



2017/18
ANNUAL
REPORT &
ACCOUNTS

www.africanrevival.org



YEAR ENDING 31ST MARCH 2018

CHAIRMAN'S STATEMENT

We are delighted to share with you our recent achievements.

African Revival works to improve the quality of education projects at rural community and government funded schools in Northern Uganda, Southern Zambia, and South Sudan. With generous support from our donors, and commitment from staff in-country and in the UK, our programmes have exceeded expectations, delivering notable results.

We work where the need is most, expanding to West Nile region of Koboko in Northern Uganda this year to help schools struggling with an influx of refugee children from South Sudan and the Democratic Republic of Congo. Our programmes have continued in Maridi and Yei in South Sudan, despite the ongoing conflict - although we have to mothball our support for schools in Kajo Keji, awaiting peace to be restored.

The Board of Trustees are optimistic about the future, despite the need and challenges. Our commitment to strengthening partnerships with like-minded organisations will enable us to achieve greater impact and growth in project delivery.

Do take a moment to read our Review of the Year as it gives greater insight into our projects.

Key highlights include raising funds at our annual Ball to kick start a multi-year Girls & Sanitation programme in Uganda and Zambia. The project aims to develop a better all-round approach to menstruation and improve sanitation in primary schools. Improving educational outcomes of girls will help increase the disproportionate number of girls that proceed to secondary school, and will have a causal and direct impact on numerous social markers such as: sanitation, health and mortality, nutrition, civic participation, and rural poverty. The project will also benefit thousands of pupils through its wider sanitation and education components.

The restructure of operations in Uganda is now complete with promotion of Scovia Ekit to Interim Country Director, and Monica Pinkett appointed as the new Finance Manager. Vincent Komakech, Construction Manager, strengthens the Senior Leadership Team as we continue to empower employees and look for efficiencies. We would like to give thanks to our loyal in-country teams - 4 of whom have now given 10 years amazing service enabling us to create real change on the ground.

The Programme Committee, chaired by Elaine Miller, meets quarterly to consider and review field projects, pipeline, and in-country operations - monitoring, fund allocation, and donor reporting.

The Finance Audit Committee meets quarterly, chaired by our treasurer, Bernard Stevens. It focuses on financial governance, accurate BvA forecasts, provides financial guidance and ensures disciplined accountability for all expenditure.

I want to thank everyone for the part they play in our work, from donors to volunteers, and the governing team. We value everyone's contribution, their commitment and dedication.

Our five year strategic plan, published on our website, will help us to provide equal access to education for children, giving them real options for their adult lives that will enable them to make a full contribution to their communities and their countries.

Yours faithfully

Tony Allen - Founder & Chair of Trustees

PERSONNEL CHANGES

2017 – 2018

Trustees

There were no changes:

We completed the year with 5 trustees – Anthony Allen (Founder & Chairman), Glen James (Vice Chairman), Bernard Stevens (Treasurer), Leonard Beighton, Roy De Boise – reappointed 15th March 2017.

Employees

Uganda

The following Resignations:

Peter Etabu, Country Director, Ugandan Office – October 2017

Sam Lakor, Finance Manager, Ugandan Office – January 2018

The following Appointments:

Monica Pinkett, Finance Manager, Ugandan Office – March 2018

Harriett Ageno, Hygiene & Sanitation Officer, Ugandan Office – February 2018

UK

There were no changes.

Zambia

The following Resignation:

Iain Parry, Programme Manager, Zambian Office – March 2018

The following Appointment:

Inge Akerboom, Country Manager, Zambian Office – March 2018



Dennis Kagadi, KI Teacher - Anaka Primary School.

Jumpstart Programme Beneficiary, funded through UKAid Match

"At the training college, I learnt about: communication skills, lesson planning, making play and learning materials, professional conduct, and many other creative methodologies. Our classrooms are filled with lots of learning and play materials and the learners feel very motivated. My future hope is to build a great educational foundation that the primary teachers can build on for a child's lifelong learning. Thanks to African Revival and UKAID for shaping my career."

IMPACT &
ACHIEVEMENTS

OUR IMPACT THIS YEAR

*We're transforming education in
Uganda, Zambia and South Sudan*

1700

parents accessed
financial services
through savings
groups at our
projects last year



24 Classrooms

Built or refurbished
Uganda, Zambia and
South Sudan,

11%

IMPROVEMENT IN LITERACY

Achieved this year in our phonics
programme, Amuru District



20 Latrine Blocks

Built in Uganda and
Zambia

KOBOKO DISTRICT,
NORTHERN UGANDA
5 SCHOOLS

We constructed latrines at 5 schools
in the Koboko District - ensuring
schools could remain open and
support an influx of South Sudanese
refugees.



5,560 Girls Supported each year

We launched our Girls & Sanitation Programme
in Uganda & Zambia. This multiyear
programme will support pupils at 35 schools.





REVIEW OF THE YEAR

Our vision is an Africa where every child has equal access to quality education as we believe education is the key to overcoming poverty. We don't just build infrastructure and provide livelihood and education projects; we empower whole communities – pupils, teachers and parents – to transform schools into thriving learning environments that build brighter, better futures.

Our Mission is to provide effective and thriving teaching and learning environments to as many children as we can reach in the African countries where our operations are focused – schools in which skilled and motivated teachers are supported by the parents and community in providing quality education to nursery and primary school children.

Income: £795,000

for the financial year 2017/2018 (UK £586k & ARU £209k)

Beneficiaries:

Based on average enrolment figures

Over **25,000 children**
reached this year



Awarded A++ by DFID
for Year 2 of our Jumpstart Programme

Funded through UK Aid Match, Jumpstart! is transforming Nursery Education in Northern Uganda



OUR STRATEGIC PLAN

2017-2022

Our Strategic Plan 2017 - 2022 has identified five critical areas based on the Sustainable Development Goals (SDGs) where we believe we can make the greatest impact:

- 1) **Ensure inclusive, equitable quality education** and promote lifelong learning opportunities for all
- 2) **Ensure that all girls and boys complete quality primary education** - which is a stepping stone to further education
- 3) **Listen to girls:** SDGs can deliver transformative change for girls only if they have been consulted and their priorities and needs have been taken into account.
- 4) Achieve access to **adequate sanitation and hygiene for all**, paying special attention to the needs of women and girls
- 5) Expand **infrastructure** and upgrade technology

In order to achieve our strategic vision, create sustainable growth, and support the Sustainable Development Goals, we will continue to develop the programmes where we are able to clearly demonstrate the impact of our work. We want to be known in the sector for the quality of our work and our holistic approach as well as our commitment towards quality education in the countries we operate in.

Our approach comprising of three core strategic areas: **Quality, Access and Equality.**

In the next five years, we will continue to operate on the following principles:

Focus on Nursery & Primary Education: Work on projects within nursery and primary schools, focusing on the child as our primary beneficiary and we only take on broader community development issues when it is deemed relevant to the main body of our work. The majority of our work will be centred in community schools and government-aided schools, and we will aim to enhance, supplement and support government education initiatives. We also aim to be leaders of education by sharing what we learn from our evidence-based research and seeking input and advice from other specialist organisations in the field.

Gender Equality: We are dedicated to promoting equality and equity in all aspects of our work. A key example of this is our Girls & Sanitation programme where our focus is on narrowing the gender disparity in each school we support. We aim to provide appropriate and separate sanitation facilities for both boys and girls, whilst educating them on issues surrounding sexual and reproductive health. Training workshops on menstrual management and sanitary pad production are also being made available to girls.

Community Engagement and Local Partnerships: Community engagement and capacity building is key to any successful community project. We will also look to identify key partnerships in every country we work in, to help strengthen our programmes.

Scale and Sustainability: By reviewing our work, we should aim to introduce new innovations wherever possible and applicable to ensure we truly provide a holistic and sustainable programme at every school we support. We will continue to seek other replicable and scalable programme models to help us demonstrate the possibilities for delivering quality educational programmes that provide sustainability and long-term change.



OUR STRATEGIC PLAN

2017-2022

Our Staff work on the principles of honesty, integrity, openness, and transparency. We are committed to empowering and encouraging personal development within this framework. Trustees and senior management, wherever they are based, believe effective field leadership, and committed field staff, are key components of our future success.

Programming developments include the creation of a Programming APP, providing a detailed plan of current Actual projects being implemented with committed funding, Proposals for projects with detailed budgets for which we are actively seeking funding, and a Pipeline of new projects that have been prioritised by the teams in the field/in-country.

Priority Lists are compiled by field teams in liaison with District Education Boards, Head teachers and key staff members at schools to identify their needs in order of importance. The UK office supports the research and writing of proposals before taking them to the next stage in the funding process.

Community engagement is vital to the success of our projects. We believe it is essential to involve parents in the education of their children, and the management of their schools. This has been a key feature of our work. High poverty limits the financial support from parents, but working with the community we have found alternative strategies that only require time and physical labour.

All construction projects are run in close collaboration with parents who mould and burn the bricks whilst also securing hard-core building materials and sand. This commitment translates into significant monetary value.

- Many children are being taught in classroom structures that have been condemned. In the last 12 months we have built eight 3 or 4 room classroom blocks, and renovated many more.
- Teachers who commute long distances to work at rural schools tend to have higher levels of absenteeism. On site accommodation has been proven to increase teachers' attendance and motivation, impacting on education as teachers can run extracurricular lessons. In the last 12 months we have built six Staff Houses to accommodate teachers and their families.
- We are committed to improving sanitation and hygiene facilities in an effort to increase the retention of female students, and improve health and hygiene for all pupils and staff.
- Often children have to walk miles to collect water. We continue to build boreholes at or close to the school campus to help improve school attendance and provide health benefits for entire communities.

In Uganda we work in the Acholi sub-region in the north, the centre of a brutal two-decade insurgency by the rebel group; Lord's Resistance Army (LRA). When peace was restored in 2006, the people of northern Uganda started to rebuild their lives, but the effect on the schooling system has been long-standing. Since 2016, 1.9m people have fled war in South Sudan, with almost 1m seeking refuge in Northern Uganda. There, they have been welcomed by what has been called the most generous refugee policy in the world, given supplies and a plot of land and encouraged to integrate as quickly as possible into Ugandan society. But the limited resources to enable them to do this are severely stretched. Our office in Gulu is managed by a dedicated team of local staff. They co-ordinate and implement a range of literacy, sanitation, and livelihood projects in nursery and primary schools.

PROGRAMME HIGHLIGHTS

FY 2017/18

Koboko District:

Refugee children have the same access to health and education as Ugandans, although in practice schools are few and far between, leaving most of the half a million children who have crossed the border without proper schooling. The schools that do exist are overwhelmed, with 200 children to a class in some cases, and aid agencies fear that a whole generation of South Sudanese and Congolese children could be left without a basic education. We actively looked at how we might be able to help to begin to address the impact that the refugee crisis in Northern Uganda is having on already stretched educational resources.

In the Koboko District we identified five schools that were due to be closed by the education authorities due to poor sanitation - Busia, Oyiga, Aditiru, Nyakaliso and Anyao Community Primary Schools. All these Community Primary Schools are situated in the remote parts of Kuluba and Ludara Sub Counties. Sanitation needs were identified as a key priority - to prevent spread of diseases such as cholera breaking out in crowded school conditions. Each school serves about 5 villages with approximately 2,000 households. Students' enrolment is expected to rise by at least 40% with the inclusion of all the households in 2018. African Revival constructed a total of 15 blocks of drainable latrines for staff, boys and girls.



Mr. Dragamulayi -

Senior District Inspector of Schools, Koboko district:

“Nyakaliso community had the highest dropout rate in the district,” and hopes with these facilities in place, schools will be in a better position to secure government funding. He also said improvement shall be realised in retention of students, and that girls will benefit especially – given the improved privacy this project has provided.

PROGRAMME HIGHLIGHTS

FY 2017/18

Phonics:

Literacy in Uganda is taught using rote memorisation techniques, so children cannot decipher sounds made by individual letters and groups of letters in words. This means they can memorise words they have already been taught, but cannot tackle new words. Phonics correlates sounds with letters, providing children with a stronger literary foundation that is central to academic achievement in all subjects. Our phonics programme, funded by British Foreign School Society and The Allen Trust, is training teachers from 30 schools in the Amuru and Nwoya district. We are providing teachers with the manuals and readers required to teach phonics in the classroom, in addition to introducing an advanced monitoring and evaluation tool.



Speed Schools:

1754 children, who had dropped out of school, were enrolled into the 10 month Speed School programme funded by Geneva Global. 70 facilitators were trained to teach the children in class sizes of no more than 25.

Facilitators condense primary 1-3 into a one year course, allowing pupils to re-enter mainstream education for primary 4. 1583 children passed the entry exam have returned to mainstream education. Geneva Global, have signed a further agreement with African Revival Uganda to extend the programme for a further year in 50 schools across the Nwoya and Amuru Districts - until February 2019.

Early Childhood Development:

Our Jumpstart! ECD three year programme funded by DFID UK Aid ended in mid-December 2017. The project improved the quality of nursery education in a holistic and sustainable manner through focus on all aspects of a young child's learning experience, both inside and outside the classroom. Since 2015 we have been working with 10 nursery schools and over 7,000 children in rural Nwoya District, Northern Uganda, to improve the quality of nursery education available. Dropout rates at the schools we have supported with this initiative have reduced from an average of 16% to 3%, and enrolment figures have improved through our deepening our relationship with each school community.



Kitgum Core Primary Teacher College:

African Revival is committed to Early Childhood Development (ECD) and completed the construction of a new model ECD Teacher Training Centre at Kitgum Core Primary Teacher College (KCPTC) in Northern Uganda.

The construction comprised of a block of 1x3 Classrooms and 1x2 Trainee classrooms with office and rest room, 5 stance pupils' latrines and 2 stance staff latrines. We also provided a playground, furniture, and scholastic material. The project completed and was handed over in March 2018.

This new facility (the first of its' kind) in a government setting is setting a standard in producing quality nursery teachers (caregivers). The newly qualified teachers (approx. 200 per year) will provide relevant expertise required to the learners in schools across the region. The college is situated in Kitgum and serves the districts of Lamwo - bordering South Sudan, Pader, Agago, Kotido, Abim and other neighbouring districts.



School Demonstration Farms and Village Saving Loans Associations:

We completed a three year programme to establish 15 School Demonstration Farms ["SDF's"], with funding from Bestseller Fund, helping combat food insecurity and keeping children in school. The farms were managed by parents, under the organisation and management of the school. The farms secure direct returns for all involved but also enable the school to teach improved farming techniques to parents which they can then apply to their own crops. 30% of profits go to the parents, 30% to the school, and 40% are re-invested back into the garden for new seed, fertilisers and gardening equipment.

Village Saving Loan Associations are linked to our SDF's. We provide financial management training as well as resources. Community members create their own saving goals including budgeting for their children's school fees. When the village has adequate savings, parents borrow money, and pay it back with much lower interest rates than municipal banks. These associations mean parents form stronger links with schools, as they can observe lessons and meet teachers. Improving parent engagement has a positive impact on both enrolment and dropout rates.



In **South Sudan** our education programmes are delivered in partnership with The Brickworks and Fields of Life. Infrastructure facilities, especially school buildings, have been scarce for many years due to the aftermath of a 21-year civil war between Sudan and Southern Sudan. The majority of classes were taught under the shade of Mango trees with children sitting on tree branches supported off the ground on Y shaped branches. Most teachers were conscripted or fled and become refugees in adjoining countries. Any teaching carried out was delivered by untrained secondary school students at best. You can still find students in their mid to late twenties attending P1 to P4 primary school.



Highlights include:

- Hadow School, Ibba: building of a 4 x classroom block with Fields of Life
- Downey College, Ibba: building of 4 x classroom block with Fields of Life

Despite the situation in other parts of the country where famine plagued northern states and especially with the mass exodus of people to bordering countries from southern states, the construction at Downey College was miraculously only slightly delayed

In **Zambia** we work with schools in the Kalomo & Choma Districts in the south of the country. We appointed a new experienced Country Manager, Inge Akerboom, to oversee our operation. Dave Sangweni is our Construction Supervisor, assisting with construction projects, and Raymond Hadangalika, Livelihood Project Officer, works on our pilot SDF.

Highlights include:

- Munyenye Basic School: providing fencing for the School Development Farm, along with sinking a borehole - supported by Marr munning
- Bwacha Basic School: built permanent handwashing facilities and provision of textbooks, supported by GOAC
- Kalonda Basic School: 2 x 5 stance latrine blocks and staff latrines have been completed, implemented in collaboration with Just A Drop, supported by the ATD Foundation.
- Kalundu Community School: construction of a 3 room classroom block, 2 x teacher housing, building of a school playground (playground done with Just A Drop, supported by ATD Foundation) and borehole repair.
- Lubombo Community School: school refurbishment including boys and girls latrines, building a new girls shower room, completion of a staff room and building of staff latrines.
- Boongo Community School: classroom block refurbishment.



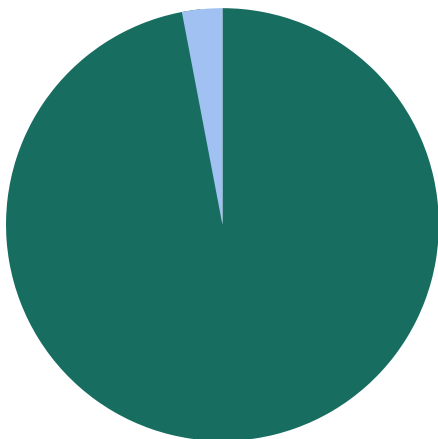
FINANCIAL SUMMARY

Income:

Unrestricted Funding:	Restricted Funding:	Total Funding 2018:	Total Funding 2017:
£141,292	£654,023	£795,315	£670,595

Expenditure:

Expenditure on Fundraising
3%



Charitable Expenditure
97%



Total Annual Expenditure:

£871,408



Our full annual accounts are available on the Charity Commission or on our website at:
www.africanrevival.org/whatwedo/financial-accounts/