



Investing in Education

STRATEGY 2021 - 2026

Approved by: African Revival Members & Board of Trustees – June 2021

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Acronyms:

ARZ – African Revival Zambia
ARU – African Revival Uganda
ARSS – African Revival South Sudan
ARD – African Revival Developments (old Zambian company)
ARUK – African Revival UK
SDGs – Sustainable Development Goals
RWH – Rainwater Harvesting
CRB – Classroom Block
HYT – Haileybury Youth Trust
PTA – Parent Teacher Association
PLE – Primary Leaving Exams
DEO – District Education Officer
MEO – Municipal Education Officer
G&S – Girls & Sanitation
NGO – Non-Government Organisation
ROI – Return on Investment
HNW – High Net Worth
FCDO (Foreign Commonwealth Development Office)
ECD – Early Childhood Development
PR – Public Relations
PFCM – Programme Fundraising Committee Meeting
MHM – Menstrual Health Management
VSLA – Village Saving Loans Association
ISSB – Interlocking Stabilised Soil Bricks
JAD – Just a Drop

Vision

Our Vision is an Africa where every child has equal access to quality education.

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.

Mission

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.

Values

Every member of African Revival – Investing in Education, whether staff or volunteer, shares the same core values. These are the backbone of our organisational principles.

1. 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.

2. 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.

3. Responsive and Sustainable

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

Start & End

We start where the need is greatest, the community is committed, and the school has been operating for several years with established land rights. We end our support of schools once we have increased the quality of education and worked with the community to ensure that the school can be supported. Although the level of education in AR supported schools is basic, AR supported schools perform significantly better than others in the district, and the quality of education is significantly improved through our work.

SUSTAINABLE DEVELOPMENT GOALS

We view quality education (our key aim) as a multidimensional issue, impacted by multiple factors. The SDGs are set by the UN & will be reviewed in 2030.

4 QUALITY EDUCATION



Many African Revival Projects are completed in partnership with other organisations to increase capacity, knowledge sharing and impact

1 NO POVERTY



Village Savings Groups, Livelihoods projects, School Farms – **Parents able to pay fees & support schools**

2 ZERO HUNGER



Feeding clubs, School Demonstration Farms, Beekeeping, fish farming – **Improved nutrition and focus**

School Construction, Phonics, Teacher training, Scholastic material provision – **Improved quality of education & infrastructure**

6 CLEAN WATER AND SANITATION



Boreholes, RWH, Handwashing, WASH, Menstrual Health – **Reduced pupil & teacher absenteeism**

5 GENDER EQUALITY



Girls & Sanitation, advocacy, Pad provision, gender specific projects – **Improved female retention & attainment**

17 PARTNERSHIPS FOR THE GOALS



The African Revival Step Change:



Exit strategy considered. See Exit Strategy for more details

Key Strength: One of the most important ways we create such a significant impact and sustainability is through our close engagement with the Education Governing Bodies, Head-teachers, parents, and local community leaders. African Revival has been working in these rural locations since 2005 and in doing so we have built long standing and trusting relationships. We listen and assess critical needs, working diligently with education officials, ensuring support at many levels.

Exit Strategy:

When we discuss exiting either a school, a district, or a country it must be noted that we only do this when schools are able to be self-sufficient and stand on their own with improved quality education delivered. From school selection, we select schools that have existed for several years (even if they have no infrastructure), have their own land rights, and are organised in terms of school management. All our projects are designed with a low resource setting in mind, for example, in our phonics project we use a local curriculum – training manuals are £8, pupil readers are under £1, and both are available locally if schools did want to increase their own supplies. We do not pay staff salaries, unless it is an emergency setting (South Sudan, Refugee camps in Northern Uganda), and ensure every project has a clear sustainability plan. Here are some ways we ensure our “exit” does not mean the investment of our supporters is lost:

- **Infrastructure:** Whenever we build something we provide maintenance training to the community and school management committee. If we are drilling a borehole we set up and train a water usage committee, these committees set small fees for non-school users, which can fund maintenance. In recent projects with HYT we have been training members of the local community in construction techniques, so minor repairs can be carried out directly by the community. Borehole and latrine manuals (we are finalising a RWHT manual) are given to schools – which provide support for schools on basic maintenance, costs, water usage, local tradesmen who they can call if there are any issues. We always do a handover ceremony to the local government and school community when construction is done, signifying maintenance of infrastructure is now their responsibility. The community contribute labour and local materials to all construction work – so the sense of ownership for these projects is already clear.
- **Livelihoods:** School Demonstration Farms are set up to be self-sufficient after grant duration. 30% of the income from groups goes back into sustaining the groups themselves so they can fund inputs. Groups are registered with the district agricultural team, which means local government agricultural extension workers visit groups, providing training support – this also means any larger government programmes targeting smallholder farmers will support our groups.
- **Quality & Access:** Agreements are signed with Headteacher on management of scholastic material. We train district education teams, and work with teachers at the teacher training colleges, to ensure government staff can support teachers implementing phonics in the classrooms after we exit. One teacher we trained has become a national trainer for phonics with the Ministry of Education in Uganda, and in the coming years we will be working more closely with Kitgum teacher training college who will train 150 teachers a year in phonics.
- **Additional Monitoring:** As well as factoring sustainability into the projects we do keep monitoring projects, and districts, after we leave them. We do this through monitoring visits, attending quarterly district coordination meetings, and contacting members of the local government teams.

Uganda Step Change – ARU



Location: Amuru (1, 2 & 3), Nwoya (1, 2 & 3), Koboko (1), Kitgum (1), Lamwo (3)

Country Background: Despite introducing Universal Primary Education in 1997 (“free” – but this is not the case, fees are still charged as PTA fees & other contributions), and Universal Secondary Education in 2007, the North of the Country where AR works remains underdeveloped compared to the South of Uganda. Local language is used as language of instruction in lower primary with English a subject on the curriculum, transitioning to English in upper primary and secondary.

ARU Future Plans:

Uganda Exit process: We have been working in Uganda since 2005. Although there is much work to be done, we should consider which districts we work in – and consolidating our projects within these districts. One District we would like to work in more is Kitgum. In 2017 Kitgum District Schools (rural schools) had the worst PLE results of all 156 districts in Uganda with just 0.19% achieving Division I (compared to 8.89% Nationally). We have a three-year project in Lamwo on the border with Kitgum, so it makes operational sense for us to expand into the district – as both teams could share an office. We would like to expand phonics into the Kitgum District, working more closely with the teacher training college.

A key issue Phonics will address is inequality in the standard of education between Municipal and rural schools in Kitgum. Rural schools are managed by the DEO and examined under the group called 'Kitgum Main District', and the Municipal Schools are managed by the MEO. Unlike the rural schools, the Municipal Schools in Kitgum ('Kitgum Municipal District') performed well in the 2017 PLEs, ranked the 18th examination District Nationally. In no other district was the difference between municipal and rural schools results so large.

Poor literacy is directly linked to poor attainment across the curriculum, The Matthew Effect states that if children cannot read they fall behind in everything else. Reading is the most important symbolic processing skill - impacting maths in particular. Due to a shortage of teachers in Kitgum district rural schools in Kitgum often have one or two trained government teachers, and put these teachers in the higher year groups to support children preparing for PLE. We therefore think Kitgum is an ideal location for expansion of our phonics project.

The only active project we have in the Nwoya District is G&S at 6 schools. Data consistently shows that the outcomes for girls are significantly worse in the Amuru District. We therefore propose to stop working in Nwoya, focusing on: Amuru, Kitgum, Lamwo and Koboko.

Zambia Step Change – ARZ



Location: Kalomo & Zimba Districts = Historically Step 1. In recent years Step 2 with a three-year Girls & Sanitation project, and now Step 3 with School Demonstration Farms at 5 schools.

Country Background: The Southern Province is one of 10 provinces in the country, and the primary economic activity is agriculture. Key challenges in the district include distance between schools, hesitancy from the government to post paid teachers to rural schools and changing climate patterns impacting food security.

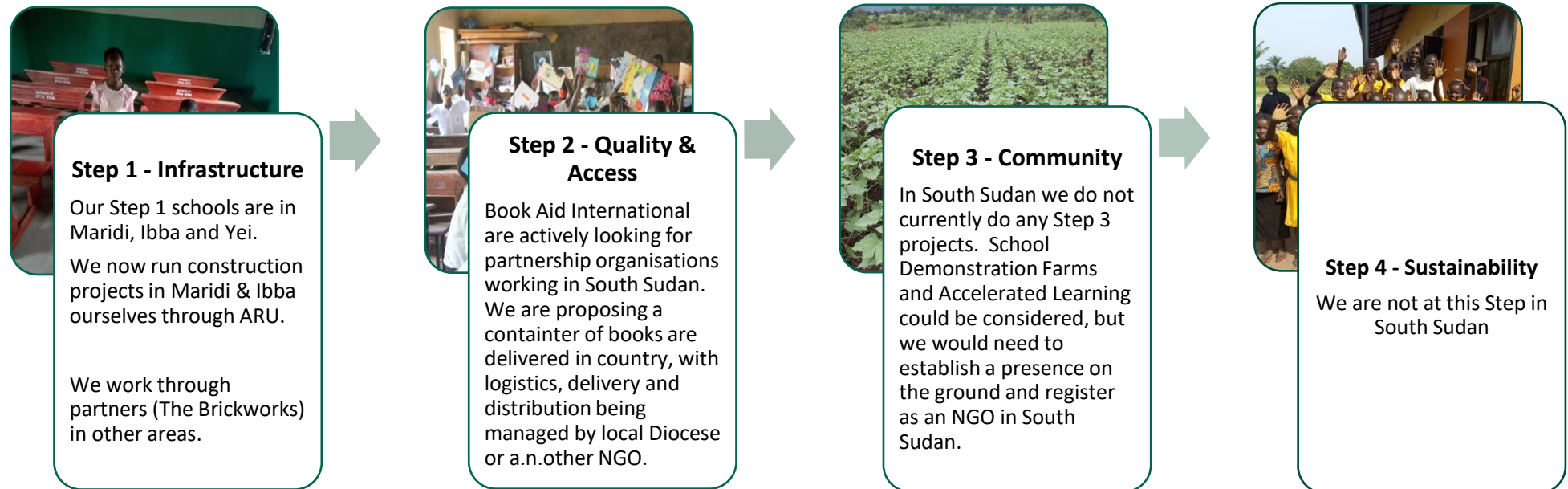


ARZ: We have primarily implemented Step 1 projects, with some Step 2 – teacher training, Girls & Sanitation, and book provision, and more recently a Step 3 pilot School Demonstration Farm pilot project. We have now worked with most of the remote community schools in the Kalomo District, including several others in Zimba and Choma.

In early 2021 we introduced Step 3 - SDFs at 5 schools. This three-year project will end in March 2024. To ensure that the Step 1 and Step 2 project investments are well supported by the community, we propose a key strategic aim to scale the SDF project to 20 schools from April 2024 - March 2027. Throughout this period, we would continue to implement Step 1 projects, as and when funding is available - especially sanitation projects such as latrines, boreholes, handwashing stands, and rainwater harvesting tanks.

Continued partnership with Book Aid International will support Step 2 during this period.

South Sudan Step Change – ARSS



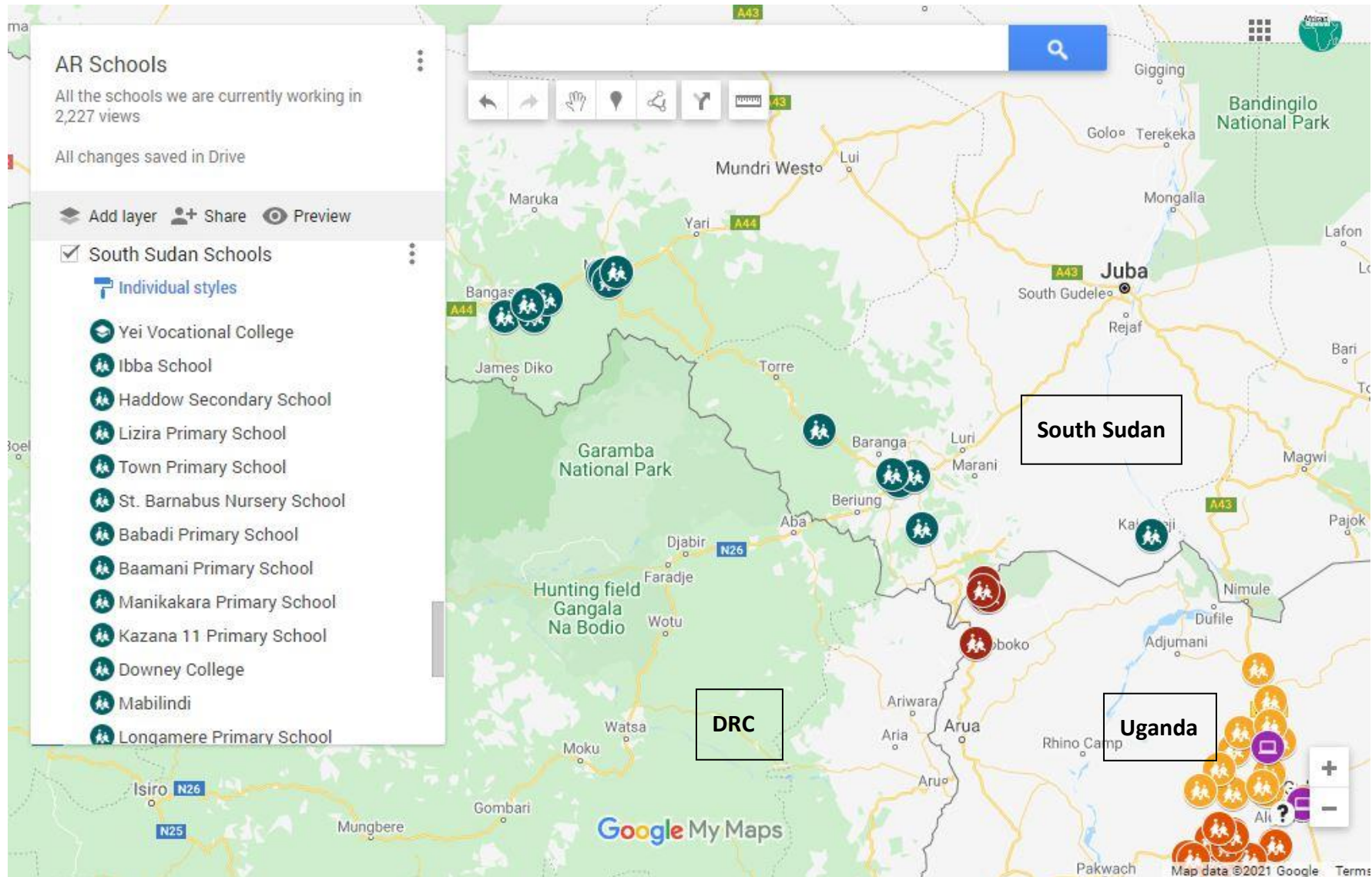
Location: Kajo Keji, Ibba, Maridi & Yei Districts. Currently only at Step 1 with all schools, through partners and ARU office

Country Background: South Sudan split from Sudan in 2011. The country has a population of 12million, with 50% of them under the age of 18. The region has suffered from war for all but 10 years since 1956, resulting in the death of 2 million people, with 4 million internally displaced or refugees as a result of the conflict. It is estimated only every 1 in 10 children in in education. Primary education in all years is in English but there is a lack of English speaking teachers (in Sudan it's in Arabic).

ARSS: In South Sudan we are primarily doing Step 1 projects (construction). Construction is significantly more expensive in South Sudan due to import of materials from Uganda. A separate strategy document for scale of Step Change support in South Sudan in draft for Trustee approval.

Breakdown of schools in South Sudan, below in teal. AR schools supported are mapped on our website (work in progress) – www.africanrevival.org:

[Interactive Map Showing Where We Work - African Revival](#)



Measuring Impact: How do we measure impact?

Cost per beneficiary	Although cost per beneficiary is not necessarily the best way to determine the impact of a project, it could help us to compare different programme streams, and which creates the most impact.
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Impact is measured on a project-by-project basis. Due to the broad range of projects and multi-year programmes we implement, analysing collective overall impact has proved a challenge. With additional staff in roles, the new Programme Fund Manager can research measuring tools to help improve our accumulative charity impact reporting. Basic work has been done on number of pupils supported.

Impact	Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended
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Outcomes	The likely or achieved short-term and medium-term effects of an intervention's outputs. ie. Number of children supported
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Outputs	The products, capital goods and services which result from a development intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.
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Activities	Actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilised to produce specific outputs
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Inputs	<i>The financial, human, and material resources used for the development intervention.</i>
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Designated Funding Pots for Trustees to allocate:



Funding Pot - Education

Donations received via direct 'Buy It Now' items at Golf Day, Ball, Gift Shop, and other platforms/events will support provision of scholastic materials, desks, blackboards, and shortfalls in funding for infrastructure.



Funding Pot - Sanitation

Donations received via direct 'Buy It Now' items at Golf Day, Ball, Gift Shop, and other platforms/events will support pad provision, MH training, access to clean water, and shortfalls in funding to improve sanitation.



Funding Pot - Livelihoods

Donations received via direct 'Buy It Now' items at Golf Day, Ball, Gift Shop, and other platforms/events will support school demonstration farm programmes, VSLAs and shortfalls in other livelihoods projects.

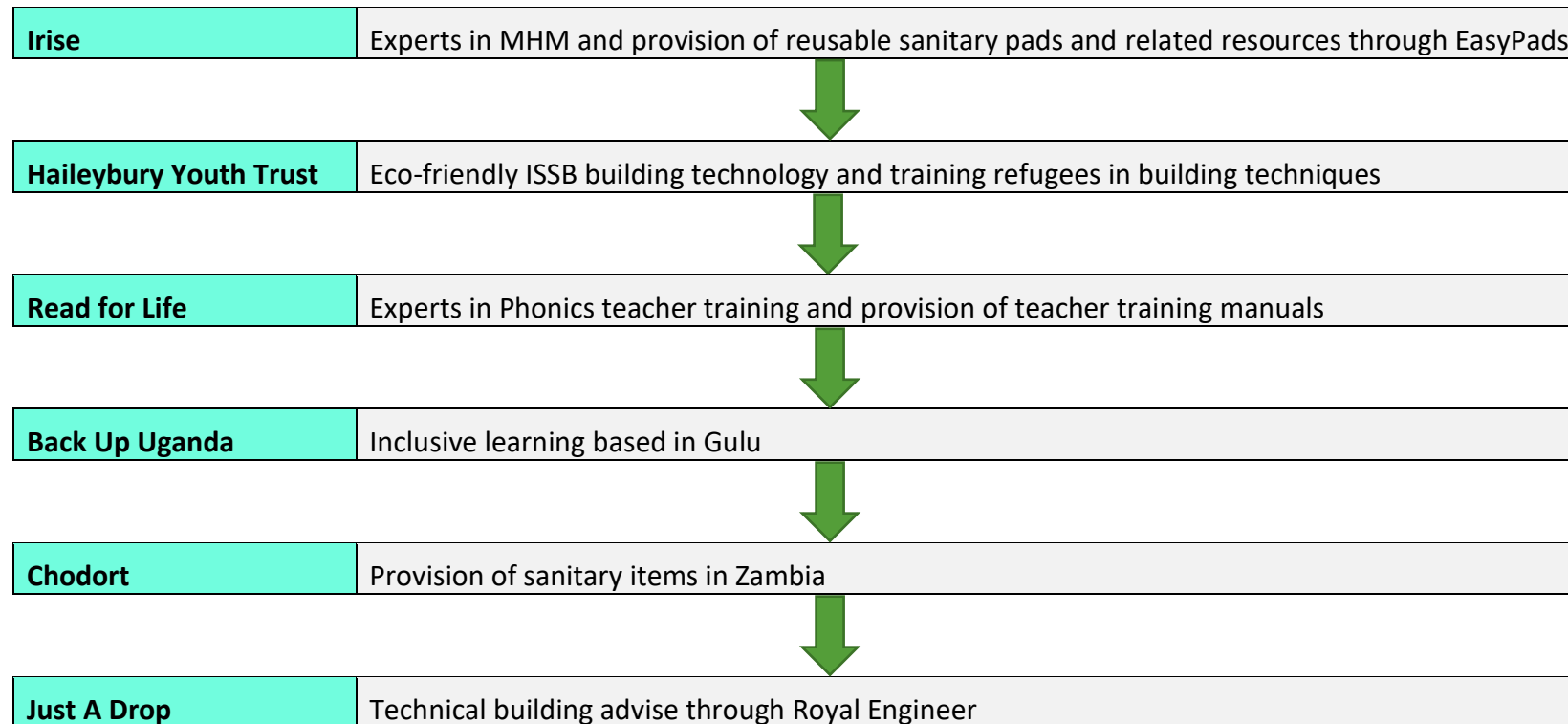
Wherever possible our fundraising is allocated to one of these funding pots. Trustees of the PFCM can then allocate funding to projects where necessary. It is also easier to manage the administration of donations from an accounting perspective.



Technical Partners:

African Revival work with several technical project partners - including:

17 PARTNERSHIPS FOR THE GOALS



Governance:

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

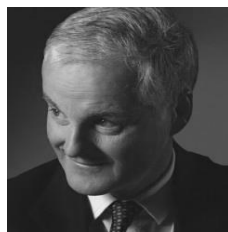
Company Limited by Guarantee No: 05169063

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

Board of Trustees - The Board consists of three members, Hilary Wilson, Diane Chilangwa Farmer, and Antoine Presenti. There are eight 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. As well as attending quarterly Board Meetings, all Trustees form part of quarterly sub-committees – either Finance & Audit or Programme & Fundraising. We actively recruiting Trustees to strengthen skills, and fairly represent the diverse communities we serve.



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Chairman



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Srai-Chohan



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