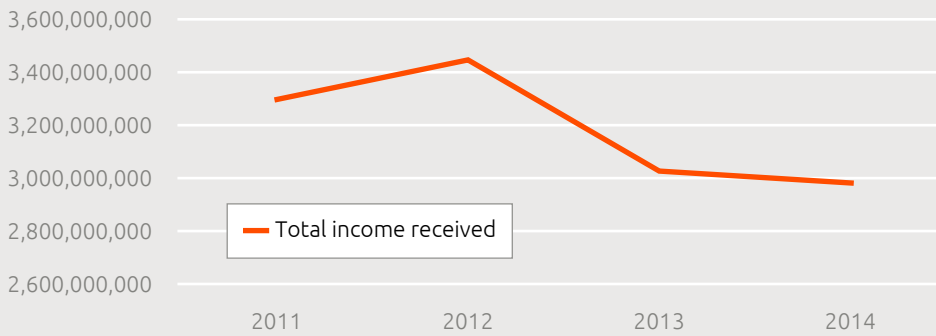
Charles Eyomu – *Member*

Evelyn Claire Apili – *Member*

Stephen Kadaali – *Member*

Maude Mugisha – *Member*

Financial performance



Overall Build Africa Uganda's income has been declining gradually over the last four years, with a drop of 13% between 2012 and 2014. This trend needs to be managed to continue to meet our current level of commitment as well as to grow. Build Africa Uganda will invest more in fundraising, will use the board for networking, will utilise the fundraising ambassador and will develop in-house staff capacities to improve fundraising.

Local funding

Build Africa Uganda has continued to build its local funding base, which has increased significantly to over 25% of total income in 2014 from only about 6% in 2013. Conversely Build Africa UK income has gradually been reducing over the years as illustrated in this chart.

Expenditure

Overall expenditure has been going down over the last four years, largely because EQUIP-related projects now require less expensive software.

More resources have been allocated to programmes, which has been growing over the last four years as administration costs have been reduced.

Funding Sustainability

We have now finished the strategy that will guide our fundraising efforts up to 2018. This will support our financial growth and improve transparency and accountability.

Our Board has appointed a fundraising ambassador to leverage local fundraising efforts.

Our Board continues to be dynamic, raising its profile and supporting its resource growth.

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