



# Build Africa Uganda

Annual Report 2015

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# The year in numbers...

01

116 lower primary school teachers (74 men and 42 women) from 25 schools were trained on the use of specially developed toolkits for teaching young children

02

933 peer buddies (560 boys and 373 girls) were trained in 25 schools

03

36 parents clubs containing 1,141 parents (675 men and 466 women) were established

04

45 mini literacy and numeracy libraries were established in 15 schools

05

Teachers' networks with 125 teachers (87 men and 38 women) established at 26 schools

06

2,290 girls, 1,082 boys and 79 parents attended menstrual hygiene and sexual reproductive health training at 32 schools

07

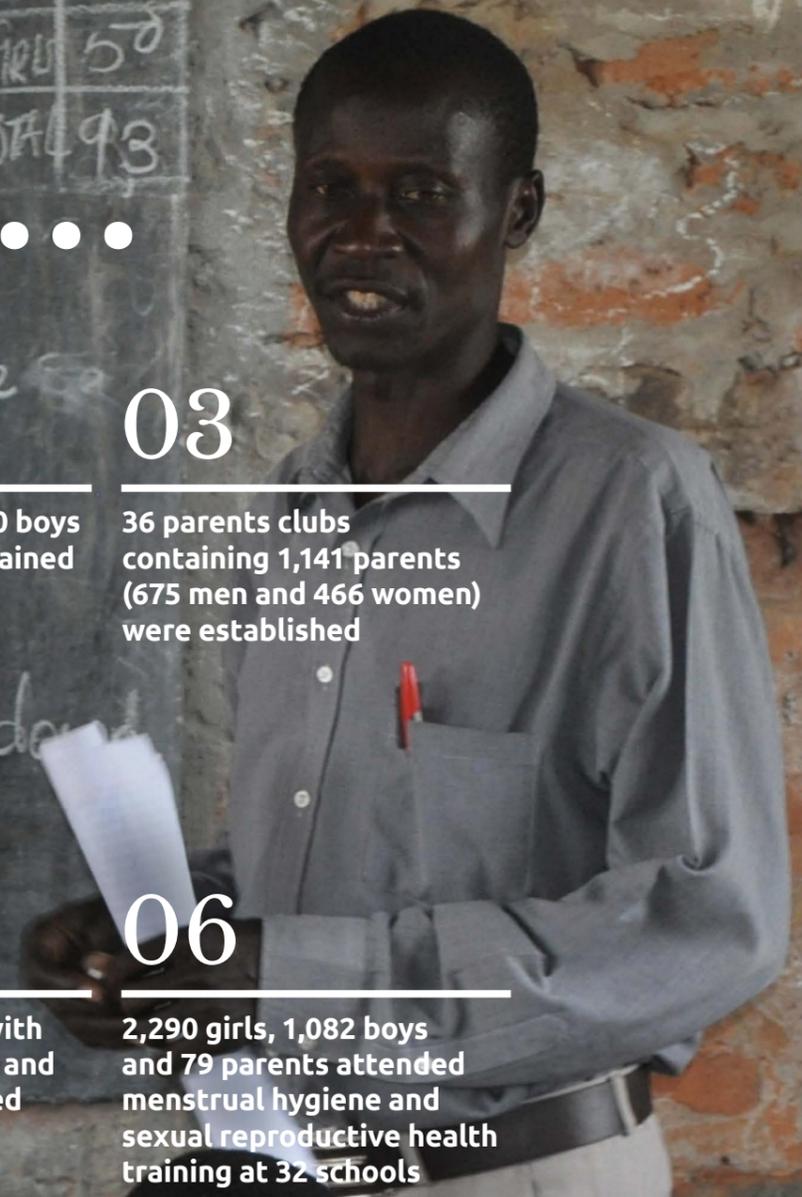
194 pupils (95 boys and 99 girls) went back to school by the beginning of the third term through the Second Chance Champions initiative

08

1,737 children (763 boys and 974 girls) at 20 schools attended mentorship sessions that helped boost self-esteem, and improve communication and problem solving skills

09

9,397 farmers (3,014 men and 6,383 women) were trained on citrus production and management



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Cover: Aege Otimonga Primary School, Bukedea  
This page: Kalengo Primary School, Bukedea



Specioza Kiwanuka, Country Director

### Country Director's introduction

I am delighted to welcome you to our 2015 annual review in which we document our education and livelihoods work in Uganda.

Over the last five years it has been a privilege to be a part of the growth within the organisation. For example in 2011, we worked with less than 5,000 children compared to over 13,700 children in 2015. Similarly, we worked with 225 teachers in 2011 compared with 436 in 2015!

In 2015, we continued to implement our new strategy - increasing educational and livelihood opportunities in Uganda. We managed to expand our work especially in early learning, having secured almost \$1 million to work with over 20,000 children over the coming three years.

Our partnerships grew during the year, not just within the communities we work with, but we also joined key sectoral working groups at the national level.

We are now represented at the MOESTS Basic Education Working Group. Similarly, we sit on the steering committee of Competitiveness and Investment Climate Strategy at the Ministry of Finance, Planning and Economic Development (MOFPED).

Reading through this report you will encounter stories of change in the lives of the many children and community members we have worked with in 2015. We have been honoured to see the tenacity of communities being put to the test. Deliberately integrating our livelihood and education work is starting to bear fruit.

All that we were able to achieve was possible due to the support we received from our donors, in particular the UK supporters, Water Aid Uganda, USAID-GAPP through RTI, The Agricultural Business Initiative (aBi) Trust, Segal Family Foundation, VITOL Foundation, MacArthur, and Elma Philanthropies.

I take this opportunity to thank my 25-member team for their commitment to the mission of Build Africa and our Board for their oversight role. I appreciate the technical guidance from the Build Africa UK team.

I welcome you to enjoy our 2015 annual review. Should you have any questions and / or comments, please contact us on [bau@build-africauganda.org](mailto:bau@build-africauganda.org)

**Specioza Kiwanuka**  
Country Director



Adiga Onesmus Jimmy, Chairman of the Board

### A word from the Chairman of the Board

I am pleased to report that in 2015 Build Africa Uganda (BAU) was able to officially launch its strategy to 2018, bringing on board key stakeholders from the MOESTS, Ministry of Agriculture, Animal Industries and Fisheries, Ministry of Finance, Planning and Economic Development, donor community, local governments and representatives of the communities we work with.

The progressive execution of our new strategy and demand for our community engagement projects enabled us to record the growth in programme scope and the number of people we were able to reach, as demonstrated in this report. The introduction of early learning to our programme approach is a strategic contribution we are making to address aspects of literacy and numeracy.

We have continued to work with communities to address livelihood challenges through venturing into market driven enterprises like citrus production in Eastern Uganda. Having a steady income enables parents to support their children's education.

We attribute these great accomplishments directly to our staff and Board Members' hard work during the year.

As we begin a new fiscal year, Build Africa Uganda is not resting. We are looking forward to another exciting year collaborating with our partners and communities to help drive the future of improved quality of education and livelihood opportunities for the children and people of Uganda and to deliver increased value to all our stakeholders.

Thank you for your continued support of Build Africa Uganda as we work to help more people than ever before.

**Adiga Onesmus Jimmy**  
Chairman of the Board





Buddies at Kisomere Primary School, Bulisa



Reading books for the mini libraries  
Pupils holding materials from the mobile library  
at Kizibu Junior Primary School, Kiryandongo



Parents meeting at Kooki Primary School, Kiryandongo



Parents meeting at Kachuru Primary School, Bukedea

**Peer buddies and peer leaders**

BAU is using a peer buddies model to help younger children settle into school. Older children have been identified and trained to be ‘buddies’ to younger children, reducing bullying and supporting their orientation into school.

By the end of 2015 BAU had trained a total of 933 peer buddies (560 boys and 373 girls) peer buddies in 25 schools in the Masindi region.

**Supporting transition of children to school**

Children who are not prepared to join school often struggle. BAU is supporting their transition into school by providing parents with materials to guide learning at home and help prepare children when they enrol so that they can benefit fully from their lessons.

In 2015 guidance packs were developed for this purpose and translated into local languages. As a result over 7,179 parents are in a better position to support their children at home.

**Parents clubs for learning at home**

BAU organised parents clubs, clustered according to villages, to further support childrens’ learning at home. Each club is allocated a community facilitator for technical support.

36 groups containing a total of 1,141 parents (675 men and 466 women) were established in the Masindi area by the end of 2015. In Eastern Uganda another 172 (87 men and 85 women) parents were trained in monitoring, teaching and learning with their children both at home and at school.

**School open days**

School open days were held to encourage parents and guardians to interact with children and teachers. Organised on a termly basis, they have increased the interest of parents in the progress of their children and parents had opportunities to discuss the challenges of individual children with their teachers.

In 2015 we conducted 31 open days with a total of 1,824 parents (1,002 men and 822 women).

**Establishment of literacy and numeracy libraries**

The need for age-appropriate reading materials for children cannot be overestimated if they are to develop basic literacy and numeracy skills. BAU has made reading materials available to children through literacy and numeracy libraries.

In 2015 45 mini libraries were established in 15 schools in the Masindi area. Each school received three mobile library boxes fully stocked with relevant literacy and numeracy books for P1 - P3 children.

Children are more engaged in reading and counting as a result of having regular access to high quality learning resources, as well as receiving the support of their peer buddies and extra learning clubs.

**Maximising learning**

Build Africa is working to improve the quality of teaching, increase parents’ engagement, improve school management and governance, expand the availability of appropriate books and equipment, and provide safe and comfortable environments for learning.

**Parents dialogue meetings**

Through community dialogues, guided by our Community Education Driven Strategy (CODES), BAU facilitated structured sessions to increase parental engagement and support for education.

In 2015 we reached 619 parents (323 men and 296 women), 85 teachers (51 men and 34 women) and 676 children (326 boys and 350 girls) with these sessions and tailored messages.

In two sub-counties in the Bukedea district, the number of parents with a ‘positive attitude’ towards education increased from 74% in the baseline to 82% during the mid-term review.

*“Nowadays my parents are providing me with enough books and pens and have paid for my lunch at school. They encourage me to work hard and make time for home revision so I perform well. They have promised to take me to a good secondary school.”*

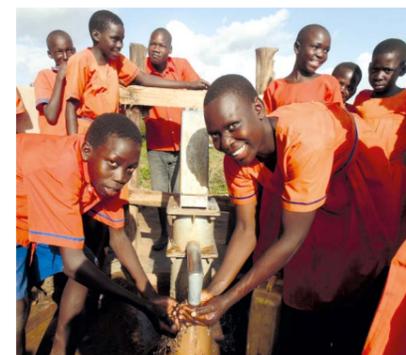
Loy from Kamatur Primary School, Bukedea



The new girls latrines at Kalengo Primary School, Bukedea



The new stove Bunyama Primary School, Kiryandongo Pupils eating lunch at Kalengo Primary School, Bukedea



A safe water source at Kanyanga Primary School, Bukedea A meeting of the water management committee at Kiryango Primary School, Buliisa



Interschool debate competition, Kumi



Teacher training, Bugiri

### Improving the physical learning environment

During the year, BAU completed the construction of nine classrooms at Kalengo, Apama, Busingiro, Nyantonzi and Kawiti primary schools – benefitting 630 pupils (252 boys and 378 girls).

BAU also constructed 78 latrines at 16 schools: Kalengo, Kachuru, Obosoi, Kooki, Busingiro, Kirwala, Maizimasa, Kabwangasi, Nasenyi, St. John Bolliso, Bolliso II, Kamuge Station and Kamuge, Kabweri, Kenkebu, Kalampete and Bugwere.

These latrines, which have reduced the pupil/latrine ratio to acceptable standards, include girl sensitive latrines with a provision for washing facilities.

### Boosting school feeding programmes

The schools BAU has been working with continued to provide meals for pupils through school gardens. For example, 400kg of maize was harvested at Kalengo Primary School in the second term. The school also planted three acres of beans and potatoes and is now able to provide school meals to all pupils throughout the year.

To boost these efforts, we installed new kitchens at eight schools – each with energy saving stoves and storage facilities, providing a safe environment for the preparation of mid-day meals for learners.

Over 4,300 (2,365 boys and 1,935 girls) and 61 teachers are benefiting from the constructed kitchens in these schools. The new stoves will help reduce the amount of firewood used by 60%.

### Improving access to safe water

In 2015 BAU constructed boreholes at eight schools in Eastern Uganda. These significantly contributed to the improvement of hygiene, which in turn led to an increase in pupil and teacher attendance and subsequently had a positive effect on academic performance. Access to water at school also helps to create an environment in which it is easier for girls and female teachers to manage menstrual hygiene meaning they no longer skip school during menstruation.

In Pallisa, 385 (189 men and 196 women) community members attended water source committee mobilisation meetings as part of our WASH Project, and participated in the election of Water User Committee (WUCs) based on trust and commitment. A total of 78 WUCs (42 men and 36 women) received training on the maintenance of boreholes.

### Enhancing literacy and numeracy skills

To further children’s literacy and numeracy attainment, BAU introduced debates, tutorials, reading clubs and regular testing to support and enhance classroom teaching. Remarkable results in academic scores from debates and essay writing competitions have been attributed to pupils doing research and a reading culture being fostered among the pupils. The debates have also improved confidence levels among pupils, enabling them to engage with their teachers and ask more questions in class.

*“I used to get 40 - 50% in English prior to debates. I am however scoring at least 70%.”*

Jackie from Morukakise Primary School, Ngora

### Teacher effectiveness

BAU worked with 125 teachers (87 men and 38 women) at 26 schools across Masindi and Kumi to establish teachers’ networks based on the STIR Education model. Peer support groups were created to encourage the sharing of information and innovations between teachers, as well as provide opportunities to work together on day-to-day challenges faced by their profession. Over 50 innovations have been adopted.

Additionally, BAU conducted teacher training with 38 teachers (21 men and 17 women) in child-centred approaches and developed the confidence of teachers to actively involve their students in the learning process.

### School sustainability

Through capacity building initiatives in 2015, the school communities of New Hope, Namagera, Budembe, Genesis and Mustard Seed received training to plan, identify and manage income generating initiatives. This included exposure visits to meet local entrepreneurs.

Various interventions – including dairy farming, horticulture, fish farming, maize and legume growing – have been implemented, increasing the self-reliance of these schools and enabling them to meet most of their needs. One such school, Budembe Primary School, achieved a 65% return from its horticultural project in one season.

## Case study

Jane from Puna is a P3 teacher. For a long time she had struggled with pupil attendance.

*“In a class of 100 children, about 30 - 40 would be absent every week,”* said Jane.

When Jane and her colleagues were challenged to come up with innovations to improve their experiences as teachers, Jane devised a system called 'Presence is Praiseworthy!' The class is divided into groups of five children to encourage each other to curb absenteeism. The group leader takes a daily roll call and a point is awarded for every child present.

At the end of the month the group with the highest points gets a reward. This has not only reduced absenteeism in the class to less than 10 children per week, but has also improved peer learning, participation and team work in other areas.

In addition three other teachers in the school have adopted the idea – but use a different approach, such as cards to track absentees – leading to reduced absenteeism in the entire school.

### Working with local government

BAU worked with 30 schools across the sub-counties of Kamdini, Budongo and Buliisa. School communities used scorecards to highlight the issues faced by their school.

Improvements have been seen as a result of partnering with local governments, and parents being mobilised:

- Infrastructure, specifically classrooms and desks, improved at four schools (Nyabyeya, Nyantonzi, Siiba and Kijangi) through local government support
- More teachers posted to seven schools (Nora, Nyabyeya, Ocini, Nyantonzi, Waiga II, Zambia and Apala B) reducing the teacher to pupil ratio from 1:86 to 1:74
- Improved parental participation led to the creation of school feeding programmes at 11 schools, and parents constructed teachers' houses at two schools (Apala B and Amaji in Kamdini)
- A reduction in teacher absenteeism, as volunteer parents monitored teacher attendance

*“Our school used to go a long while without being inspected, so many of the teachers had relaxed and would teach at wish. Many would not attend or would leave school before time. These days this is changing. The teachers stay in school because volunteer parents come in to monitor the teaching and learning, and keep our findings for reference.”*

Romeo, a volunteer parent at Kabolwa Primary School, Buliisa

### Impact story – Mobilising parents

Nyantanzi Primary School is a BAU supported school with 813 pupils in the Masindi District.

For a long time the school did not have enough furniture, meaning pupils in P1 and P2 were forced to sit on the floor. During a meeting, volunteer parents prioritised the issue of desks. They agreed to write a petition to the duty bearers, at both the sub-county and district levels, since it was their role to ensure that children learn in a child-friendly environment.

When the letter they submitted to the District Education Officer did not yield results, they wrote another letter to the Chief Administrative Officer. Within a month they received a positive response and by the end of the third term in 2015 the school had received 40 new desks.



Making sanitary towels at Nanoko Primary School, Kibuku



Making soap at Kalampete Primary School, Kibuku

### Including girls

Build Africa is committed to tackling the specific barriers that prevent girls from getting a decent education.

#### Menstrual hygiene management

To develop girls' confidence to stay in school, BAU delivered menstrual hygiene and reproductive health training reaching 2,290 girls, 1,082 boys and 79 parents at 32 schools across Kumi, Ngora, Bukedea, Kibuku and Pallisa.

We held practical sessions on making sanitary pads, enabling girls to acquire essential skills. Boys were equally keen to learn about this process.

*“The training, especially the session on sanitary pads making, has been very interesting for me. I am now capable of doing it alone and will help make some pads for my sister back home.”*

Jeremiah from Miroi Primary School, Bukedea

#### Back to school campaigns

In 2015 BAU worked with 23 Second Chance Champions (former school dropouts) who recruited 194 (95 boys and 99 girls) of their out-of-school peers to re-enrol in school by the beginning of the third term.

The Second Chance Champions themselves have coped with school life well, with some of them becoming head girls or boys, and seven (5 boys and 2 girls) going on to secondary school.

*“My return to school has enabled me interact more, and get better advice from peers and teachers about the value of education. The recent training from Build Africa has inspired me to choose a career as a nurse. I will work very hard to achieve my dream.”*

Dinah from Kalengo Primary School, Bukedea

### Life skills and skills for life training

Some of the challenges that young people face in school are behavioural and psychosocial in nature and manifest as low self-confidence and a lack of skills such as problem solving, assertiveness, critical thinking and effective communication.

Ultimately, a lack of self-esteem and confidence can lead girls into early sexual contact, pregnancy and eventually dropping out of school. BAU has organised sessions on life skills for children in upper primary, especially girls, to help them stay in school longer. In 2015 we reached 1,214 girls and 736 boys at 36 schools.

Pupils took part in sessions on the importance of good hygiene practices to help fight illnesses and BAU also taught skills for making soap to 1,840 of these pupils.

#### WASH advocacy forums

In partnership with WaterAid Uganda, BAU hosted two advocacy forums on school WASH in Eastern Uganda. One involved a parliamentary dialogue in which policy makers, especially Members of Parliament interacted with school level communities. Another involved a Children's Parliament session in which pupils from BAU supported schools were mobilised to advocate for better water and hygiene.

## Case study

Martha sat her Primary Leaving Exams (PLE) in 2012. However her parents did not have money to send her to secondary school despite the good grades she obtained. Martha stayed at home for the entire year of 2014.

Her destiny changed when her elder sister attended one of the CODES sessions organised by BAU in Bukedea district. In that meeting, the community discussed the importance of education, especially for girls. This message was reiterated by testimony from some of the previously dropped out but re-enrolled girls through the Build Africa Second Chance Champions project. Martha's sister was moved to support her to re-enroll in school.

In 2014 Martha joined the nearby secondary school and met other girls from the Second Chance Champions project. Having peers to share her experiences with further reinforced her interest in school. Now in her second year school fees remain a challenge however, due to her dedication, the secondary school has offered Martha a half bursary up to the end of that school level.

Martha looks forward to being a nurse, a lifetime aspiration born out of a desire to help mothers in her community.



Martha



Pupils from BAU supported schools at a session of the Children's Parliament

### Preparing for continuous learning

BAU aims to increase the number of children who have the relevant skills and abilities to successfully transition to post-primary education or work. We do this by reducing negative community attitudes to education, and preparing parents and pupils for the realities of post-primary education.

### Planning for the transition to secondary

BAU helps parents to prepare for the increased costs and demands they will have to face when their children go to secondary school.

We work with parents of children in upper primary (P6 and P7) who are already part of a Village Savings and Loans Association (VSLA) or have an established income.

Meslum has a son in P6 at Koreng Primary School. BAU has been able to support Meslum to raise livestock in preparation for his son's move to secondary school.

*"I am very grateful to Build Africa for enlightening and guiding me about the need for early planning for my son's secondary education. Now I am very confident of my capacity to support my son."*

### Pupil mentorship

BAU arranged mentorship sessions with pupils to help boost their self-esteem, discover talents, learn useful life skills and improve communication and problem solving. The mentorship sessions, held at 20 schools in Eastern Uganda reaching 1,737 pupils (763 boys and 974 girls), were seen as critical in inspiring pupils to go onto secondary school.

We introduced career commitment cards to help children identify their goals and focus their pledges.

*"The mentorships have enabled me to appreciate the value of education. Surely through education one can be able to achieve a dream in life and help transform communities."*

Stella from Kacoc Primary School, Bukedea

Through pupil mentorship, children increased their interest in education by 18% within two years – growing from 78% at baseline to 96% at mid-term review.



A citrus seedling nursery bed, Bukedea

## Livelihoods

We help parents support their children's education. Our projects enable men and women in rural communities to earn a decent living and provide for their families.

### Supporting financial services and business development

#### Adapting Savings Groups

Five Village Savings and Loans Associations (VSLAs) were formed for parents in one school community to increase their ability to support their children's education. BAU also helped to form another ten groups specifically linked to water source maintenance.

In total, there were 450 members in VSLA groups (180 men and 270 women).



A VSLA group at Kalengo Primary School, Bukedea

### Boosting harvests and increasing access to markets

BAU is committed to helping farmers increase production and productivity through training in better agricultural techniques, and widening access to markets to ensure they get the best possible price for their produce.

#### Pre-season planning

BAU organised pre-season planning meetings where farmers were given information on particular enterprises, enabling them to make informed decisions about their coming activities.

The sessions covered topics such as profit margins, marketability, capital requirement, risks, gestation periods and the skill requirements of enterprise.

In the districts of Kumi and Bukedea, BAU has reduced the number of parents struggling to meet the cost of education from 80% to 61% in two sub-counties over two years.

### Increasing access to high quality citrus seedlings

The Teso region has been identified by the government as a citrus farming area and BAU has been working with nursery bed operators to produce disease-free seedlings to supply to small-scale citrus farmers.

Eight commercial citrus nurseries were established in the targeted districts of Ngora, Kumi and Bukedea in 2015 and BAU supported the operators on critical agronomic practices such as timely weeding, pruning and budding, pest and disease control and soil fertility management.



A citrus seedling nursery bed, Kumi

Within one year, BAU supported farmers to increase the citrus seedling production by over 400%. The citrus nurseries have generated 21 full-time jobs (10 men and 11 women) and 65 part-time jobs (33 men and 32 women). They have since cumulatively sold seedlings worth 28 million shillings.

*"I thank Build Africa for this timely and critical training as it has enabled me to discover that routine operations like pruning and weeding are very critical in curtailing pests and diseases in an orchard."*

Charles, a farmer

All farmers have been able to install more seedling capacity above their original production levels. Below is the summary of current production levels:

LOCATION	BASELINE SEEDLING PRODUCTION	CURRENT TOTAL PRODUCTION	AMOUNT SOLD UGX
Kadok, Ngora	20,000	70,000	2,136,000
Ajeelo, Kapir	2,500	40,000	0*
Kumel, Ngora	10,000	40,000	2,054,000
Magara, Bukedea	5,000	25,000	0*
Kamacha, Kumi	15,000	80,000	12,016,000
Oosion, Kumi	10,000	50,000	10,024,000
Kongatuny, Bukedea	1,000	55,000	0*
Kumi	20,000	70,000	2,058,000
Total:	84,000	440,000	28,288,000

\* Seedlings still young and therefore not ready for sale



Training farmers on citrus production and management

## Case study

*Oluka, a 56-year-old resident of Oosion-Olupe Village in Kumi, is a progressive farmer and a father of six.*

He has undertaken multiple small-scale crop enterprises on fragmented land. The only enterprise that was giving him relatively better income was his one-acre citrus orchard and a citrus nursery bed of 6,000 seedlings with low productivity.

In August 2014 Oluka was selected as a Build Africa nursery bed operator after both his orchard and nursery suffered heavy losses from pests and disease.

*"If it were not for Build Africa Uganda's encouragement and advice, I would have abandoned the citrus enterprise because the pests and diseases burden in my orchard farm and nursery bed had overwhelmed me"* said Oluka.

Build Africa identified Oluka, along with seven other nursery bed operators, to benefit from the citrus project. He was trained on citrus nursery management, and supplied with tools and materials to boost his nursery production to commercial scale. With this support, Oluka has been able to raise a citrus nursery bed of 150,000 seedlings with 26,000 of these ready for sale at the beginning of 2016. In 2015 alone, Oluka sold 5,012 seedlings at a price of 2,000 shillings each, earning him 10,024,000 shillings.

*"I have so many responsibilities. All my children are now in boarding schools, and it is through this business that I am able to pay their school fees. I also employ four full-time and other part-time workers who need to be paid. In addition, last year I bought a foot pump to enable me to conduct simple irrigation."*

*"The citrus nursery work has proved to be more economically meaningful than all the other enterprises I had been engaged in before. I have now decided to specialise in it even after the project. I am already a millionaire since the market for these seedlings is guaranteed due to the increased demand both within and outside Teso."* boasted Oluka.

BAU, with support from aBi Trust, is implementing a two-year project aimed to enhance the quality and quantity of citrus planting material while supplying them at affordable prices for farmers in three districts of the Teso region. The project is supporting eight nursery bed operators and has trained over 9,338 farmers and established 94 demonstration plots.



Nursery bed operator Oluka

## Citrus demonstration gardens established

BAU supported the establishment of 100 demonstration gardens spread over three districts, with a 94% success rate. Water shortages and the seedlings not coping with the stress of transplantation resulted in the remaining gardens being unsuccessful.

These demonstration plots on citrus Good Agronomic Practices (GAP) are aimed at stimulating the adoption of GAPs like spacing, quality of varieties, soil fertility management, pruning, weeding and mulching among trained VSLA farmers.

A total of 3,518 citrus farmers (1,526 men and 1,992 women) have been able to adopt productivity enhancing GAPs at a household level.

## Using radio to increase knowledge on citrus farming

Eight radio talk shows were conducted in 2015 to enhance awareness about the citrus project and discuss topics relating to citrus production.

The topics handled were pests and disease management, economic justification of venturing into citrus production, post-harvest handling of citrus fruits, the advantages of bulk marketing and the role of co-operatives in promoting marketing.

The feedback from radio listeners revealed that farmers had improved their knowledge of pest and disease diagnosis and control, as well as proper agrochemical usage. Some farmers were also able to adopt the recommended GAPs in their orchards, specifically timely weeding and pruning. BAU has since received a lot of enquiries about taking part in the project.



Oluka



BAU Programme Officer, John Eyanu, taking part in MTN 21 days of Y'ello Care Outreach Programme



Employees of the year:  
John Eyanu, Kumi  
Mutebi Phestus (left), Masindi  
Moses Kiwalabye, Kampala



Team building



Board visit to Masindi and Kumi

## Partnerships

### National Menstrual Hygiene Steering Committee

As a member of the National Menstrual Hygiene Steering Committee we participated in review meetings to prepare for Menstrual Hygiene Day in May. BAU helped develop the Menstrual Hygiene Management (MHM) Charter, which calls on the government to pay more attention to the issues of MHM. Through these joint efforts, coverage of MHM has increased to the extent that it was raised as an issue in the national presidential campaign towards the end of 2015.

### Forum for Education NGOs in Uganda meetings

BAU has continued to be actively involved with the Forum for Education NGOs in Uganda (FENU), particularly through the "Access and Equity" subcommittee. During 2015 BAU hosted one of the subcommittee meetings in which we identified issues to be presented to the 2015 education sector review.

### Local Governments participation

BAU takes the role of local governments and stakeholders seriously throughout the project management cycle. We have conducted joint monitoring of projects in the Pallisa sub-office with the District Education Department, the Water Office, Chief Administrative Officers' (CAO) office, and community members and teachers.

Quarterly monitoring was focussed on a wide range of activities including school sanitation and hygiene, facilities constructed (such as boreholes and latrines), and pupil hygiene and health. This process allowed BAU to identify areas for improvement, including our current latrine design.

### Partnership with MTN

BAU partnered with MTN Uganda, the leading telecom company, during their 21 days of Y'ello Care Outreach Programme.

The 2015 focus was on education, and BAU was approached to share our strategies in teacher development and community empowerment. We seconded staff and a chosen teacher to provide technical support.

This outreach targeted 520 students, teachers and officials at Kabindi Primary School in the Kisoro District (Southern Uganda).

BAU's Community Driven Education Strategy, a methodology used to mobilise parents to support the education of their children, particularly impressed the District Education Officer and this partnership contributed to strengthening our position in Uganda's education sector.

## Management and administration

### Governance structure

BAU has a board of 11 Governors. We employ 25 staff across three offices in Uganda – one in Masindi, another in Kumi and the head office in Kampala – and the organisation is run on a day-to-day basis by a senior management team of seven.

We strive for excellence across all activities and are subject to rigorous external audits by reputable firms such as Deloitte and Touche, KPMG and Ernst & Young.

### Employee recognition

At the end of every year staff are encouraged to vote for the colleagues they feel deserve recognition. In 2015, we had three employees of the year:

John Eyanu, *Kumi*

Mutebi Phestus, *Masindi*

Moses Kiwalabye, *Kampala*

### Team building

BAU organises an annual staff retreat and team building exercise that is facilitated by the Centre for Creativity and Capacity Development. Staff are taught new team skills and given information about planning for old age.

### Oversight roles

#### Board of Governance

The BAU Board continued to be very active during the year. All the scheduled board and committee meetings were conducted, and their overseeing role continued to strengthen BAU's governance system.

During the year, a field trip was organised for board members to monitor projects and increase their understanding of programme work – placing them in better advisory positions. Board members were also given the opportunity to interact with beneficiaries and experience the challenges faced first-hand.

### Build Africa Uganda Board Members

Adiga Onesmus Jimmy  
*Chairman of the Board*

Julius Byamukama  
*Chairperson Human Resource Subcommittee*

Tom Kakaire  
*Chairperson Fundraising Subcommittee*

John Nakedde  
*Chairperson Programme Subcommittee*

Jean Mutabazi  
*Chairperson Finance Subcommittee*

Arthur Mutaremwa  
*Member*

Florence Ssewanyana  
*Member*

Charles Eyomu  
*Member*

Evelyn Claire Apili  
*Member*

Stephen Kadaali  
*Member*

Maude Mugisha  
*Member*

## Financial performance

### Income

Overall there has been a 24% increase in income between 2014 and 2015. Build Africa Uganda is focusing on expanding its income by establishing strategic partnerships with foundations, corporations and public institutions. This is projected to increase the overall income by over 60% in 2016. The assumption is that Build Africa Uganda will get at least two projects worth 2 billion shillings per annum.

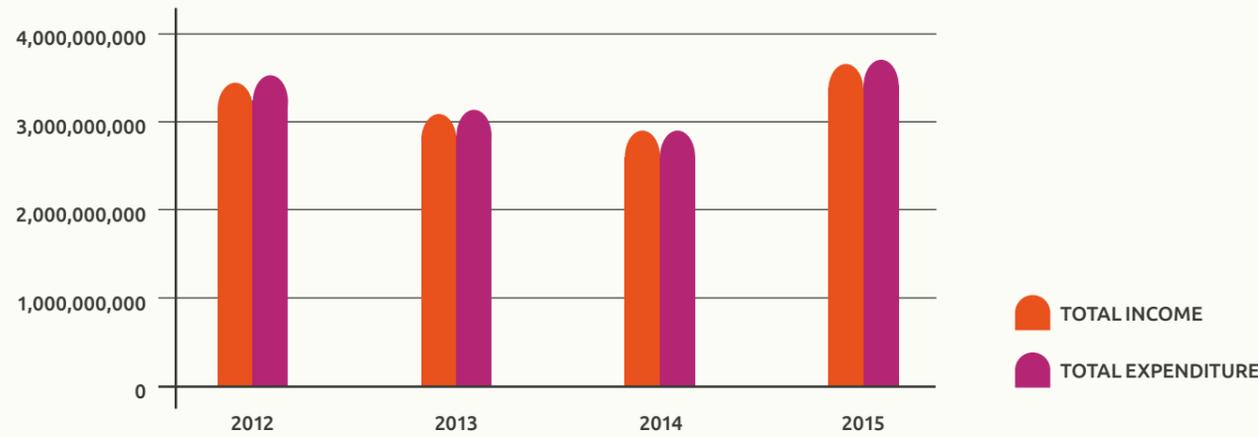
### Expenditure

The expenditure trend has been consistent with income to match the approved annual programme of work. Compared to 2014, expenditure increased by 16% in 2015 due to an increase in construction activities. Expenditure on the WATSAN project increased by 300% to cater for the construction of eight boreholes in Pallisa and Kibuuko. Two new projects, TEP and STEPS, also began implementation.

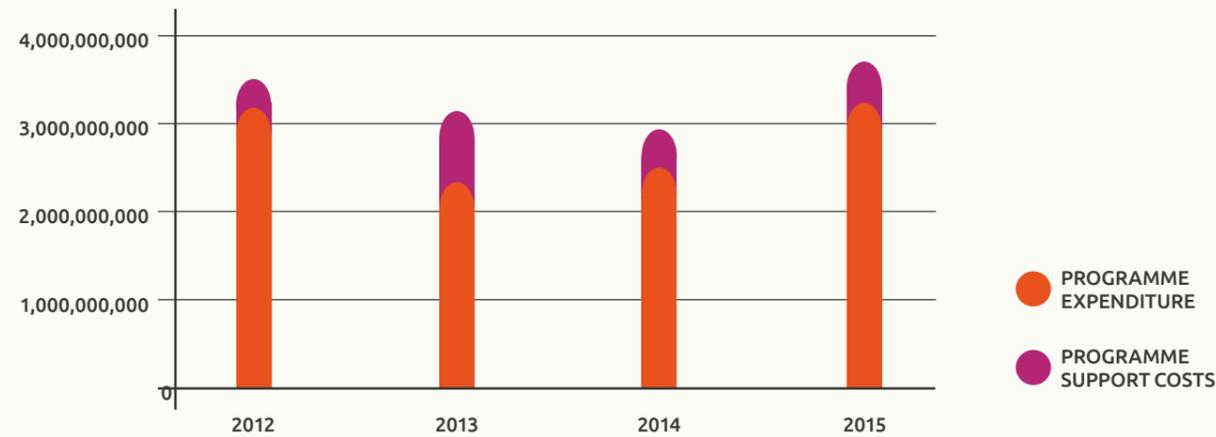
### Programme and Programme Support Costs

Build Africa Uganda has consistently allocated a high proportion of its income to direct project activities. However, programme support costs remain an important part of delivering our work. We continually monitor and control these costs in order to keep them relevant, and ensure that they are proportionate to the size of each project.

Income and expenditure trends between 2012 and 2015



Programme and programme support costs



This page: Grace, a VSLA member from Kiryandongo  
Back cover: Nyantonzi Primary School, Masindi



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**Build Africa Uganda**

Block 245 Plot 431 & 424 Kabalagala  
Central Zone  
Off Gaba Road  
P.O. Box 7224, Kampala, Uganda

**T:** +256 (0)414 267828/9  
**E:** [bau@build-africauganda.org](mailto:bau@build-africauganda.org)  
**W:** [build-africa.org](http://build-africa.org)

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