

Needs Assessment: Musanze District, Rwanda
Prepared for The Global Livingston Institute

Submitted by: Adam Kesterholt and Michael Vogler

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Introduction and Background

As recent graduates of Environmental Studies programs at the University of Colorado and Portland State University our interest in pursuing this work-study opportunity through the Global Livingston Institute (GLI) lay primarily in the areas of land conservation, wildlife preservation and innovative management strategies. Our visit to Rwanda and Uganda strengthened our understanding of how conservation efforts (on behalf of both the land and its wildlife inhabitants) can be enhanced by community development and social integration projects, and it is our hope that the information we share in this paper will be helpful to the Global Livingston Institute as it seeks to further develop its policy perspectives, understanding of the NGO community in the Musanze District of Rwanda and structuring work-study/internship opportunities in that area.

Our primary objectives for this work study, as laid out by the Global Livingston Institute, were:

- 1) To better understand the specific environmental and social needs in the Musanze district; and,
- 2) To identify NGOs in the district and evaluate how GLI might be able assist them through volunteer support.

We would like to extend special thanks to Emmanuel Buigingo, Project Manager at The Gorilla Organization, for graciously hosting us and helping us gain a better understanding of the principle issues affecting the district of Musanze. We would also like to thank Aron Mugisha, founder of Safari 2 Gorilla Tours, who made our stay in Uganda highly productive by introducing us to numerous NGOs around the greater Kabale area, enabling us to gain insight into issues facing both Uganda and Rwanda. Finally, we would like to thank each of the NGO leaders we met with, who so willingly accepted and taught us about the work with which they are involved – sharing openly their challenges and successes. The enthusiasm and warm welcome we received at every turn made this work study an exceptional learning experience. Our appreciation can hardly be conveyed.

It seems important to note that during our two month stay, tensions within the Eastern Democratic Republic of the Congo (DRC) escalated, and military actions and increasingly volatile conditions threatened the relative stability of the region. An estimated 100,000 refugees fled from the DRC to neighboring Rwanda and Uganda, threatening to expose the rifts -- dormant in recent years – but still close to the surface. Time will tell how this situation will unfold, but it was clearly disconcerting and top-of-mind for the people we worked with and met and a sense of foreboding shaped the context in which we experienced this region.

With The Gorilla Organization as our primary host in the Musanze area, our ability to contact and learn about other NGOs in the district was somewhat limited. Their primary focus now lies almost entirely on social integration and existence strategies of the communities living around the border of Volcanoes National Park. In recent years they have dialed back their working relationships to one other local NGO: African Initiative for Mankind Progress Organization (AIMPO). Because direct contact with other local NGO's was limited, our original objectives necessarily shifted. Predictably the few NGOs we were able to meet with in the immediate area, were primarily interested in funding opportunities, as opposed to volunteer support.

Alternatively, our visit to Uganda provided us the opportunity to meet with many NGOs focused primarily on poverty alleviation through education and health, job creation and sustainability. Many of these groups need volunteers, in addition to monetary assistance. These volunteer opportunities include teaching, farming, and child care-giving.

Context

The principal obstacles undermining fledgling land conservation efforts and the development of human potential in the Musanze district and its various communities are, predictably, high rates of poverty (and all of the issues that unfold from that status), an unsustainably high birth rate, and an overall lack of robust economic infrastructure. Attempting to understand the root causes and conflicting inter-relationships— always through the lens of cultural traditions, beliefs, dogmas and mores; Rwandan history; tribal enmities; and, the country and continent’s economic landscape and diplomatic relations is essential to any serious effort to create effective strategies aimed at encouraging land preservation and a economically sustainable populous. This needs assessment acknowledges this bigger picture, but does not presume to understand how these overarching issues are being addressed by the Rwandan government or even the appetite of Rwandans to desire lifestyles of persons living in the world’s industrialized countries.

We must make clear that we are under no delusion that we understand the currents or undercurrents of countries as rich in history and culture, as well as conflicted and challenged, as Rwanda, Uganda and the DRC. As neophytes to Africa, this needs assessment must be read and reviewed with this in mind. We do not attempt to offer broad scale public policy goals or actions, or suggest in any way that we have the global or continental knowledge or insight to do so. We do share our epiphanies, observations and overall gut responses to our experiences, which dealt largely with visits to schools; visits to the Ba’twa people; visits to wildlife sanctuaries and discussions with local leaders.

1. Education

From discussions with both The Gorilla Organization and AIMPO we were led to understand that the quality and availability of public schooling in Rwanda has declined and deteriorated since the 1980s. Substandard education, or even access to it— a result of the country’s struggling economy, high birthrates, and loss of intellectual leadership in the genocide, continues to limit Rwandans’ ability to ratchet up their vision for the future of the country and the future for themselves and their children.

In recent years the Rwandan government has altered education in both public and private sectors such that curriculum is taught in English instead of the more traditional French. Teachers were given a six-week period to learn English and rewrite their curriculums in what was for the majority of educators a new language. Since English clearly is becoming a language used throughout the world, this switch made sense; unfortunately the transition was hasty and teachers’ were still unfamiliar with the language. As such, much of what is taught is being lost in translation.

The cost of public education has also continued to grow; pricing many children out of the system. Formerly, students were required to pay approximately 300 Rwandan franks for one year of either primary or secondary education. In recent years, the government eliminated those fees to allow more students to attend school. Yet after eliminating these required fees they began imposing other costs associated with schooling, including the requirement that students’ families help pay for teacher’s salaries and school maintenance costs. Today, it costs an average of 500 franks, per student, per term, resulting in a significant enrollment drop.

In real terms, this means that many of the children who were lucky enough to attend school prior to the increased cost associated with it are no longer able to gain the skills and competencies needed to break the cycle of poverty and subsistence living. Children from poorer families can no longer nurture even the hope of an education and a brighter future.

2. Displaced and Disenfranchised Groups

Rwanda is divided into five different economic categories or castes:

- The top echelon, or caste, is made up primarily of politicians, business leaders, and others with significant amounts of money and higher educations. This group generally sends their children to be schooled in countries with more sophisticated and demanding educational programs, and then onto a university also outside of Rwanda.
- The second caste is made up of those with moderate to high income. These include people who run their own small businesses or are assured a living wage. They primarily send their children to private schools and may have the means to send them to a university.
- The third caste is made up primarily of farmers. These people often have enough money to send their kids to primary and secondary school but lack the means to support them for higher education.
- The fourth caste consists of people who have to spend every day scraping by. They very rarely have the luxury of sending their children to school, since they contribute to their families' daily subsistence.
- The fifth caste are those who lack even the means to support themselves; often reduced to stealing crops and illegally squatting on land.

In this fifth caste is the only recognized group of indigenous peoples in Central East Africa. Known as "pygmies" in the DRC and the "Ba'twa" in Rwanda and Uganda, they have the lowest social and economic status in the region. Living a hunter-gatherer lifestyle deep within the forests of the Virunga Massive (a mountainous region between the borders of Rwanda, Uganda and the DRC), their forced eviction in the 1990's by the government, in order to create a national park to preserve the last remaining mountain gorillas has resulted in a complete severing of ties to their traditional way of life.

Since hunting was outlawed in the 1970's, the Ba'twa have been challenged to adapt to more modern world, which was until recently completely unknown to them. The challenges associated with their removal from the forests and forced assimilation into this new world has resulted in both their stigmatization and inability to thrive. The Ba'twa are now one of the most impoverished groups of people in all of Africa. They lack any education (even that which is necessary for growing crops); basic sanitation; adequate shelter; consistent food sources; and, access to health care. With little to no income, extremely limited exposure to or contact with the modern world; lack of understanding of basic subsistence farming; widespread cultural stigmatization, and abysmally low levels of literacy, the obstacles the Ba'twa need to overcome, appear at this time, to be nearly insurmountable.

Numerous groups of Ba'twa live around the edges of Volcanoes National Park in Rwanda on the outskirts of the city of Musanze. It was immediately clear, when arriving in one of these encampments, just how dire the situation was. This village lacked basic amenities, including electricity, water, culinary supplies, food stuffs or sanitary latrines. Physically, the Ba'twa children and adults were extremely fragile. Easily preventable conditions such as jiggers (parasites that burrow under the skin causing severe discomfort, and which, if left untreated, lead to extensive blistering and serious infection) render many young children unable to even walk. Additionally, several of the Ba'twa appeared to be suffering from pneumonia and other bacterial and viral conditions. Food was scarce, so already compromised immune systems were further weakened, and ailments associated with starvation were evident, as well. Many of the Ba'twa had no clothes, wrapping themselves instead in old canvas from tents, or whatever could be found, a compounding issue to overall health since the area in which they lived (the Virunga Massive) is at high altitude and quite cold.

These combined factors have left the Ba'twa unable to develop and assimilate into modern Rwandan culture. It is a perverse irony that while the mountain gorillas appear to be thriving in their now protected jungle preserve; this jungle people appear to be on the brink of extinction. While many of their problems will only be solved if they are provided with ongoing, intense aide and assistance some simple steps can be taken immediately to help reduce their stark and harsh impoverishment (refer to grid).

3. Conservation and Wildlife Protection

Conservation of Rwanda's remaining National Parks and protected areas seems to be, at least for the moment, at a stand still. Farming and development over the past century have reduced the amount of wild lands left in this country to a few, relatively small patches. Today, as Rwanda's economy continues to struggle, tourism is a major source of the country's income. Because the short-term, day-to-day needs of Rwandans outweigh the wiser, long-term desire to protect wild lands, the very thing that attracts tourists (the diverse and vibrant flora and fauna) and keeps funds flowing to government coffers, is being put at risk. Volcanoes National Park is a prime example of how governmental protection of the country's natural treasures serves to attract tens of thousands of international visitors annually and generate significant revenue. Yet, replication strategies weren't readily apparent.

The issues that do still plague parks and protected areas within Rwanda are occasional poaching and logging practices carried out (still) primarily by Ba'twa individuals. The Gorilla Organization has dedicated almost all of its resources to their social integration into modern Rwandan culture and to promoting their subsistence skills to reduce the occurrence of these illegal activities in the parks. While political conditions may change in the future, the main issues affecting these parks currently are almost entirely ecological. Climate change, changes in floral and faunal composition and limited resources for wildlife remain a threat.

4. Discussions with Local Leaders and People: Insights

As is always the case, opinions and perceptions about the severity of given issues; the right strategies to address them; and the people who should be involved, seem to differ from person to person. Throughout our trip we listened to people who held completely different opinions on the genesis of specific problems; the true nature of the problem; and the correct strategies and essential resources needed for resolution. Everyone, however, seemed to be in agreement that education was essential if Rwanda was ever going to be able to end the cycle of poverty.

Our experience in Musanze showed us that the support being offered by NGOs to those who need it most was quite limited. After visiting the District Offices, we found there were relatively few NGO's in the area that were working on community development and education. On top of this, it became quite clear that even given the short list, there was little collaboration between the organizations. After discussing this in more detail with various NGOs staff, the reasoning behind it became more apparent.

One of the primary deterrents around collaboration toward a more global, overarching set of outcomes is the limited number of funding sources and competition for the same funding streams. This drives the need for NGO's to remain both independent in nature and unique in scope of work. Furthermore, for reasons that are not all together clear, although they probably relate to organizational survival and 'turf,' many of these organizations seem to be reluctant to work together. Whatever the reasons, a neutral group acting as an intermediary between these organizations could possibly encourage collaboration and strengthen relationships. Our sense is, though, that it would be hard to create the incentives needed to bring people willingly to the table. If a mandate for greater collaboration came directly from funders, a facilitator organization could potentially make some headway toward that goal.

Needs Assessment: District of Musanze

Situational Analysis	What's Working?	What Needs to be Done?	What role are NGOs playing? What could GLI do to help?
EDUCATION			
<p>Education quality and availability has significantly decreased in recent years.</p>	<p>NGO funded projects are supplying basic materials to school children.</p>	<p>Education needs to be affordable and accessible to greater numbers of Rwandan children – particularly those at lower income and status levels.</p>	<p>NGO's are supporting families' most basic needs, so that children are able to attend school.</p> <p>GLI could play a role in helping local NGO's enhance and hone their focus on strategies aimed at addressing the high cost of education; GLI could work to find funders or philanthropic organizations that would be interested in creating a scholarship fund;</p> <p>GLI could help identify and engage with national and international teacher training programs with the goal of engaging and recruiting teachers from within country or internationally to intern or teach in Rwandan schools.</p>
<p>Poor health and hygiene education.</p>	<p>Addressing basic sanitation needs and providing basic provisions.</p>	<p>Actual basic education as opposed to simply providing provisions</p>	<p>There is little NGO support of such projects in the district.</p> <p>GLI could participate in Rwandan health officials dialogue/task forces;</p> <p>GLI could play role in engaging national medical</p>

			<p>organizations (e.g., Doctors Without Borders, Nat'l Guard, World Health Org., Peace Corps);</p> <p>GLI could try and replicate a "CLD" medical clinic to serve the communities most in need;</p> <p>GLI could identify national and international funding sources and, perhaps, assist in grant writing for appropriate local NGO's</p>
DISPLACED AND/OR DISENFRANCHISED PEOPLE (Ba'twa)			
<p>Ba'twa communities struggle with food insecurity issues; social and economic integration; lack of education; and lack of access to basic health care.</p>	<p>Support of modern agricultural practices, provision of building materials; and adult literacy.</p>	<p>Ensuring easier access to fresh, clean water sources and basic nutritional foodstuffs;</p> <p>Instruction on basic hygiene (use of soap, tooth brushing, etc); and making sure basic supplies are available;</p> <p>Instruction on subsistence farming techniques; and providing seeds and tools;</p> <p>Providing educational opportunities to increase literacy rates and growing awareness of the modern world.</p> <p>Engaging and coordinating the assortment of NGO's working to address</p>	<p>The Gorilla Org. and AIMPO are among a select few addressing these issues.</p> <p>GLI could provide or recruit volunteers to work with these NGOs (e.g., student teachers; recent graduates from agricultural programs; nursing students;</p> <p>GLI could help bring media attention to the plight of the Ba'twa, in order to generate national interest and potential funding and volunteer participation.</p> <p>GLI could identify all of the NGO's working in DRC, Uganda and Rwanda and convene a leadership meeting to build consensus; identify shared goals; consider team work projects; pursue joint grant funding.</p> <p>GLI could work with funders to encourage them to demand greater</p>

		<p>Ba'twa issues, so that a more holistic and less piece-meal plan is developed.</p> <p>Education to local peoples about the Ba'twa aimed at de-stigmatizing and reducing rampant racism and increasing societal acceptance.</p>	<p>collaboration.</p> <p>GLI could work thru the US Embassy in Rwanda to lobby the Rwandan government to provide due compensation for their removal from the jungle into the encampments in which they now reside.</p> <p>GLI could bring greater worldwide attention to the plight of the Ba'twa in order to attract new volunteers, effective NGOs, health care resources; new funding sources, etc</p>
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CONSERVATION AND WILDLIFE PROTECTION

<p>Economic incentives have resulted in strong protection of Rwanda's parks. Occasional poaching and logging remain a small problem.</p>	<p>Poaching and logging patrols in parks. Community development around park boundaries.</p>	<p>Social integration projects for communities still trespassing on park lands.</p>	<p>Projects aimed at sustainable farming practices and adult literacy in these communities.</p> <p>GLI could work with NGO's to lead an effort to planting agro-forestry trees in communities to help prevent logging.</p> <p>GLI could replicate a "CLD" organic farm demonstration site in identified community</p>
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DISCUSSIONS WITH LOCAL LEADERS AND PEOPLE: INSIGHTS

<p>NGOs within the Musanze district seem reluctant to work with one another.</p>	<p>Many of the projects these NGOs are working on are making a positive impact</p>	<p>Increase working relationships between these NGOs to develop joint effort strategies and combine resources</p>	<p>While the number of NGOs in the Musanze district is limited, GLI could help facilitate interaction between the groups.</p>
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Project Ideas for GLI

Through our discussions with the Gorilla Organization and AIMPO it appears there is little to no governmental or non-governmental support of the Ba'twa communities living in Musanze or other neighboring districts. The work currently being carried out is being almost entirely done by these two organizations. Of the communities that we visited, the Ba'twa communities appear to be the most vulnerable, and therefore the most in need of help. Following is a hypothetical approach to how GLI might be able to assist in creating an ongoing project within some of these communities.

Key activities would include health education and health access, provision of school and sanitation materials, help working on farming plots, planting agro-forestry trees and cultural learning opportunities for both incoming students and Ba'twa residents. The hypothetical project we've laid out would span four days and cover two separate villages with Ba'twa residents and include a day of gorilla trekking and/or nature walk.

- Day 1
 - Morning – Head to the village of Shinjiro in the Musanze district, about 30 minutes from Ruhengari.
 - Spend the morning at the local school sharing with students and distributing basic school supplies.
 - Afternoon – learn about Ba'twa cultural heritage from community members. This could include things like basket weaving, traditional dance or banana beer brewing.
- Day 2
 - Morning – Head back to Shinjiro. Start off the day with basic health education; provide simple sanitation provisions, like soap, toothbrushes and toothpaste.
 - Afternoon -Spend time with kids and local community members to work on a school mural, or other art form that shows influences from each different culture.
- Day 3
 - Morning – Head to the village of Musanze close to Shinjiro. Spend the morning working in the organic farm plots.
 - Afternoon – Plant sustainable agro-forestry trees within the community.

Due to the lack of both governmental and non-governmental organizational support for these Ba'twa communities, the Gorilla Organization and AIMPO would benefit from GLI's assistance/guidance re: fund-raising and volunteer placement. Both organizations have been working with the Ba'twa since 2007, and understand their needs within a broader cultural context, but as funding gets more scarce (i.e., funding from the European Union expires in October) so does their capacity for engagement.

Emmanuel Buigingo was very enthusiastic about how he might help develop and arrange such a project with GLI, outside of the scope of his involvement with the Gorilla Organization. It's our impression that even beyond the small contributions such a project would have within these communities the simple presence of volunteers could help give hope to those who so badly need it, and would help to break the negative perception of these people. Additionally, as these are some of the most impoverished communities in the region, it would help show incoming students a side of life rarely recognized in western culture. It certainly would put the Occupy Wall Street's "We are the 99%" lament into perspective...

We've met with both Executive Secretaries from Shinjiro and Musanze to discuss these future opportunities. AimableI yakaremy from Shinjiro (iyakaremy1@yahoo.fr) and John Paul Sebashotsi from Musanze (sebashotsi@yahoo.fr), and it is noteworthy, that both of them showed a great deal of interest in developing and leading this type of effort. Several other NGO's are also working with the Ba'twa, although it appears mainly to be in Uganda. Conversations should take place and attempts to engage them would be important.

APPENDIX

NGOs in Musanze District, Rwanda

The number of NGOs we were able to identify in the Musanze district working directly on community development and education was quite limited. Through our work with the Gorilla Organization and AIMPO it became clear that volunteer placements are fairly limited and that the majority of NGOs working on these projects are primarily seeking funding. The following is a list of NGOs in the district we found interesting and that may have opportunities for volunteer involvement. NGOs listed with a (*) are those we found most intriguing and that appear to offer the best opportunities for volunteer involvement.

African Initiative for Mankind Progress Organization (AIMPO)

Contact: aimpo_i@yahoo.fr

Currently working with 17 Community Based Organizations comprised by more than 90% Ba'twa individuals around the borders of Volcanoes National Park. They provided agricultural supplies and education, which have allowed these people to be able to plant and harvest their own crops. Their funding comes entirely from the EU and as of now is set to expire this October, which could result in discontinuation of these projects. While hands on volunteer opportunities are quite limited directly with AIMPO they are always in need of help with grant writing and fund raising.

Art of Conservation *

Website: www.art-of-conservation.org

Contact: Valerie Akuredusenge – akuvalerie@yahoo.fr

This educational program is based on developing health and education programs for children living in rural communities around the borders of Volcanoes National Park. These initiatives are designed to promote sustainable living opportunities for local communities in order to help preserve the remaining populations of mountain gorillas. While short-term volunteer opportunities are limited the Art of Conservation is actively seeking persons willing to commit to mid to long-term assistance with their programs. These projects would include teaching in schools and working to develop new strategies in future planning.

International Gorilla Conservation Program (IGCP)*

Website: www.igcp.org

Contact: Anna Behm Masozer – abehm@igcp.org

IGCP works on various projects around and within Volcanoes National Park. Their aim is to conserve gorillas and their habitat through partnering with key stakeholders while significantly contributing to sustainable livelihood development. Volunteer opportunities would include visiting schools around the Musanze district, helping to teach in the Environmental Clubs (originally co-developed with the Gorilla Organization).

Mountain Gorilla Education Center (MGEC)*

Contact: info@endangered.at

Website: http://www.endangered.at/e_rwaza.php

The Mountain Gorilla Education Center (supported by “The Endangered Association”) houses 51 orphans, in 4 separate houses. Their aim is to provide health and hygiene education, English literacy skills and environmental advocacy. Without truly understanding the unique characteristics of mountain gorillas and their habitat, there is little impatience for Rwandans to support wildlife conservation.

Poverty Reduction, Education and Family Empowerment Rwanda (PREFER)

Website: <http://www.preferpreschool.org.uk/index.html>

Contact: povertyreductionrwanda@yahoo.com

PREFER provides education opportunities through their own preschool, and assists with students schooling into primary and secondary education. Additionally, they support a small medical clinic on school grounds to support both students and neighboring families. Other projects include home repairs and provision of goats to needy families. While they are currently looking for short and long term volunteers to help teach within their school there is a 21 year minimum age requirement.

Grain de Sevene (GDS)

Website: <http://www.gdsrwanda.org/>

Contact: gdsrwanda@yahoo.fr

GDS (a local NGO) is primarily focused on education of children as well as professional training for adults, providing homes and families for street children and craft programs. These programs aim to empower vulnerable communities in the district of Musanze and promote sustainable livelihoods.

Gorilla Organization

Website: gorillas.org

Contact: Emmanuel Buigingo – emmanuel@gorillas.org

As our primary host for our visit to Rwanda, we learned not only what the Gorilla Organization is doing, but its reasons behind these actions. Their programs are now all currently involved in the social integration of Ba'twa communities living around the borders of the Virunga Massive. These projects include farming education, adult literacy, health and hygiene education and provision of building materials. Opportunities for direct volunteer support of the Gorilla Organization is limited, but as discussed before Emmanuel is very excited to develop various community projects in the future beyond the scope of his current position.

NGOs Kabale Area, Uganda

The NGOs we visited around the greater Kabale area provided ample opportunities for direct volunteer involvement. The following list provides both information on their current projects and possibilities for student involvement. While the majority of these projects are working on very similar projects a few stood out as both the most interesting and influential. Projects marked with an (*) are those we found to be the most interesting and to offer the best opportunities for student involvement.

Kisiizi Needy Children and Orphans Project *

Location: Kagunga, Lake Bunyonyi Uganda

Website: www.ugandaorphanageschool.com

Email: brightkiboneire@gmail.com or bright@needychildren.org

It's our understanding that GLI has already done some work with this project. Bright Kiboneire the founder sponsors over 100 orphans through medical services and education. His aims are to develop boarding houses for his students as well create volunteer opportunities in the future. These opportunities would include teaching, playing sports with kids and help with the schools agricultural plots.

Hector Foundation

Location: P.O. Box 254 Kabale, Uganda

Email: hectorfoundation@hotmail.com

The main goals of this project are to benefit street children in the Kabale area by protecting their welfare and providing education and training. While the foundation has other projects throughout central and east Africa they are currently sponsoring four children from the streets of Kabale. Their hopes are to develop a primary and vocational school, a Hector Foundation band and gardens for kids. While these projects may still be some distance in the future volunteers could help by visiting schools at which these students

attend, assist in developing these upcoming projects and simply arranging meetings with street children in the area to play sports and other activities.

Grace Children's Village *

Location: Kabale, Uganda +44 (0)7540295282

Website: www.gracechildrensvillage.org

Email: davidrutherford@yahoo.com

This project is focused on poverty alleviation, education and health, opportunity creation, sustainability and self sufficiency. There have a small school of both orphans and needy children just outside of Kabale town. They are currently developing a boarding house and organic farming plots. The farming plots are self-sustainable and are used to educate students on practical agricultural processes. Volunteer opportunities include teaching within the school and help within the gardens.

Bread of Life

Location: P.O. Box 1077 Kabale, Uganda

Website: www.bolamafrica.org

Email: primrosec@bolamafrica.org

This orphanage boards a small number of young kids, most under the age of five. They provide housing, medical care, basic nursery education and school fees for kids entering primary school. Volunteer opportunities would be primarily based on interaction with the children.

Mwendo Needy Children Project *

Location: On the side of Lake Bunyonyi, 20 minutes from Kabale

Contact: Richard Tusasbiwe - richard@needychildrenproject.org

This school located above Lake Bunyonyi is still under construction. They primarily care for orphaned and needy children. While the school currently has over 100 students, planned projects include construction of a boys' and girls' dormitory, kitchen, cafeteria and an additional classroom. Volunteers are welcome to interact with the children and in help in teaching classes.

Mpambara-cox Foundation

Location: P.O. 125 Kabale, Uganda

Website: www.mcoxfoundation.org

Contact: Enos Tweetsi – enos@mcoxfoundation.org

The mpambara-cox foundation works with 8 public schools around the Kabale area. Their programs include providing uniforms for students, porridge for lunch, micro-credit loans for mothers of school children and provision of school supplies. These programs, in particular “porridge for lunch” have lead to significant increases in student enrollment. Their aims are to target the more than twenty large public schools around the Kabale area and initiate similar projects. Outside volunteer opportunities exist, like English education and basic interaction with students.

Loving Hearts Helping Hands

Website: www.lovingheartshelpinghands.com

Contact: info@lovingheartshelpinghands.com

It's our understanding GLI already interacts and visits with this school on a fairly regular basis. Their primary focus is on helping needy and orphaned children through schooling and provision of uniforms and school supplies. Volunteer opportunities include teaching and interacting with children.

Hamura Needy Children and Orphans Project

Website: needy-children.info

Location: Kabale

Contact: Robert Akampirira - akampuriraohira@gmail.com

This Community Based organization began in 2009. Its school currently has 96 students and two teachers. The children range age from 3-12 years old. They would like to have long term volunteers come to the school to teach.