



Strategic Plan

2017 - 2022

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A grayscale background image showing several young children sitting at a table, focused on drawing or coloring on large sheets of paper. One child in the foreground is wearing a patterned dress and is intently looking at their work. Other children are visible in the background, also engaged in similar activities.

Acronyms

LRA	Lord's Resistance Army
SDG	Sustainable Development Goals
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
PR	Public Relations
ECD	Early Childhood Development
EFA	Education for All
PTA	Parent Teacher Association
VSLA	Village Saving Loans Association

Background

Where it all began:

Our Founder, Tony Allen, began supporting projects in Malawi, working in health, education and clean water. He supported existing charities and expanded into Eastern Uganda, providing primary education and healthcare.

With his experience in running a business, he believed that he could create a more direct model of help - effectively working alongside local communities with all funds going directly to building contractors and community groups – with monitoring and evaluation carried out by our teams in-country. It was through this that he began the embryo African Revival in 2000 which became a registered charity in 2005.



Founder – Tony Allen with school children in Malawi

To date, African Revival has raised over £8.5 million to fund various health, infrastructure, livelihoods and education projects throughout sub-Saharan - including Burundi, Botswana, Ethiopia, Congo, Kenya, Malawi, Mozambique, Rwanda, South Africa, South Sudan, Uganda and Zambia.

In recent years we have focused our efforts in South Sudan (ARSS), Uganda (ARU) and, Zambia (ARZ). We support education projects and work with over 60 schools.



Where We Work

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, with many children displaced, abused and traumatised.

In 2005, ARU, worked with the Grace Christian Academy in Gulu, building classrooms, supplying scholastic materials, and providing children with a daily meal to improve attendance and concentration.

We have an office in Gulu managed by Interim Country Director Scovia Ekit. The dedicated team co-ordinate a range of education and livelihood projects in over 40 nursery and primary schools.

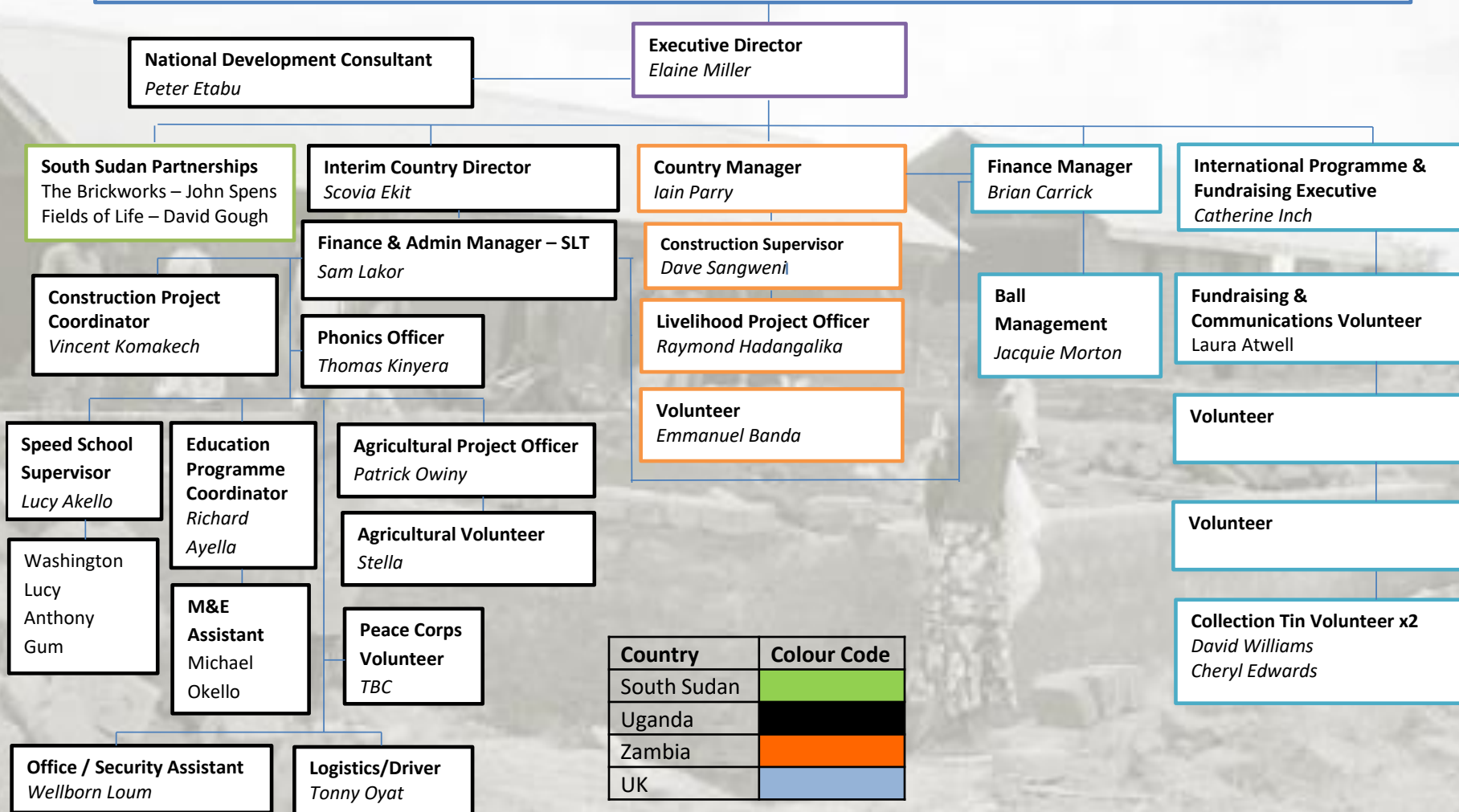
In **Zambia**, ARZ, we work with 17 schools in the Kalomo & Choma District in the south of the country, focusing on key development areas. In the last twelve months we have delivered new educational opportunities for 3,500 pupils and 36 teachers in the district. Our office in Choma is managed by Country Manager, Iain Parry. There is a small team that assists each school with projects designed to help improve their learning environment and quality of education, in line with their priorities.

In **South Sudan**, ARSS, we work in partnership with The Brickworks and Fields of Life. Recent conflict in the region of Yei, Kajo Keji and Wudu prevented commencement of a number projects, but we continue to build infrastructure at schools in Ibba and Maridi where it is safe. Over a million, mainly women and children, have fled South Sudan into Northern Uganda, and we are supporting schools that have had an influx of refugees in the Koboko district.

Staff in the **UK** office support teams in Uganda and Zambia with fundraising and operations.

Organisational Organogram

Members : Tony Allen, Glen James, Leonard Beighton, Bernard Stevens, Roy De Boise, Hilary Wilson, Diane Chilwanga-Farmer, Antoine Presenti
Trustees : Tony Allen (Founder & Chairman), Glen James (Vice Chairman), Bernard Stevens (Treasurer), Leonard Beighton (Trustee), Roy De Boise (Trustee)



Governance

Board of Trustees

The charity is controlled by its governing document, the Memorandum of Articles of Association, and constitutes a limited company, limited by guarantee, as defined by the Companies Act 2006

Registered Charity No: 1108718

Company Limited by Guarantee No: 05169063

Financial Accounts – independently audited by William Giles Limited & published with the Charity Commission. Accounts are available to download on our website www.africanrevival.org

The Board consists of three members, Hilary Wilson, Diane Chilwanga-Farmer, and Antoine Presenti. There are five trustees, chaired by Anthony Allen. Trustees are selected on the basis of their expertise, skills and knowledge and upon the benefits these can bring to the charity. The Board is the main policy making body of the charity. We are actively recruiting Trustees to strengthen skills, and fairly represent the diverse communities we serve.



Anthony Allen
Chairman



Glen James
Vice Chairman



Leonard Beighton



Bernard Stevens
Treasurer



Roy de Boise

Strategic Vision

Our Vision is of an Africa where children have equal access to quality education

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 transform schools in Africa into effective and thriving teaching and learning environments – schools in which skilled and motivated teachers are supported by the parents and community in providing quality education to pre-primary and primary school children

Our Values

Every member of African Revival, whether staff member, trustee or volunteer, shares the same core values. These are the backbone of our organisational principles:

Rigorous and Results-focused

We are results focused in all that we do. From planning to implementation, we aim to ensure that we create a positive impact for those we support. We rigorously monitor and evaluate all our programmes and projects and guarantee that we will constantly learn from our work. We make sure that what we do is as efficient and replicable as possible.

Transparent and Accountable

We are accountable to our supporters, partners, and most of all to the children in the schools we support. It is our responsibility to use our supporters' resources as effectively and efficiently as possible, and to that end, we provide transparent information about our programme performance. Financial accounts are on our website www.africanrevival.org

Responsive and Sustainable

We develop and maintain long-term relationships with our partners, without whom the barriers to quality education cannot be overcome. We are flexible in our approach to ensure the impact we have is long-lasting and sustainable.

Strategic Vision

On 1 January 2016, the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for United Nations Sustainable Development officially came into force. Over the next fifteen years, with these new Goals that universally apply to all, countries will mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.

The SDGs, also known as Global Goals, build on the success of the United Nations Millennium Development Goals (MDGs) and aim to go further to end all forms of poverty. The new Goals are unique in that they call for action by all countries, poor, rich and middle-income to promote prosperity while protecting the planet. They recognize that ending poverty must go hand-in-hand with strategies that build economic growth and addresses a range of social needs including **education**, health, social protection, and job opportunities, while tackling climate change and environmental protection. While the SDGs are not legally binding, governments are expected to take ownership and establish national frameworks for the achievement of the 17 Goals. Countries have the primary responsibility for follow-up and review of the progress made in implementing the Goals, which will require quality, accessible and timely data collection.

African Revival's primary focus will be to support Goals 4, 5, 6, 10 & 17

Secondary focus will be Goals 7 & 15

17 Sustainable Development Goals

1. End poverty in all its forms everywhere
2. Zero Hunger
3. Good Health and Well-being
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Achieve gender equality and empower all women and girls
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduce Inequality
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Conserve use of the oceans, seas and marine resources
15. Protect ecosystems, manage forests, halt biodiversity loss
16. Peace, Justice and Strong Institutions
17. Strengthen global partnership for sustainable development

Core Operating Principles

In order to achieve our strategic vision, create sustainable growth, and support Sustainable Development Goals (SDG's), 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 three 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 in South Sudan, northern Uganda and southern Zambia 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' education project 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 will be 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.

Priorities

In addition to the core operating principles, we will focus on the following five priorities which will help us move towards our long-term end goal - providing equal access to quality education.

Priority 1: Invest in Programme Quality

We will look to increase the technical expertise and support we provide to programmes; have rigorous financial controls and high levels of transparency. And more importantly, our projects will derive from real local need and our support is focused on helping them work towards becoming self-sustaining.

Priority 2: Improve on our Programme Monitoring and Evaluation

We will continue to build robust monitoring and evaluation (M&E) systems to ensure that valid, reliable and useful measures of our programme performance are available, and are being used to support organisational and stakeholder learning, management of strategy, improvement of programmes, mitigation of risk and reporting of performance.

Priority 3: Raising Profile

We aim to strengthen our Board of Trustees to reflect diversity and equality. We are looking to recruit a Patron and Ambassadors to help raise our profile and maintain a clear communication of our Vision - an Africa where children have equal access to quality education. We will develop a stronger presence in PR and social media of our Mission - to transform schools in Africa into effective and thriving teaching and learning environments – schools in which skilled and motivated teachers are supported by the parents and community in providing quality education to pre-primary and primary school children.

Priority 4: Innovation & Excellence

African Revival is imbued with a culture of delivering programming excellence. We believe people are the single most important factor within any organisation, and everyone, no matter what their role, is pivotal to our success. Attracting and retaining the highest calibre of staff is possible as we actively encourage creative thinking and innovation to improve quality in education.

Priority 5: Fundraising & Donor Care

The restructure of staff roles aims to increase in-country fundraising. A national and international approach will provide greater value for donors. An underpinning emphasis of all our work will be improving our donor experience. We will build loyalty and increase support involving a personalised and bespoke approach to donor communications which in-turn should lead to a longer-term commitment to support our programmes.

PROGRAMMES

focus on core
strategic areas:

**Quality, Access
and Equality**

Curriculum & Infrastructure:

- 70 Speed Schools
- Phonics Programme in 25 Schools
- Building classrooms, dormitories & teacher housing
- Early Childhood Development Programme
- Scholastic material and school furniture
- Teacher Training

Community:

- Boreholes
- School Demonstration Gardens
- Village Saving Loan Associations
- Workshops
- Primary Teaching Colleges
- Solar Power

Education

Gender Equality:

- Girls & Sanitation Programme
- Training on menstrual management
- Provision of sanitary items
- WASH training

Health:

- Improved health and sanitation facilities
- Building of latrines
- Nutrition and Midday Meal

Programmes

We have identified and committed ourselves to five critical areas based on Sustainable Development Goals (SDGs) where we believe we can make the greatest impact:

1. Ensure inclusive and 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 for supplying modern and sustainable energy services

Ensure inclusive and equitable quality education

Education is fundamental to a child's well-being and contributes to reducing poverty and inequalities. Effective Early Childhood Development (ECD) programmes set the foundation for lifelong learning and reduce education costs by improving the internal efficiency of primary education: fewer children repeat grades. Every added grade achieved in school leads to higher eventual earnings. With higher earnings, people can better contribute to the economic growth of a country. Overall, the benefits to society of sound ECD programmes outweigh the costs by five to seven times (according to data from UNICEF). Indeed, ECD provides the essential base for the achievement of all Education for All (EFA) goals and contribute to reducing poverty, the overarching objective of the MDGs.

With the introduction of Jumpstart, the long-term benefits for our main target group, children aged 3-8, include improved enrolment, less grade repetition and lower dropout rates, higher school completion rates, improved nutrition and health status and improved social and emotional behaviour.

For our indirect beneficiaries, there will also be a number of impacts. The caregivers and teachers will receive tailored training and weekly support supervision. By the end of Jumpstart they will be more qualified, higher skilled, better at their jobs and have greater job satisfaction. The Centre Management Committees, School Management Committees and Parent Teacher Associations will be more aware of their roles and responsibilities and better able to fulfil both. The Gulu Core Primary Teachers College in-service tutors will be better equipped to train teachers of the future in ECD. Centre Co-ordinating Tutors will receive more training and facilitation support to ensure they are able to complete their duties, likewise for the district education staff. Parents will become more aware of the benefits of early childhood development, particularly for girls, and the importance and the role of play in children's development.

Programmes

Ensure that all girls and boys complete quality primary education

The majority of teachers at community schools in Uganda and Zambia are not fully trained and the majority of schools are oversubscribed with some classes reaching up to 90+ pupils in one classroom with one teacher. Most of the schools we support lack appropriate infrastructure and sanitation facilities, and during the rainy season children are not able to learn. Parents are often reluctant to send their children to school because they are discouraged by the distance covered and the lack of appropriate facilities. A shortage of teaching & learning resources and furniture are also commonly found in rural community schools and government-aided schools. We provide a holistic programme to the schools we support, ranging from infrastructure, teacher training, school feeding, provision of ECD centre and School Gardens.

In rural communities, many households survive on only one meal a day which impacts adversely especially on the young school-going children. Many children go without food during school hours and the average walking distance to school is approximately 6 – 10km. Food shortage at household level perpetuates malnutrition, poor performance for school-going children. The incomes of most households are very low to sufficiently meet their food needs.

Our School Gardens project is about learning and earning. We use parent led-school gardens as good agronomic practice learning centres for both pupils, the local community and the adjacent communities. We equip schools and communities with the practical skills of fighting food insecurity by making parents and pupils aware of basic nutrition benefits. As a result of the crops they grow, the schools are able to provide midday meals to pupils so that no child has to go hungry all day. We use school gardens as an entry point to demonstrate basic skills and knowledge that can be applied at household level, whilst promoting improved entrepreneurship and farming business skills among youths in school. We also help the parent groups set up a Village Savings and Loan Association (VSLA) within each school. For this project to work, we rely heavily upon the support of parents, teachers and the school management committee to assist us in facilitation. Key benefits of the School Garden programme include:

1. Parents are more engaged in school life and school attendance of their children are notably improved
2. Income generated from livelihoods projects go towards subsidising school fees for the poorest children or to school improvements
3. With the profits made from the sale of the crops, the parents are better able to provide for their families
4. Access to a Village Savings and Loan Scheme which allows them to save collectively
5. Crops harvested by the pupils and parents contribute towards the school feeding programme, this means that children do not go hungry during the day and are better able to learn
6. The community's prosperity improves

Programmes

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

'Gender' is a crucial aspect of our programmes, and a gender analysis is conducted at all stages of design, implementation and monitoring to understand the problems, opportunities and values in a given context and to plan interventions that are relevant and beneficial to everyone.

We have been conducting girls' education projects in northern Uganda since 2012. In almost all schools girls' washrooms and changing rooms were constructed, girls were taught menstruation hygiene management and trained in life skills. As part of the evaluation conducted in 2013, we asked girls, teachers and parents why girls in these schools either do not attend or drop out of school. Three clear trends were immediately identifiable. They were: Menstruation, Early pregnancy and early marriage, Cultural and economic issues (e.g. girls performing house work and chores, parents not being able to afford PTA fees etc.)

Achieve access to adequate sanitation and hygiene for all, paying special attention to the needs of women and girls

We are looking to implement a Girls & Sanitation Programme that aims to develop a better all-round approach to menstruation and improve sanitation in primary schools. It focuses on shaping attitudes through education, providing provisions for menstrual hygiene management and helping girls develop positive habits in regards to their menstrual hygiene from a young age. This project will take place over 5 years at 24 schools. The programme will provide 3600 young girls with menstruation resources every year, and will benefit thousands of pupils through its wider sanitation and education components.

We will monitor this complex programme to yield quantitative results that can be used to support other organisations who wish to implement interventions of this kind. Currently, data is lacking in the field, as interventions are either too small or too short term to show long term results. A 5 year programme which approaches menstruation and sanitation in such a holistic manner aims to have significant, long lasting impacts in the communities.

The programme is made up of an educational element combined with the provision of sanitary supplies and the construction of boreholes, latrines and hand washing facilities.

Programmes

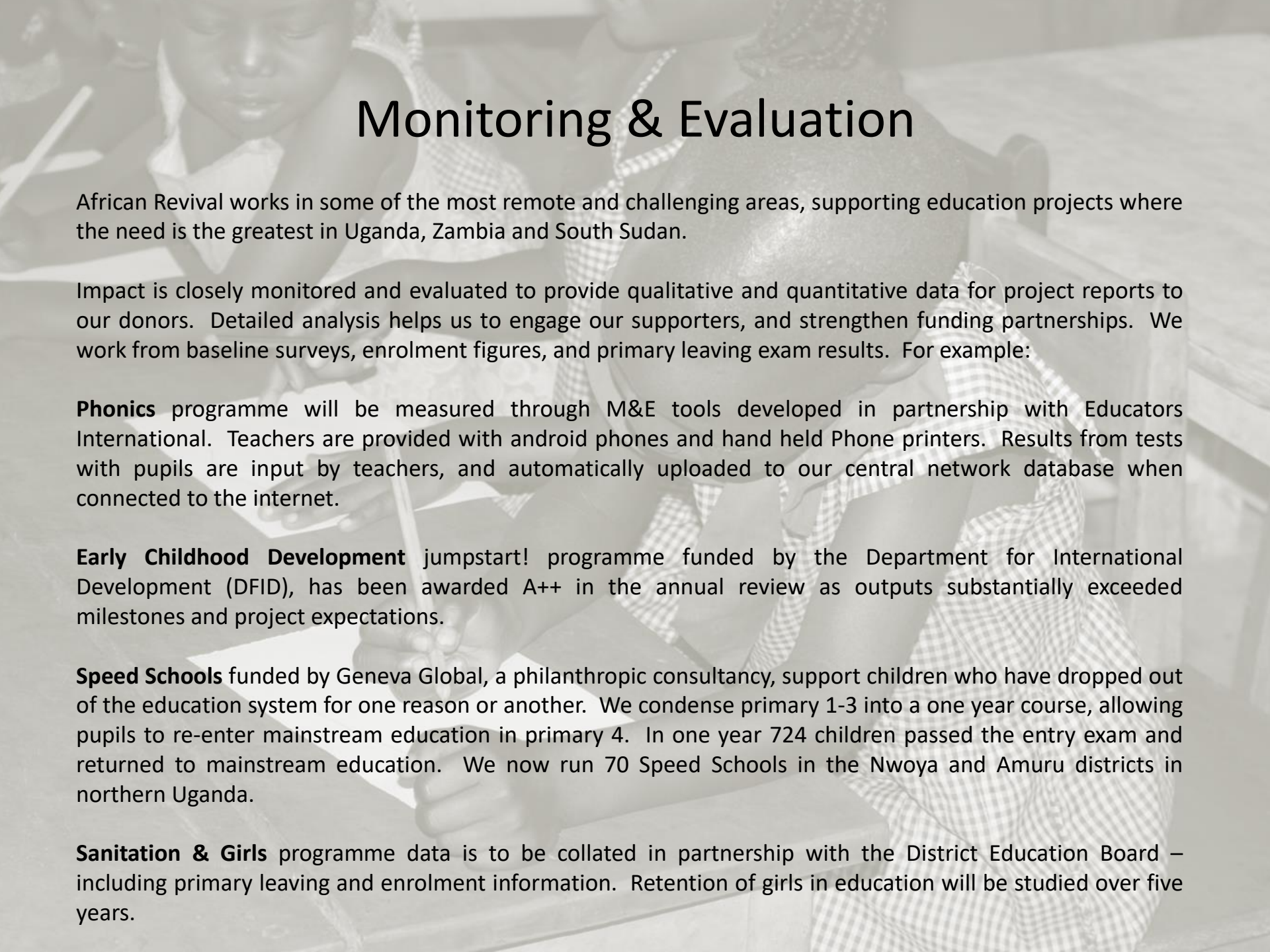
Expand infrastructure and upgrade technology for supplying modern and sustainable energy services

We are looking to provide rural schools with solar systems that will promote use of clean energy solutions to the whole community. This will have lasting environmental impacts in terms of reducing carbon emissions, and will also aid future climate change mitigation by exposing a new generation to the benefits of renewable energies.

The project will provide solar energy to 25 schools in Northern Uganda. We will then install a computer and a printer in each of these schools. By providing schools with solar systems we will extend the hours children can work, improving their educational attainment, allowing extra-curricular activities to be conducted after dark. Teachers will be able to use the computer and printer to deliver better quality lessons to the children. Giving children the ability to complete their homework at school will have a huge impact on their learning, and this project will act to address the inequality between rural and urban schools.

This project will not just have educational outcomes; it also addresses health concerns associated with kerosene lamps. The World Health Organisation state that Kerosene toxicity occurs upon inhalation, and may affect child respiratory and central nervous systems. Kerosene is also an inefficient fuel.

Having schools with solar panels also makes them an important community space. This creation of a community space will help to improve social cohesiveness, as meetings and community mobilisation events can be carried out in the school. Additionally, communities will attach more importance to the maintenance of their school buildings.



Monitoring & Evaluation

African Revival works in some of the most remote and challenging areas, supporting education projects where the need is the greatest in Uganda, Zambia and South Sudan.

Impact is closely monitored and evaluated to provide qualitative and quantitative data for project reports to our donors. Detailed analysis helps us to engage our supporters, and strengthen funding partnerships. We work from baseline surveys, enrolment figures, and primary leaving exam results. For example:

Phonics programme will be measured through M&E tools developed in partnership with Educators International. Teachers are provided with android phones and hand held Phone printers. Results from tests with pupils are input by teachers, and automatically uploaded to our central network database when connected to the internet.

Early Childhood Development jumpstart! programme funded by the Department for International Development (DFID), has been awarded A++ in the annual review as outputs substantially exceeded milestones and project expectations.

Speed Schools funded by Geneva Global, a philanthropic consultancy, support children who have dropped out of the education system for one reason or another. We condense primary 1-3 into a one year course, allowing pupils to re-enter mainstream education in primary 4. In one year 724 children passed the entry exam and returned to mainstream education. We now run 70 Speed Schools in the Nwoya and Amuru districts in northern Uganda.

Sanitation & Girls programme data is to be collated in partnership with the District Education Board – including primary leaving and enrolment information. Retention of girls in education will be studied over five years.

Fundraising

Delivery of projects is made possible through the generosity of all our donors – corporate, individual, educational bodies, and trusts & foundation:

Geneva Global
Bestseller Fund

The Allen Trust

The Princes' Charitable Trust

Guernsey Overseas Aid

Just A Drop

SNV

UK Aid Department for International Development

The Rasche Family Charitable Trust

The Big Give

The Japan Embassy

British Foreign Schools Society

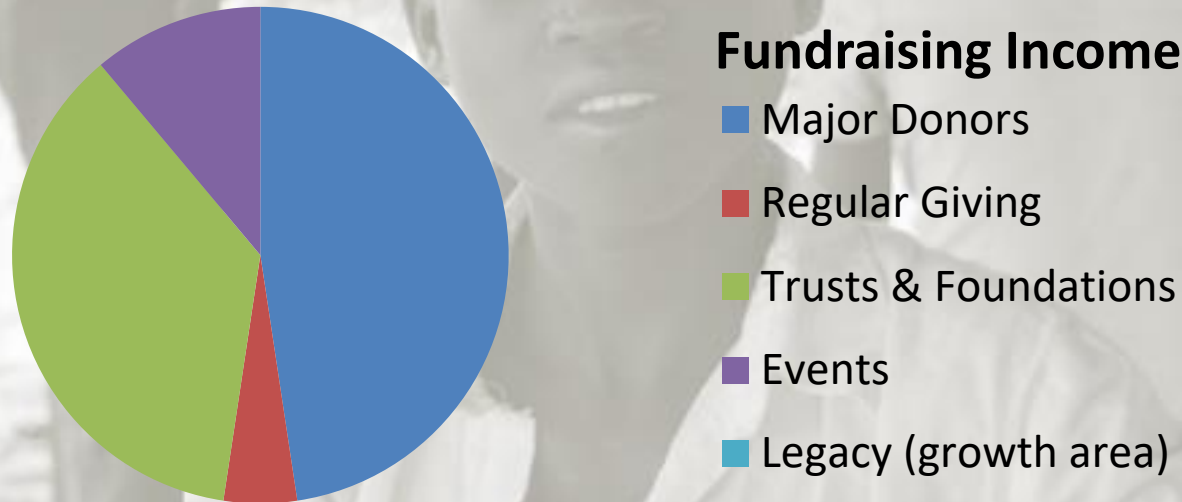
Marr-Munning Trust

Roehampton University

We continue to develop our individual donor care strategy, whilst strengthening relationships and funding partnerships with trust and foundations, both internationally and across the UK.

Fundraising

The writing and submission of fundraising applications to Trusts and Foundations from within Uganda and Zambia is set to increase. We have an experienced National Development Consultant, Peter Etabu (previously Country Director) working from home in Kampala, Uganda. The UK office will continue to provide support and guidance for both Ugandan and Zambian offices. We are confident that this approach will result in increased funding of our education programmes.



We will continue involvement in event fundraising activities as they not only generate income, they help build our profile, engage donors. Events include Golf Day; Gala Ball; RideLondon; London Marathon.

Area of growth will be Legacy. Donors are able to leave **A Gift of any amount** to our unrestricted fund to help us complete projects that are underfunded, commence urgent projects, and to leverage further donations. Over the past five years for every £1 invested African Revival has raised a further £5. Or, **make a donation to a specific programme:** *Whether it be water, sanitation, building classrooms, teacher training, livelihoods, or literacy programmes, donations can be made and spent within a specified period of time on projects of choice.*

Contacts

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