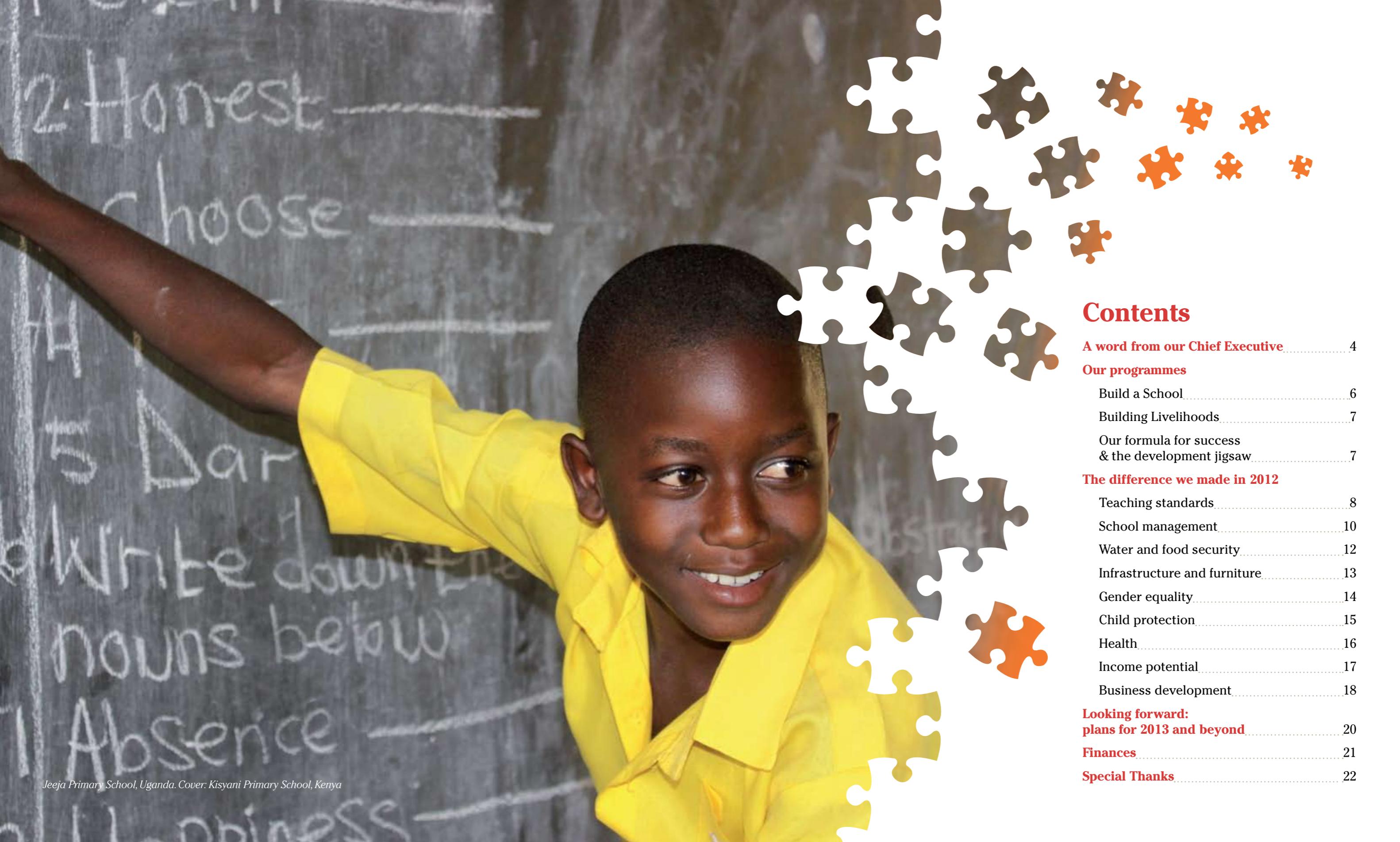




Annual Review 2012



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A word from our Chief Executive

Build Africa is an inspirational organisation to work for. It is permeated by a determination to challenge poverty in more and more effective ways, by a desire to grow despite a backdrop of economic recession and a fragile fundraising environment. I am therefore grateful to all our supporters and staff, and the remarkable communities we work with, for continuing to find the energy and resources to drive us to new levels year by year. In 2012 these efforts were rewarded with the Charity Times International Charity of the Year award, a tremendous achievement for a charity of our size. But we won't be resting on our laurels. We will keep raising the bar, improving lives even more effectively in the future.

Before we look forward it is worth reflecting on where we are now. In 2012 the number of people that we supported in our education and livelihoods programmes increased from 55,000 to over 80,000. These programmes are improving every year, both in their scope and focus. For example, in 2012 we saw some important developments in our child well-being and gender equality work, providing dignity and confidence to the marginalised poor, making for healthier and happier lives. We introduced more effective monitoring and evaluation procedures, illustrated by innovations such as the Shule Yetu tool (which enables communities to analyse the development of their own school); while better knowledge sharing means that we now have mutually beneficial partnerships with a number of Non-Governmental Organisations, universities and corporate bodies in both the UK and Africa.

Our new financial system of only making funding pledges when we have secured the income worked extremely well in

2012. We've done what a good business would have done in our environment, cutting overheads where there was no chance of funding, but also trying to find ways to grow in other areas; and we are now seeing the fruits of our labours. In addition, the high standard of work that we are developing through projects like the Vitol Foundation-funded Water and Food Access Project and the multi-funded Rural Education for Secondary School Transition and Retention Project is testament to our success at submitting a range of funding applications during the year.

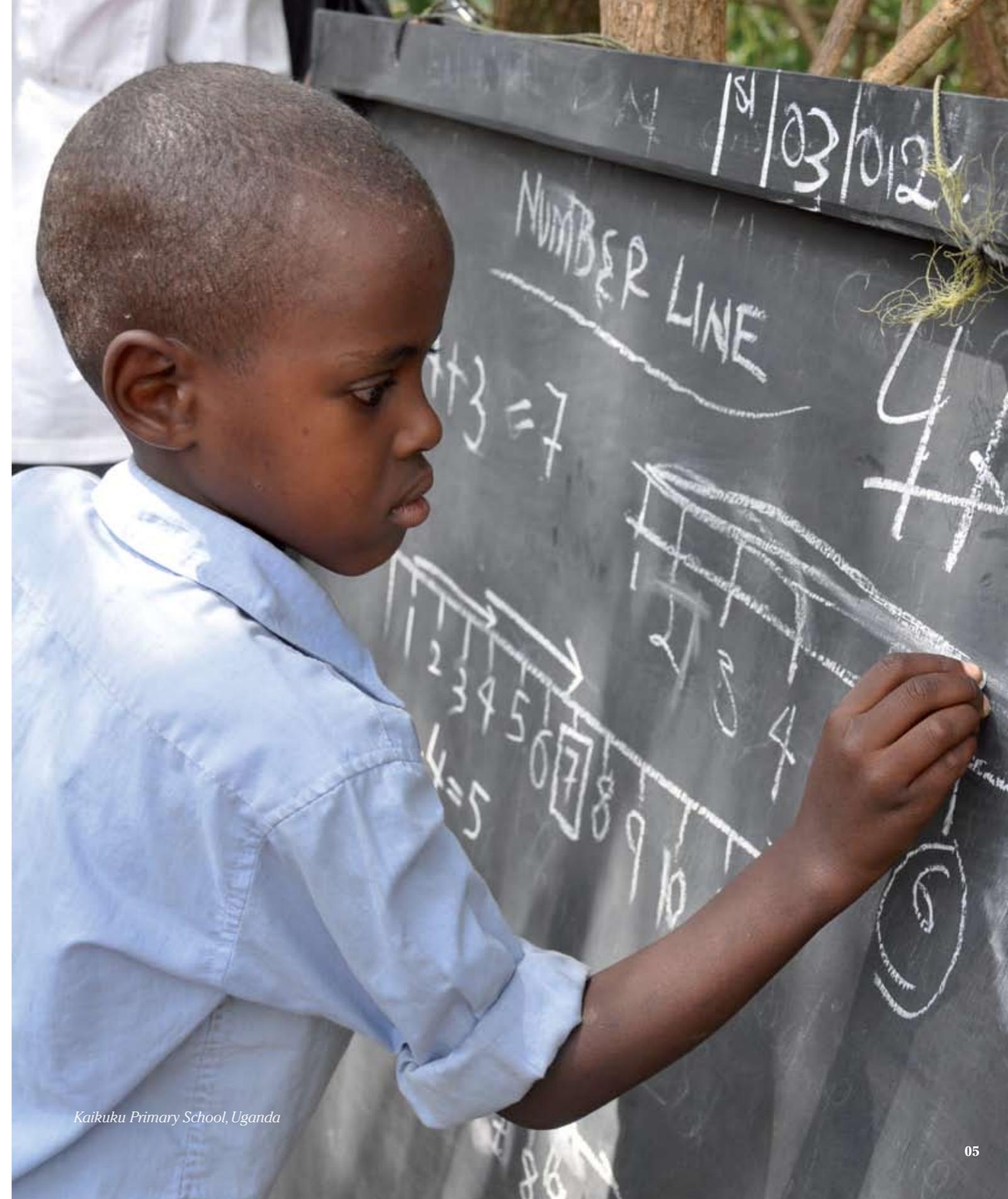
In 2013 we will be developing an ambitious plan for growth over the next few years. We want to reach many more people, but we also need to make sure we are giving them the opportunities they need to change their lives in the best way possible. This will mean constantly asking the question: do our activities have the greatest likelihood of making the greatest change? To achieve this we will have to improve our research, we will have to grow our partnership network and we will have to change what we currently do if there is a better way of working. This will be challenging, but it is a challenge we are in a position to take on. Our supporters and the communities we work with deserve to know that we are capable of delivering lasting change.

I'm incredibly grateful to all of the people we work with, our staff and our supporters, for every drop of energy that you've already put in. You are the ones reaching more people, more effectively.

Thank you.

Oliver Kemp

"This will mean constantly asking the question: do our activities have the greatest likelihood of making the greatest change?"



Kaikuku Primary School, Uganda

Our programmes



Miryalala Primary School, Uganda

Build a School

We work with parents, teachers and pupils to identify the particular challenges facing their school, and develop a three-year School Development Plan to tackle them. The Plan might 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 safer and better stocked classrooms; for greater parental involvement and for better trained and motivated teachers.

We also help the parents and staff form effective committees to take responsibility for the future development of their school, ensuring a high quality education for generations to come.

Because of this partnership, the schools we work with have seen a dramatic rise in attendance and in the number of pupils going on to secondary school, increasing their chances of a brighter future.

*Build Africa supports **49,850** pupils in **103** schools in Uganda and Kenya.*

*In Kenya there are **11,814** pupils in **32** schools and in Uganda there are **38,036** pupils in **71** schools.*

Building Livelihoods

We provide farming communities with access to savings and credit, meaning they are better off and better able to weather periods of economic, climatic and social upheaval. We give them the financial security that their precarious farming income alone can't give them: they can now pay for their children's schooling, meet health care costs and pay the bills in times of emergency.

We set up and support village savings groups. The groups provide a local, flexible and secure system through which people can save and borrow small amounts that they can use to invest in their farms. The loans are paid back with interest, allowing the overall fund to grow and giving every member a profit.

In addition, business development training provides members with the skills they need to set up small-scale enterprises. The businesses could be anything from a tree nursery to a basket weaving business; from a DIY cinema to a small bakery.

*In total our livelihoods projects reached **47,200** people in close to **1,400** savings groups.*

*The total number of village savers increased by **6750** in 2012.*

Our formula for success

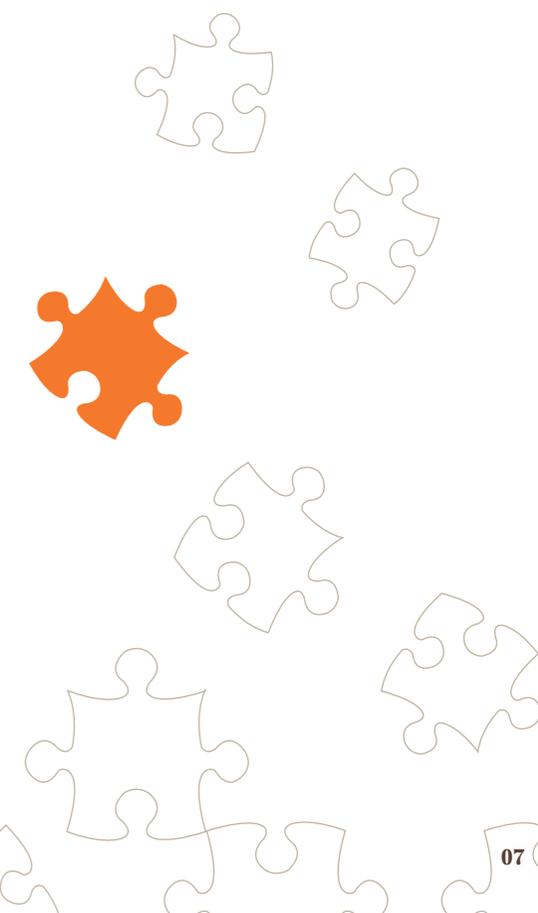
Our life-changing programmes can be represented by a simple but well-researched formula: **education + wealth creation = healthier, happier and wealthier communities, now and for the long term.** These core programmes complement each other for maximum effect. Through the Building Livelihoods programme savers can afford school fees, uniforms and a regular diet, and they don't have to force their children to work on the farm when they should be at school; while the Build a School programme gives children the best chance possible to consolidate and build on the path to prosperity begun by their parents.

We currently support over 80,000 people in rural Uganda and Kenya. But these figures tell only part of the story. We don't think in the short term. Instead we unlock potential and provide opportunity; supplying the skills, resources and freedom of choice that help people make more informed life choices and mitigate the set-backs that keep them trapped in the cycle of poverty.

For every one of these 80,000 people, there are family members and members of the community that benefit as well, now and in the long term.

The development jigsaw

We also understand the complex causes of and solutions to poverty in rural Africa; the composite nature of our work reflects this complexity. In the following pages we show you what we did in 2012 to address issues as diverse as the standard of teaching, school management, water and food security, infrastructure and furniture, gender equality, child protection, health, savings opportunities and business development. It is the diversity and interplay of these carefully chosen and developed projects that make our work so successful.



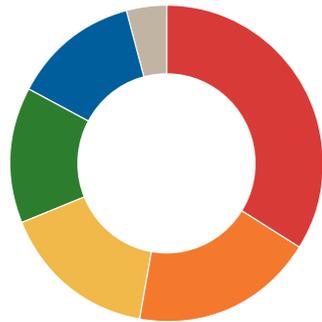
The difference we made in 2012

Teaching standards

What's the issue?

Many teachers in rural Africa are undervalued and underpaid; they struggle to cope with uncomfortable living and working conditions and a lack of resources. Not surprisingly teaching issues were high on the list of development goals drawn up by our schools in 2012.

So we commissioned a research pilot in 2012, with some interesting results. We found an overall absenteeism rate of 19% at our sample schools in Uganda (which equates to over 50 days missed per year), for the following reasons:



- 34% because of sickness
- 19% because of a lack of teacher accommodation
- 16% to attend funerals
- 14% because of poor pay
- 13% because no lunches are available
- 4% for other reasons.

The study also revealed attitudes that threaten the quality of education. Many teachers viewed their absenteeism as a legitimate response to a system that marginalizes and underpays them. About 80% of the teachers interviewed saw teacher absences as an inevitable outcome of poor employment terms and conditions.

What are we doing about it?

We improve teacher motivation and skills by providing the materials they need (like textbooks, teaching resources and blackboards) and by training them to replace their old fashioned rote learning method with a more comprehensive approach that both treats children as individuals with individual needs and brings extra-curricular activities such as sport, music, dance and drama to the centre of the learning experience.

We are working with school communities to provide low cost teacher accommodation and have designed a comprehensive advocacy strategy to help lobby for teachers' rights.

We also help head teachers and School Management Committees address absenteeism head on. For example, some schools have introduced charts that keep track of daily attendance, providing the evidence they need to deal with the problem.

*In 2012 we trained **396** teachers, **161** in Kenya and **235** in Uganda. In Kenya **43%** were female; In Uganda **29%** were female.*

Kaikuku Primary School, Uganda





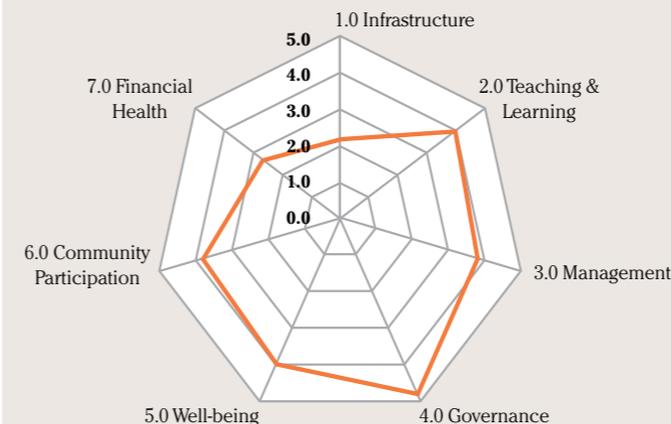
A Parent Teachers Association meeting at Kiryandongo Primary School, Uganda

A new level of monitoring: Shule Yetu

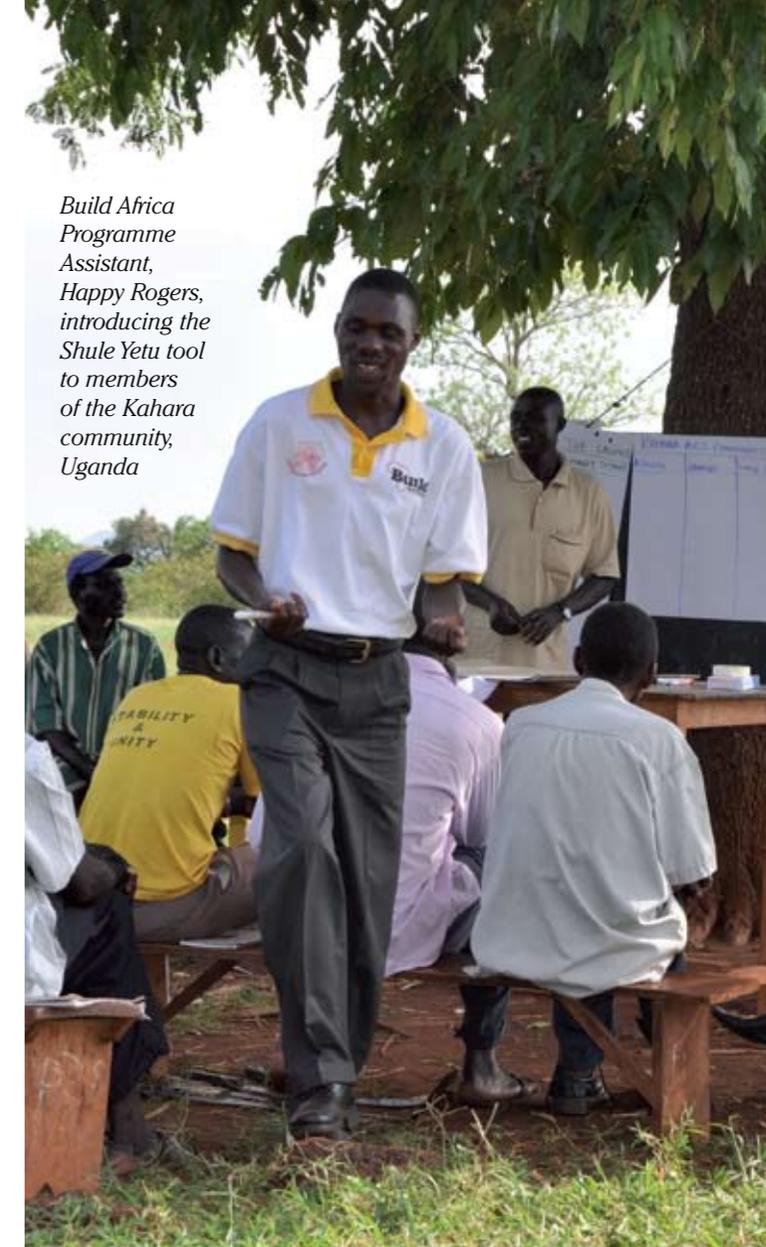
Community involvement is essential for good school management. In 2012 we took that involvement to another level by piloting the Shule Yetu monitoring tool. Practical and easy to use, the tool allows pupils, teachers and parents to monitor the performance of their own school.

This is how it works. The tool's questionnaire uses a ratings scale (of one to five) that applies to a range of multiple-choice questions split across seven outcome areas: infrastructure; teaching and learning; management; governance; well-being; community participation; and financial health. Taking Kong'asis Primary School, in the Gilgil District of Kenya, as an example:

Kong'asis



The school has very effective governance and well performing management, with a high level of community participation and good level of teaching and learning. However, it is also performing poorly on infrastructure and financial health. We will therefore be focussing on these areas in the future.



Build Africa Programme Assistant, Happy Rogers, introducing the Shule Yetu tool to members of the Kahara community, Uganda

School management

What's the issue?

There are plenty of stories in the UK press about schools with state of the art infrastructure that fail because of poor school management. Schools can only grow and succeed if they are well run, and this applies to schools in rural Kenya and Uganda too.

What are we doing about it?

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 to make sure its goals are being met.

In 2012 Build Africa trained 440 School Management Committee members: 212 in Uganda and 228 in Kenya. Female members comprised 56% of the Kenyan trainees; 26% of the Ugandan.



Parents at Jeeja Primary School, Uganda, completing the Shule Yetu questionnaire



The Shule Yetu tool allows pupils, teachers and parents to monitor the performance of their own school. Pupils at Kahara Primary School filling in the questionnaire

Water and food security

What's the issue?

Many children go hungry because their parents can't give them three meals a day and a lot of schools simply don't have the materials, facilities and clean water needed to provide school meals. Pupils miss school because of infection or tiredness, or to help their parent on the farm. Their exam results suffer and they eventually drop out.

What are we doing about it?

We have always prioritised the demands for clean water and nutritious meals at our schools: we provide boreholes and water tanks; we train farmers in more efficient and productive food production and provide marketing training and advice.

Our approach was more systematic in 2012. Through the Vitol Foundation-funded Water and Food Access Project, we established school gardens and began drilling boreholes at twenty-eight Ugandan schools. Community ownership is key to the success of the project. To ensure the sustainability and safety of the boreholes, we therefore trained water user committees to take charge of their operation and maintenance.

Working with KULIKA Uganda, we also provided seeds and farming tools and trained fifty-two teachers and gardeners in organic farming. As a result, many of the schools had successful harvests of beans for the first time, which contributed towards new or existing food programmes.

OCT **16** A day to remember: **World Food Day (October 16)**

Kikopey Ranch, an independently-owned model Kenyan farm, hosted 250 farmers from Build Africa-supported savings schemes. They received advice on farming methods and techniques and learned about the products and services on offer from a number of agricultural companies.



Kooki Primary School

Food for thought at Kooki Primary School, Uganda

Since it was founded twelve years ago Kooki Primary School has struggled to provide school meals for its pupils. But all that changed when Build Africa's Water and Food Access Project provided training in organic farming and enough seeds and equipment for the school to establish a three-acre garden of maize, beans and vegetables. Now 800kgs of maize and 90kgs of beans have been harvested, enough to feed the 250 pupils at the school for 16 weeks. By that time, the next harvest will be due.

Nine-year-old Jennifer says she is so happy to be able to eat porridge at

school now: "When I started school last year, I wanted to stop because of hunger. But this year I am very happy because I do not get hungry at school."

Community cooperation has been crucial, with parents contributing an additional 200kgs of maize. And in the near future they will increase food production by ploughing a larger portion of land. "We look forward to extending the programme with the help of the parents and we will make sure that everyone in the community learns from the training", said Kulaba Monica, Kooki's head teacher.

Infrastructure and furniture

What's the issue?

In the remote and under-resourced communities where we work there just aren't enough classrooms and latrines to go round; as a result classes are often taken in the open air, at the mercy of the elements, and pupils have no choice but to go to toilet in the bush.

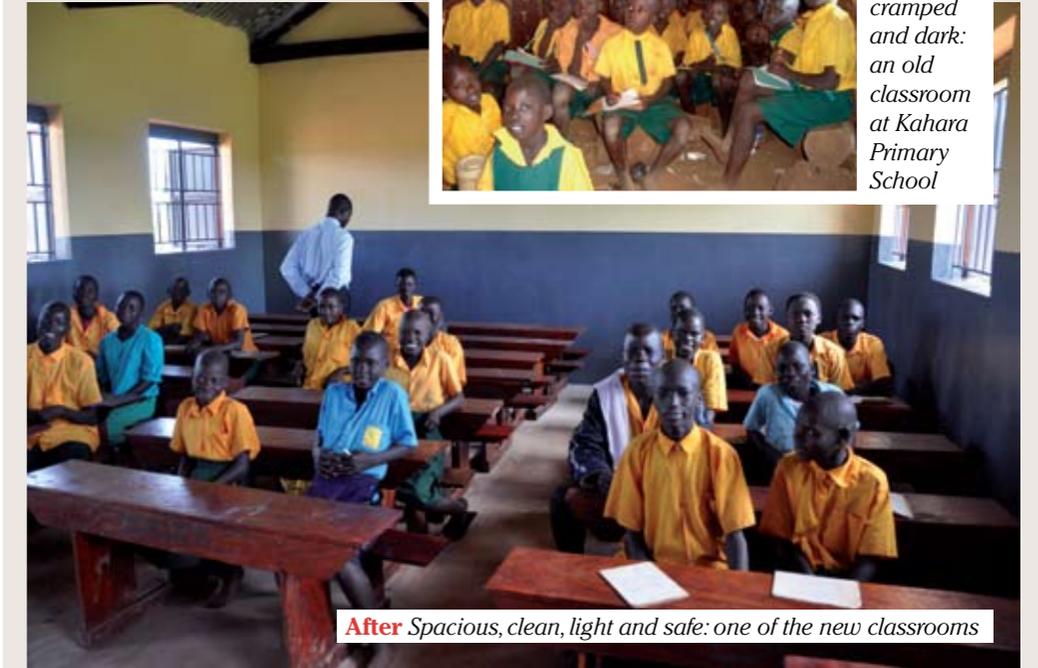
And what there is just doesn't do the job properly. Makeshift (and often dangerous) structures made of wood and straw or mud and corrugated iron are dusty and hot in the summer, cold and windy in the winter. Add to this a lack of textbooks, desks and tables, and you get an idea of the material problems that our schools face.

What are we doing about it?

We do more than build classrooms and latrines, but infrastructure is an important piece of our development jigsaw, a priority of many School Development Plans. Improvements to the quality of teaching, for example, would be far less effective without safe, comfortable and well-stocked classrooms; our health and gender awareness policies wouldn't succeed without clean and safe latrines that separate the boys from the girls.

In addition we supply the desks and tables, the science kits and first aid kits, the storage and sports equipment that our schools need.

Kahara Primary School



After Spacious, clean, light and safe: one of the new classrooms



Before Dusty, exposed, cramped and dark: an old classroom at Kahara Primary School



After Clean and private and safe to use: a new latrine block



Before Dusty, Dilapidated and dirty: an old latrine



Minyalala Primary School, Kenya

Gender equality

What's the issue?

We carried out some important research in 2012 into the support that girls receive at school and attitudes towards girls' education. Here are the findings:

- There was a shortage of female teachers in rural areas (who could act as mentors and role models to girls at school). On average the male to female staff balance was **5:1** in the eight sample Build Africa-supported schools, with no female teachers at two of them;
- There was a lack of appreciation of girls' education in the local communities;
- Menstrual management was poor at both school and home (parents were unwilling or unable to buy sanitary pads and the school was unsupportive). As a result adolescent girls are losing an estimated **12** days (15%) out of each school term;

- Girls who are kept at home have a greater chance of falling pregnant. Approximately **43%** of the girls in Uganda become pregnant before the age of 18;

- **71%** of parents interviewed weren't aware that primary school would be beneficial to their daughters' future prospects (for getting a job for example).

2012 saw gender issues becoming more of a concern and priority for communities, appearing more frequently in their School Development Plans.

What are we doing about it?

We are providing separate sanitary facilities for all the girls and sanitary towels for the older female students. Community awareness meetings and local radio shows are addressing issues like early marriage and the value of sending girls to school. Teachers are also trained in child-friendly teaching methods that treat every child

as an individual and where necessary we will work with the schools to lobby the government for more female teachers.

The report also shows that girls are slowly catching the boys up in their leaving exam results.

Our gender work is already seeing an improvement in results:

*In schools supported by Build Africa approximately **50%** of pupils enrolled are girls (**49.6%** in Kenya, **50%** in Uganda, **49.9%** overall).*

*In 2012 girls accounted for **49%** of those taking their leaving exams (**50%** in Kenya, **48%** in Uganda).*

Exam results show that girls are now catching up with boys in all the schools we work with.

Child protection

What's the issue?

In partnership with Absolute Return For Kids, Build Africa participated in an international survey on Child Well-being supported by UNICEF and various universities around the world. In total 1,049 twelve-year-olds and 1,048 ten-year-olds were surveyed in eastern Ugandan schools.

The findings illustrate the need for child protection and better awareness about child rights. Many children aren't being provided for and aren't consulted in matters that concern them, with only 41% saying they thought adults respected their rights. The majority of parents weren't aware that children have rights 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. In some extreme cases children are experiencing gross violations of their rights at home and school.

What are we doing about it?

Child rights awareness should therefore target parents and guardians as well as the children themselves. The Letter Link scheme, for example, gives schoolchildren the opportunity to share their problems through letter writing. During 2012, the project made great progress in promoting awareness of child protection issues amongst parents, teachers and pupils in ten pilot schools. The cases have either been resolved or referred to the relevant authorities.

In addition, community paralegal officers have been trained in child protection and rights issues. These paralegals now work closely with School Management Committees, Parent Teacher Associations and other community development agents. The actions taken by the paralegals, School Management Committees and local leaders resulted into the return to regular attendance of over 250 children.

In 2013, Build Africa will be using the lessons learned from 2012 to carry out a larger country-wide round of data collection on child protection and rights.

JUN 16 **A day to remember: The Day of the African Child (June 16)**

To promote awareness of the rights of disabled children, pupils from seven Build Africa-supported schools in Kenya presented poems, dances and songs at an event in Gilgil Town. One of the pupils delivered a speech about the need for parents and guardians to promote and fulfil these rights.



The Letter Link scheme at Kawiti Primary School, Uganda



Mrs. Kimani and the award-winning health club at Echariria Primary School, Kenya

Health

What's the issue?

People in Sub-Saharan Africa have the worst health, on average, in the world. The continent accounts for almost half the world's deaths of children under five, has the highest maternal mortality rate, and bears a heavy toll from HIV and AIDS, tuberculosis, and malaria. Diseases like cholera are the stuff of history books in the UK. In Kenya and Uganda, where scant rains have meant that many people are surviving off dirty, germ-infested water, cholera outbreaks are still all too common. In addition tropical diseases like Bilharzia, a potentially life-threatening infection caused by fresh water parasites, are common in both countries.

What are we doing about it?

Health clubs are an essential part of the School Development Plan process. Their function is to promote community awareness about HIV and AIDS, to teach young people how to live safely and healthily and to develop life skills such as leadership, public speaking and debating. A healthy, disease-free learning environment is also important.

Elected by their fellow students and community members, both child and adult peer educators are taught communication skills and about health issues such as sexual health, drugs, personal and environmental hygiene and HIV and AIDS at intensive one week training courses. They are then responsible for communicating these issues to both fellow students and to the community in general.

265 child peer educators were trained in 2012, **138** of which were girls. **121** were Kenyan; **144** Ugandan.

161 adult peer educators were trained in 2012, **105** Ugandan and **56** Kenyan. **59%** of those trained in Kenya and **33%** of those trained in Uganda were female.

DEC 01 A day to remember: World AIDS Day (December 1)

114 Kenyan pupils from seven Build Africa-supported primary schools presented poems and songs with HIV and AIDS messages. They also elected peer educators to represent them at a national event presided over by Kenya's Vice-President.

Income potential

What's the issue?

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.

What are we doing about it?

We set up and support village savings groups. The groups provide a local, flexible and secure system through which people can save and borrow small amounts that they can use to invest in their farms. The loans are paid back with interest, allowing the overall fund to grow and giving every member a profit.

Through better access to credit (and the culture of investment and reinvestment that is a hallmark of the scheme) members can now afford life-changing assets such as livestock (an essential source of income when crops fail), as well as iron-roofed houses, bicycles, and sewing machines; while parents and guardians can now afford school fees and materials.



Our savings groups are providing financial security for all the family. Aipeitoi savings group, Uganda



Amina savings group, Uganda



Members of the Yweyambe-B savings group clearing the ground for planting

Business development

What's the issue?

More than 70% of Africa's poor people live in rural areas and depend for their food and livelihood on a precarious relationship with the land. In the rural areas of Kenya and Uganda employment opportunities are few and far between.

What are we doing about it?

Village savings groups give their members the financial security that their precarious farming income alone can't give them, and we provide business development training that helps develop their farming businesses or branch out into small-scale enterprises.

For example, in 2012 Build Africa received funding from Agri Business Initiative to support the two-year North Western Livelihood Support Project in Kiryandongo. The project

is helping 7,500 savers increase their maize production and improve their access to financial support and profitable markets. The project has some exciting innovations: with the help of 47 demonstration gardens, and in partnership with a local farming group called Pakanyi United Farmers' Cooperative, 1,240 savers will receive training in farming business skills and agronomy (including maize pest control and better crop management).



Case study: Yweyambe-B farmers put their fertilizers on trial

To ensure that farmers get the most out of their maize crops, the North Western Livelihood Support Project is testing different fertilizers and trialling different weeding and planting practices.

As a result, members of the Yweyambe-B savings group will not only save time and money by bulk-buying their fertilizer and seed as a group, they will also be ready to plant at the optimum time, and their combination of Dap and Urea fertilizers will help maximize their harvest.

The fertilizer results:

Fertilizer type	Harvest
Combination of DAP and Urea	370 kgs
DAP alone	234 kgs
Urea alone	330 kgs

From dart boards to detergent: how one group developed its business ideas in 2012

The 25 members of the Myanyu savings group in Kisiyani, Kenya, have come up with some ingenious money-making schemes. They include basketweaving, rope-making, detergent-brewing, tree-planting, poultry farming, vegetable-selling; one particularly ingenious lady has even made inroads into the dart board industry by providing sisal fibres to a textile company.



A fresh start

"We also make detergent. There are eight different chemicals which we mix. No moisture must get in because it could react with the chemicals and combust. We mix for 2 ½ hrs, add colour and then leave for 24 hours. We use it for washing clothes, surfaces, walls, toilets, utensils, vehicles, as soap and shower gel."

Stella Mutet



The wonder of sisal

"Build Africa has helped us make things like baskets. They can cost 1,400 Kenyan Shillings, and even more if the basket is sold on its own. The baskets made from sisal are a little bit cheaper because they are plain. It takes four years for a sisal plantation to grow, but once established it lasts forever. Each individual owns a plot of sisal land. They use it to fence their land."

Ruth Kimundia



Always on the go

"When I get money from the group I buy vegetables every Friday from far away. I sell them to pay for the loan and make a profit. I make ropes while I am selling the vegetables so I am never idle. I can also harvest as many as 3,000 tree seedlings in one go. I have sold seedlings to the headmaster at Kisiyani Primary School for example. I also make Mandazi (a snack made of fried bread) and doughnuts from the flour that I buy."

Kioko Felista



Right on target

"I have been given the contract to sell sisal fibres to a textile company. They dry the fibres and then sell them to a company near Nairobi who make dart boards for the American market."

Panina Mwemba



Empowered and confident:

"I am very grateful because I had no source of income before. Children used to be sent home from school all the time because we could not afford the school fees. But since the group started none of our children have been sent home. We used to look down on ourselves but now we look forward to better things."

Peter Ndetu

Looking forward: plans for 2013 and beyond

2012 was a significant year for Build Africa. Despite difficult economic conditions it was a year of growth; of sound financial judgment; of exciting, new partnerships and a year when our profile grew, both publicly and professionally.

2013 will see some exciting developments:

Updating our strategy

We are putting together a new long term strategy in 2013 that will address the shifting demands of rural poverty in Africa and help us deliver better choice and opportunity to the young people of rural Uganda and Kenya.

The strategy will provide clear programmatic direction, give us more efficient and effective programmes, improve the way we monitor and evaluate our work, increase our cost-effectiveness, and link us with the most appropriate partners.

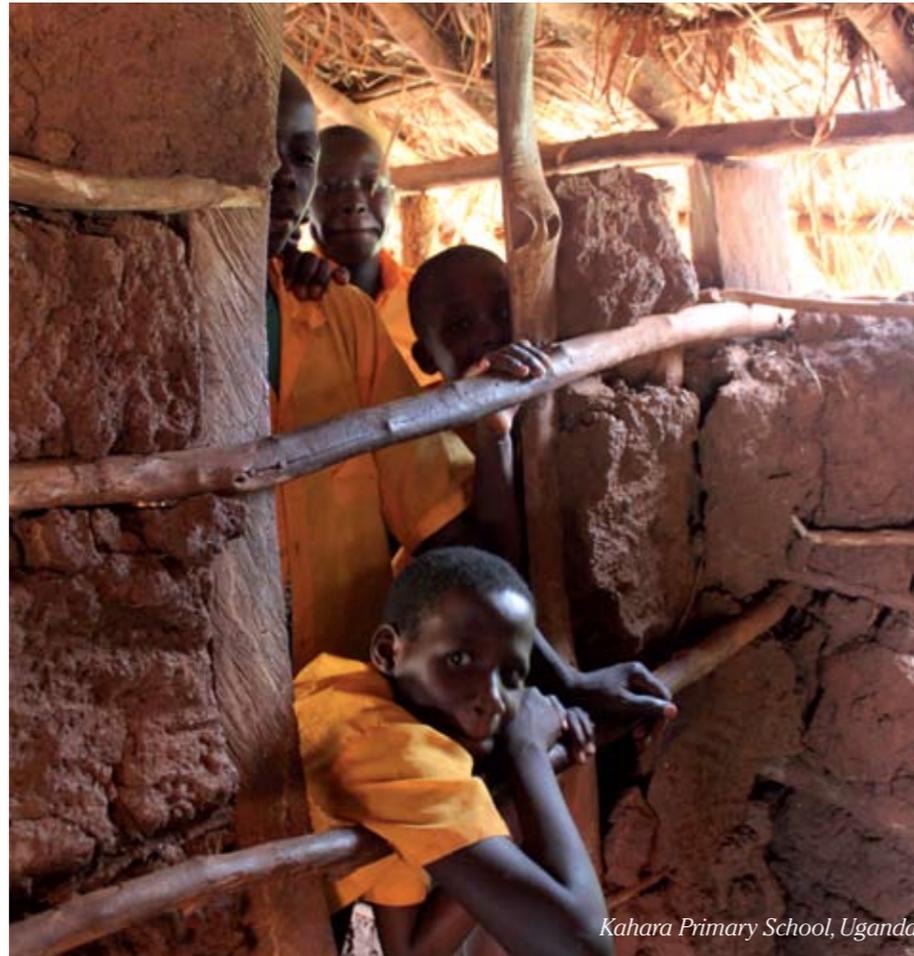
Providing the right resources

Our programme strategy will need the right resources if it's going to be the best it can be. Our assessment of resources will shape our fundraising focus and ensure we have motivated and inspired staff with the right skills for the task in hand.

Exciting new projects

We will continue to take particular care of vulnerable groups within our communities. In particular, we will continue to develop and strengthen child protection and child rights aspects of our activities.

Our three-year Rural Education for Secondary School Retention and Transition pilot project, for example, will increase the number of rural Ugandan children, especially girls, making the transition from primary to secondary school. It will improve the education prospects of over 38,000 children and



Kahara Primary School, Uganda

encourage the participation and support of almost 10,000 parents. The first stage will involve the collection of data and evidence on the most cost-effective solutions.

A third country of operation

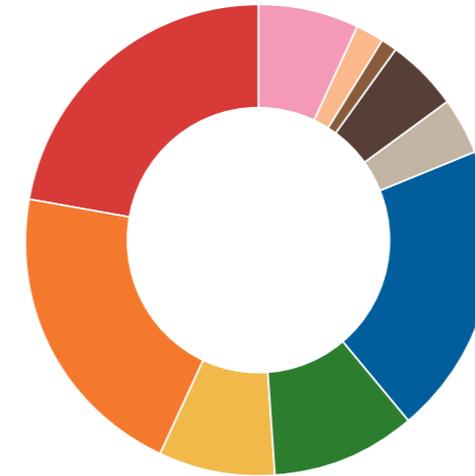
With our presence in Kenya and Uganda so firmly established, the time is right to look at expanding our operations into a third African country. The expansion would reduce the organisational risk that the two countries present, and give us greater organisational impact.

We are therefore investigating opportunities within Nigeria. Factors to be considered include: a clear understanding of local needs, the local educational environment and our ability to have significant impact; a spread of committed funders; identification of suitable partner organisations to work with; safety and security of staff.

We will also ensure that all our plans are supported within a sustainable financial framework.

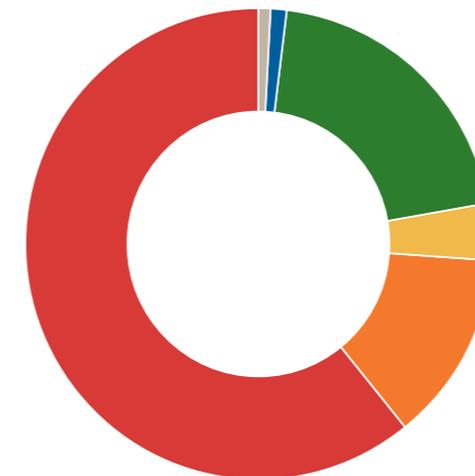
Finances

Where did our money come from?



	£'000	%
Major Donors	601	22%
Other Individual Giving	577	21%
Gift Aid	236	8%
Companies	286	10%
Trusts and Foundations	566	20%
Income raised in Africa	115	4%
Events	147	5%
Legacies	23	1%
Schools & Churches	46	2%
Statutory	185	7%
Total Income	2,782	100%

How did we spend our money?



	£'000	%
Education Projects	1,601	>61%
Livelihood Projects	354	13%
Water & Food Project	112	4%
Raising Funds	536	20%
Governance	30	1%
Other Projects	21	<1%
Total Expenditure	2,654	100%

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

Special Thanks

Build Africa would like to extend a huge thank you to our donors, patrons, ambassadors and trustees for your continued support throughout 2012.

Individual supporters

The generosity of our individual donors contributed to **52%** of our overall income. **4,279** individuals gave a regular gift throughout the year, **21** gave gifts of **£5,000** or more and **11** funded the development of an entire school.

Companies

28 companies kindly supported Build Africa's work, **6** of which donated more than **£10,000**. Out of those companies, **3** supported the entire development of a school.

Build Africa also received a number of in-kind donations: Nokia's London office donated **7** refurbished desktop computers, and thanks to the generosity of our partner Microsoft UK, we received a software grant worth **£41,804**. We also received pro bono support from Tunbridge Wells law firm Cripps Harries Hall LLP and Microsoft's partner companies helped us with our social media.

Events

A variety of schools, churches, groups and individuals raised **£53,000** to support our work in 2012.

We held more events and challenges than ever before, raising **£148,000** in total from bike rides, runs and treks. One of those events, the Royal Parks Half Marathon, saw **150** Build Africa runners raise a record **£52,000**.

Charitable trusts and foundations

We received support from **51** charitable trusts and foundations during 2012.

Thanks to the generous support of trusts and foundations such as The Turing Foundation, The Alan and Babette Sainsbury Charitable Fund, The Charles Hayward Foundation, The Sylvia Adams Charitable Trust and Wilmslow Wells for Africa, we have been able to develop a number of projects, further widening the impact of our work.

Statutory donors

In 2012, we were also very pleased to receive **£30,896** from the Guernsey Overseas Aid Commission towards the development of Kayera Primary School in Uganda.

In addition, a project funded by UKaid from the Department for International Development has increased the retention and completion rates of pupils at **40** rural Ugandan schools.

*The generosity of our individual donors contributed to **52%** of our overall income*

*Thanks to the generosity of  Microsoft our partner Microsoft UK, we received a software grant worth **£41,804***

*We held more events and challenges than ever before, raising **£148,000** in total*

18 A day to remember: The Charity Times Awards 2012

Build Africa receives the International Charity of the Year award for 'outstanding results in tackling the underlying causes of poverty'.



Our Director of Resources, Adrian Stockman (centre) receiving the award



The Royal Parks Half Marathon



Cripps Harries Hall walking Hadrian's Wall



Mergermarket at the Super Hero Run



Father and son team Richard and Thomas at the Royal Parks Half marathon

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