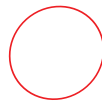
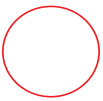




ANNUAL REPORT

20 25





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LETTER FROM THE TEAM LEADER

If 2024 was the year we intentionally shaped our work around the Cradle to Career model, then 2025 was the year we began putting that vision into practice.

Although our programs had naturally evolved to support children and young people from early childhood through adulthood, giving our approach a clear framework allowed us to become more intentional in how we designed, connected, and evaluated our work.

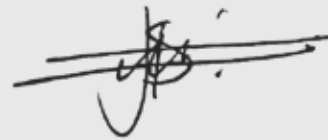
This year has been one of learning. We have tested new ideas, strengthened existing programs, and worked alongside organizations with deep expertise in areas we want to bring to children and families in rural Kayunga. These partnerships have helped us accelerate our learning while ensuring that we deliver the highest quality opportunities to our community.

None of this would have been possible without the trust and generosity of our partners, donors, volunteers, and supporters. Thank you for believing in our vision and investing in the potential of every child in Kayunga.

“

There is no universal blueprint for lasting change, but by listening, learning, and working together, we can create pathways that enable every child to thrive from cradle to career.

As we look toward 2026, our focus remains on scaling deep rather than simply scaling wide. We will continue to innovate, test, learn, and adapt, building solutions that are shaped by the realities of our rural communities. We know there is no universal blueprint for lasting change, but by listening, learning, and working together, we are confident we can create pathways that enable every child to thrive from cradle to career.



JOSEPH DDIBA
TEAM LEADER





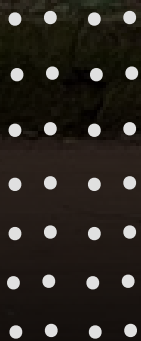
Our Vision

A world without poverty where all children and adolescents are empowered, have meaningful opportunities to grow and learn so that they may reach their full potential.

Our Mission

To bring real and lasting change to children, youth and women living in poverty through holistic multidimensional programs in education, economic development, leadership and public health.







WHO WE ARE

BaNgaAfayo! Translated? It means, “Show you care” Reason being that if it’s too much to ask that people become part of solving a problem, can they at least show that they care? That in itself would require action!

Ba Nga Afayo Initiative Uganda is a nonprofit organization focused on the holistic development of children, youth, and young women living in rural communities of Uganda, where poverty and HIV continue to limit access to education, health, and economic opportunity.

Using a place-based Cradle-to-Career approach, we support children and youth at every stage of life through integrated programs in education, health, leadership, girls’ empowerment, economic development, advocacy, and sport for development creating pathways to long-term wellbeing and economic mobility.



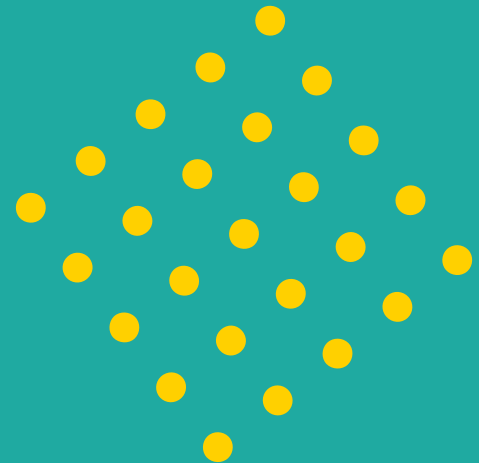
WHERE WE WORK

Over 80% of the population where we work are dependent on low level subsistence farming which is mainly for food with no viable source of income and survive on one meal a day. This has accelerated the vicious cycle of poverty and high illiteracy rates because it is nearly impossible for these families to educate their children making it difficult for the residents to get access to services and opportunities.

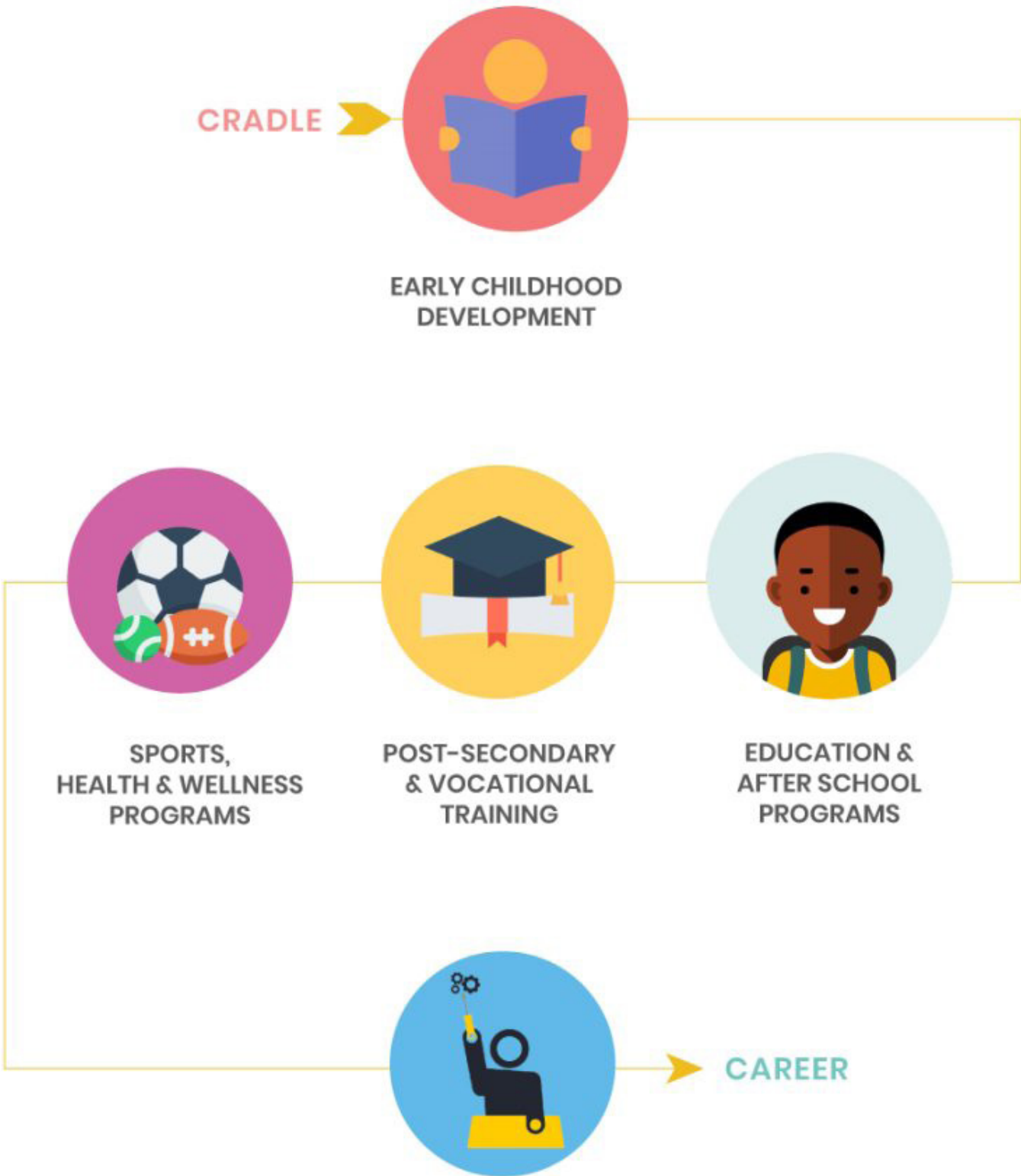


KAYUNGA

The villages have very poor and inadequate infrastructure with no proper school in place, limited access to clean water, Electricity, poor sanitation and hygiene standards.



PLACE-BASED CRADLE TO CAREER APPROACH



OUR PROGRAMS



EDUCATION

Education is key to breaking the poverty cycle. We seek to increase access to education, improve the quality of teachers and improve child well-being.



CHILD PROTECTION

We believe every child deserves to be protected from violence, neglect, abuse so that to live a full life and have the chance to live to their fullest potential.



GIRLS' EMPOWERMENT

We believe confidence grows as children especially girls develop leadership skills, understand social responsibility and take an active role in their community.



HEALTH & WELLNESS

Our programs develop children and young people's capacity to engage in positive behaviors to nurture their well-being and know their rights.



SPORTS FOR CHANGE

We take a holistic approach to developing young people and their skills in bringing about positive change through our multi sports programs.



TECHNOLOGY & EMPLOYMENT

We prepare rural youth for careers in STEM, design and multimedia fields. Youth learn to use cutting-edge technologies, gain entrepreneur skills and career-ready skills.



Teen Teacher Training

The Teen Teacher Training Program is a youth-led capacity-building initiative aimed at strengthening early literacy support and youth leadership within rural communities. A three-day intensive training was conducted to equip teenage volunteers with foundational teaching skills, classroom management techniques, and child-friendly, play-based learning approaches.

The training focused on empowering young people to become peer educators and positive role models for younger children, particularly in areas where access to trained Early Childhood Development (ECD) teachers and learning resources remains limited.

The program emphasized practical and participatory learning methods.

Teenagers were trained in effective communication, facilitation, and age-appropriate instruction, while also learning how to create engaging learning experiences using locally available and low-cost materials.

By investing in teenagers as community educators, the program promotes sustainable, community-driven solutions to educational gaps while nurturing leadership, responsibility, and service among youth.

IMPACT AND OUTCOMES

The Teen Teacher Training program generated both immediate and long-term benefits for participating teenagers and the wider community. By equipping young people

with practical teaching skills, leadership competencies, and confidence, the program strengthened youth-led learning and mentorship within community spaces.



50

TEEN TEACHERS

trained in teaching
skills and classroom
management



90%

OF YOUTH

reported having
improved Confidence &
Leadership Skills

ENHANCED ACCESS TO CHILD-FRIENDLY LEARNING EXPERIENCES

Teen Teachers apply play-based and child-centered approaches to create safe and engaging learning environments. By using familiar community spaces and locally sourced materials,



STRENGTHENED LEADERSHIP AND TEACHING CAPACITY

Through structured training and hands-on practice, teenagers developed essential teaching and leadership skills. Participants gained confidence in lesson delivery, classroom organization, and learner engagement. This strengthened their ability to lead and support learning activities within their communities.





Empowering Youth Through the Teen Teacher Training Program

In many rural communities, young children often face challenges accessing quality early learning due to a shortage of trained Early Childhood Development (ECD) teachers and limited learning resources. The Teen Teacher Training Program was designed to address this gap by empowering teenagers to support early literacy while developing leadership skills within their communities.

The program brought together teenage volunteers for a three-day



A key component of the training was teaching participants how to create learning materials using locally available and low-cost resources. By using simple items such as bottle tops, sticks, and handmade flashcards, the teenagers learned that quality learning experiences can be created even in resource-limited environments.

By the end of the training, participants felt more confident in their ability to guide and mentor younger children. The program not only strengthened early literacy support but also nurtured youth leadership, responsibility, and community service



The training gave me the confidence to become a role model for younger children in my community.

Kwagala Sadrah, Teen Teacher

intensive training aimed at equipping them with basic teaching skills and child-friendly learning techniques. Many of the participants had never imagined themselves as teachers, but the training gave them an opportunity to step into a new and meaningful role.

Throughout the sessions, the teenagers engaged in practical and participatory learning activities. They learned effective communication, classroom management, and how to facilitate learning in ways that are fun and engaging for young children. The training emphasized play-based learning approaches such as storytelling, songs, games, and group activities that help children develop literacy skills in an enjoyable way.



Art Therapy

Using Art for Change is a creative, arts-based intervention designed to support the mental health and emotional well-being of children and young people in marginalized communities in Kayunga. Prior to implementation, a Training of Trainers (ToT) was conducted by Faces Up Uganda to equip Ba Nga Afayo facilitators and youth leaders with art therapy-informed skills, child safeguarding practices, and trauma-sensitive facilitation approaches.

Following the ToT, the program was rolled out at the community center using structured, art-based sessions that provided safe and expressive spaces for children to process emotions, share experiences, and explore their

identities through creativity. Recognizing that many children face stress, trauma, and limited access to mental health services, the program integrated drawing, storytelling, music, and creative expression as tools for healing and self-discovery.

Through guided sessions, participants engaged in inclusive and child-friendly activities that encouraged self-expression, reflection, and dialogue. By combining creativity with facilitated discussions, the program strengthened emotional awareness, resilience, and a sense of belonging among participants.

IMPACT AND OUTCOMES

The program enabled children and youth to use art as a tool for self-expression and social change. Participants built confidence, reflected on personal and community challenges, and

felt empowered to share their perspectives. Through creative activities, the initiative strengthened emotional wellbeing and youth agency within their communities.



78

ART THERAPY SESSIONS

for children and youth



152

CHILDREN REACHED

through Art & Creativity

PROMOTED MENTAL WELL-BEING AND EMOTIONAL EXPRESSION

Children and youth learned to use art to express personal experiences, emotions, and perspectives on issues affecting their communities. Creative activities helped participants feel heard and valued while encouraging reflection on social challenges



EMPOWERED YOUTH TO USE ART AS A TOOL FOR EXPRESSION

The program created safe spaces where participants could release stress, process emotions, and build emotional awareness through creative expression. Art-based activities supported positive coping mechanisms and emotional regulation. As a result, participants showed increased openness, confidence, and emotional resilience.that fosters curiosity, creativity, and critical thinking in young minds.



Finding Confidence Through Art: Wasswa's Story

Wasswa is a 10-year-old boy from Kayunga who, like many children in marginalized communities, faces emotional challenges with limited access to mental health support. He was often quiet and reserved, rarely sharing his feelings with others. Expressing his emotions was difficult, and he sometimes kept his thoughts to himself.

When the Using Art for Change program was introduced at the community center, Wasswa joined the sessions along with other children from his community. The program aimed to support the mental



During the art sessions, Wasswa began to express himself through drawing and storytelling. His artwork allowed him to share feelings and experiences that were often difficult to explain with words. Facilitators encouraged children to talk about their drawings, creating a safe space for reflection and discussion.

Over time, Wasswa became more confident and engaged with other children. He began interacting more freely and proudly shared his artwork with the group.

Wasswa's story highlights how Using Art for Change helps children heal, build confidence, and express themselves through creativity.

health and emotional well-being of children through creative activities such as drawing, storytelling, music, and other forms of artistic expression.

Before the sessions began, Faces Up Uganda conducted a Training of Trainers (ToT) for Ba Nga Afayo facilitators and youth leaders.

The training equipped them with art therapy informed skills, child safeguarding practices, and trauma-sensitive approaches, ensuring that children could participate in a safe and supportive environment.



Art helped me say things I couldn't say with words.

Waswa Philip , P.4 Pupil



The Production Hub

Through a partnership with the Read to Learn Foundation, Ba Nga Afayo established a community-based production hub aimed at strengthening access to quality literacy and numeracy learning aids for rural schools.

The initiative was designed as both an education support and youth empowerment program, engaging young people directly in the hands-on production of educational materials.

A total of 12 youth (5 boys and 7 girls) participated in the initial phase, gaining first-hand experience in designing, producing, and assembling learning aids such as flashcards, charts, and numeracy tools tailored to early learners.

The production hub provided practical, skills-based learning in a real-world setting. Youth participants worked collaboratively, learning basic design principles, material selection, quality control, and teamwork. Beyond production, the trained youth shared their skills with other young people in the community, creating a ripple effect of knowledge transfer and peer learning.

By producing learning materials locally, the initiative reduced reliance on externally sourced resources while fostering community ownership of education.

IMPACT AND OUTCOMES

The Production Hub program provided young people with practical skills and hands-on experience in creating literacy and numeracy learning aids. Beyond skill-building, the initiative encouraged entrepreneurial thinking by showing

participants how these abilities could be applied to income generating opportunities. It strengthened youth economic empowerment while fostering creativity, problem-solving, and community engagement.



13

YOUTH ENGAGED

in learning aid production



1000+

LEARNING AIDS

produced to date

PROMOTED YOUTH ENTREPRENEURSHIP

The production hub introduced young people to the concept of social enterprise and local production. Participants explored how skills learned could be applied to income-generating activities beyond the program.



BUILT PRACTICAL AND EMPLOYABLE SKILLS

Youth gained hands-on skills in design, production, and assembly of educational materials. These practical competencies increased their employability and readiness for future vocational or entrepreneurial opportunities. Participants also developed teamwork, problem-solving, and time-management skills.





Charles Building Skills Through the Production: Hub Initiative

In many rural schools, access to quality literacy and numeracy learning materials remains limited. To address this challenge, Ba Nga Afayo, in partnership with the Read to Learn Foundation, established a community-based Production Hub aimed at producing affordable learning aids while empowering young people with practical skills.



Charles, a 17-year-old youth from the community, was among the 12 participants (5 boys and 7 girls) selected for the first phase of the initiative. Before joining the program, Charles had little experience in designing or producing educational materials. However, he was eager to learn new skills and contribute to improving education in local schools.

At the production hub, Charles participated in hands-on training where he learned how to design and produce literacy and

numeracy materials such as flashcards, charts, and simple counting tools for early learners. Working alongside other youth, he gained practical experience in basic design principles, material selection, teamwork, and quality control.

The training provided a real-world learning environment that helped Charles build confidence and develop valuable skills. Inspired by what he learned, Charles began sharing his knowledge with other young people in his community, teaching them simple techniques for creating educational materials using locally available resources. Through this initiative, locally produced learning aids are now supporting teaching and learning in nearby rural schools. Charles' experience highlights how the Production Hub Initiative not only improves access to educational resources but also empowers youth to become active contributors to community development.



We are not just learning skills; we are helping children learn better.

Charles Seluwu, Beneficiary



Digital Literacy Program

The Digital Literacy Program, part of Ba Nga Afayo's Truth Design Academy, equips rural communities with essential digital skills to bridge the information and technology gap.

Students and community members engage in hands-on training, learning to navigate online learning platforms, access educational resources, and use digital tools safely.

The program also covers digital communication, productivity software, coding, and e-commerce, empowering participants to enhance employability, entrepreneurship, and problem-

solving abilities. Through practical exercises and real-world applications, learners gain self-reliance, adaptability, and technical proficiency, while supporting local businesses and strengthening social connections.

By integrating STEM education, multimedia skills, and career readiness, the program prepares young people for sustainable economic opportunities and positions them for post-secondary success in a rapidly evolving digital world.

IMPACT AND OUTCOMES

The program significantly improved participants' access to education and information by building essential digital skills. Participants learned how to independently navigate online platforms, access learning materials, and use digital resources to support their education.

This increased autonomy in learning broadened knowledge opportunities, strengthened academic engagement, and reduced barriers to information access, particularly for youth in underserved communities.



137

STUDENTS
trained in
Digital Literacy

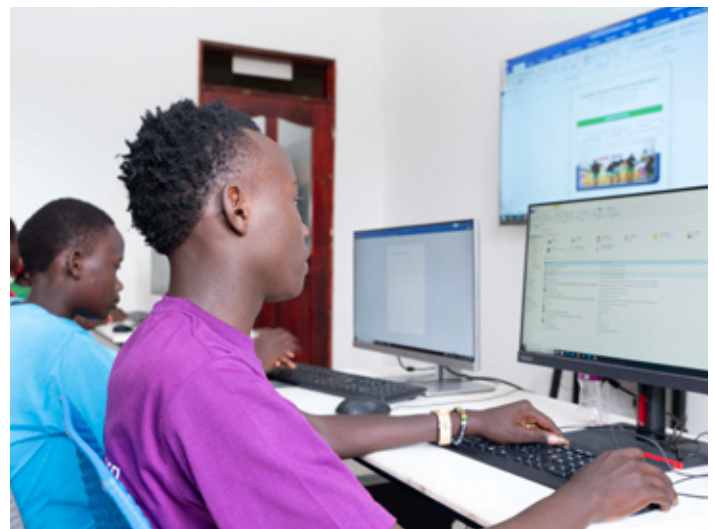


62%

ARE GIRLS
from underserved
communities

IMPROVED ACCESS TO EDUCATION AND INFORMATION

Participants gained the ability to independently access online learning materials and digital resources, expanding their knowledge and learning opportunities.



ENHANCED COMMUNICATION AND EMPLOYABILITY SKILLS

Community members developed practical digital competencies, improving readiness for employment and modern work environments.





Gaining Digital Skills: Through the Digital Literacy Program

Kayunga is a rural community where many young people face limited access to technology and digital training, widening the information and opportunity gap. To address this challenge, Ba Nga Afayo introduced the Digital Literacy Program under its Truth Design Academy, equipping youth and community members with essential digital skills for today's technology-driven world.

Participants joined the program with very little experience using



computers and limited exposure to online learning platforms. Despite this, they were eager to learn and improve their skills.

Through hands-on training sessions, participants learned to use computers, navigate online learning tools, and access educational resources on the internet. The program also introduced digital communication tools, productivity software, and basic coding concepts. Practical exercises helped participants develop problem-solving skills while understanding the real-world applications of technology.

As confidence grew, participants began applying their skills to create documents, communicate professionally online, and explore digital platforms for learning and entrepreneurship. E-commerce concepts were introduced, showing how digital tools could support small businesses and strengthen local economic opportunities.

By the end of the program, youth in Kayunga felt more self-reliant and equipped with skills to enhance their education, employability, and entrepreneurial potential.

The Digital Literacy Program demonstrates how equipping youth in Kayunga with digital skills strengthens career readiness, promotes adaptability, and prepares young people for opportunities in an increasingly digital and connected world.



Digital skills are helping us learn, create, and plan for our future.

Semujju Paul, Digital Student



Fashion and Design

The Fashion and Design Program provides a safe, engaging, and transformative space specifically for teenage mothers, survivors of gender-based violence, and girls affected by early marriage. Through hands-on workshops, guided mentorship, and project-based learning, participants acquire practical skills in sewing, design, drawing, and styling.

The program empowers young women to create garments, accessories, and creative designs while exploring personal expression and artistic creativity. By equipping participants with marketable vocational skills, the initiative opens pathways to self-employment,

sustainable livelihoods, and income-generating opportunities, enabling them to regain independence and build confidence in their abilities.

Beyond technical skill development, the program nurtures personal growth by fostering self-confidence, resilience, and problem-solving. Collaborative activities promote teamwork, social engagement, and mentorship, while providing a positive and structured environment that reduces idleness and exposure to risky behaviors.

IMPACT AND OUTCOMES

The program delivered meaningful social and personal development outcomes for participants, strengthening their ability to work together, communicate effectively, and support one another. Through collaborative activities

and shared projects, young people built positive relationships, developed teamwork skills, and created supportive peer networks that enhanced their social engagement and sense of belonging.

 **110**
**YOUTH
TRAINED**
in fashion &
design

 **25%**
**WERE
SURVIVOR'S**
of gender based

REDUCED IDLENESS AND RISKY BEHAVIOR

Engaging in structured, creative activities provided participants with a constructive outlet, minimizing exposure to negative influences and harmful behaviors



STRENGTHENED ECONOMIC INDEPENDENCE AND RESILIENCE

By gaining marketable skills and confidence, participants are better equipped to earn income, make informed decisions, and navigate social and economic challenges.





Julie's Transformation: Through the Fashion and Design Program

Julie, a 22-year-old young mother from a marginalized community, faced multiple challenges after leaving school early due to early marriage. She also experienced social isolation and emotional trauma, which left her uncertain about her future. Seeking an opportunity to regain independence and confidence, Julie joined the Fashion and Design Program, a safe and supportive space designed for teenage mothers, survivors of gender-based violence, and girls affected by early marriage.



entrepreneurial skills, including planning and managing small projects that could generate income.

By the end of the program, Julie was able to design and produce her own pieces and explore ways to sell them locally. The Fashion and Design Program not only provided her with marketable skills but also strengthened her independence, confidence, and ability to navigate social and economic challenges as a young mother.



This program has given me the skills and confidence to create my own designs and imagine a future I never thought was possible.

Julie Nakalazi, Fashion & Design Student

Through hands-on workshops, guided mentorship, and project-based learning, Julie learned practical skills in sewing, design, drawing, and styling. She discovered how to create garments, accessories, and unique designs, allowing her to explore creativity while acquiring marketable vocational skills.

The program offered a structured environment where she could practice, learn from mistakes, and grow both technically and personally. Beyond skill development, Julie gained self-confidence, resilience, and problem-solving abilities. Collaborative projects encouraged teamwork and social engagement, helping her connect with peers and mentors while reducing isolation. She also learned leadership and



Community Library

The Ba Nga Afayo Community Library provides learners with a quiet and resource-rich environment to support both during and after-school study.

The library offers access to textbooks, reference materials, and internet resources, enabling students to complete homework, conduct research, and explore knowledge beyond the classroom.

By creating a safe and structured space for learning, the library fosters independent study habits, encourages a culture of reading, and

supports continuous educational engagement for children and youth in the community.

The library also serves as a hub for educational enrichment activities, including reading clubs, tutoring sessions, and guided learning programs. These activities aim to strengthen literacy, comprehension, and critical thinking skills while promoting positive study behaviors.

The program addresses the gap in access to learning resources in rural areas, ensuring that all learners have the tools and support needed to succeed academically.

IMPACT AND OUTCOMES

The program provided safe and structured after-school learning opportunities that kept children engaged in positive and educational activities. By offering study clubs and guided

programs, the initiative created a supportive environment that encouraged curiosity, learning, and productive use of time, helping learners stay focused on their education.



521

LEARNERS

accessing textbooks
& reference materials



60%

IMPROVEMENT

in academic
performance &
reading habits

IMPROVED READING CULTURE AND ACADEMIC performance

Access to a variety of books and learning materials has fostered a habit of reading among learners. Students demonstrate improved comprehension, critical thinking, and performance in school assessments. The library nurtures a lifelong love for reading and learning.



ENGAGED LEARNERS IN POSITIVE, EDUCATIONAL AFTER-SCHOOL ACTIVITIES

Structured programs and study clubs keep learners engaged in constructive activities. This reduces exposure to idle time and encourages the pursuit of knowledge in a supportive environment



Supporting Academic Growth: Through the Ba Nga Afayo Community Library

In many rural communities, students often struggle to access learning materials and safe spaces for studying, which can limit their academic progress. The Ba Nga Afayo Community Library was established to address this gap by providing learners with a quiet, resource-rich environment to support both during- and after-school study.



One student, a 14-year-old from the community, struggled to complete homework and conduct research at home due to limited access to textbooks and reference materials. After visiting the library, the student gained access to textbooks, online resources, and guidance from library staff. This allowed them to explore topics beyond the classroom and complete assignments effectively.

The library also offers structured learning activities, including reading clubs, tutoring sessions, and guided programs designed to strengthen literacy, comprehension, and critical thinking. Through participation, students develop independent study habits, improve reading skills, and cultivate a love for learning.

By creating a safe and supportive environment, the library encourages positive study behaviors and continuous educational engagement. It also fosters social interaction and peer learning, allowing students to support each other while exploring new knowledge.

The Ba Nga Afayo Community Library demonstrates how access to learning resources and structured academic support can enhance educational outcomes for children and youth in rural areas, ensuring they have the tools and opportunities needed to succeed academically.



The library gives me the books, resources, and space I need to succeed in school.

Nakamwa Viola , Form 3 Student



Music, Dance, & Drama

The Music, Dance, and Drama (MDD) Program provides young people with a safe, playful, and expressive space that supports mental health and psychosocial well-being while building creative and life skills. Through learning-by-play approaches, workshops, rehearsals, and performances, participants engage in music, dance, and drama as tools for self-expression, emotional release, and confidence building.

The program recognizes the arts as powerful pathways for healing, particularly for young people navigating stress, trauma, and social challenges in marginalized communities. MDD

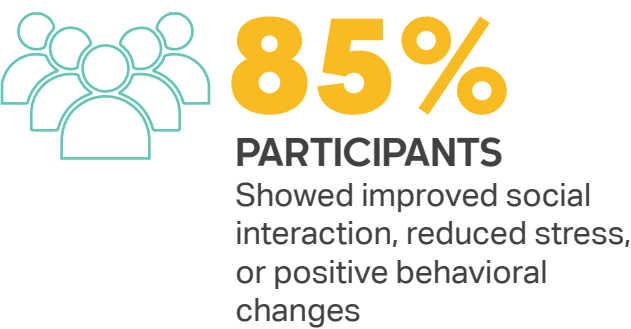
activities encourage participants to explore emotions, tell stories, and express their identities in positive and constructive ways. Group performances and creative play promote joy, belonging, and peer support, helping to reduce isolation and anxiety.

At the same time, youth develop transferable skills such as communication, teamwork, leadership, discipline, and stage presentation. Cultural dances, songs, and drama pieces also strengthen cultural identity and appreciation, fostering pride and mutual respect.

IMPACT AND OUTCOMES

The program supported the mental and emotional well-being of participants by creating safe, supportive spaces for expression and personal growth. Through guided activities and mentorship, children and youth were

able to build confidence, manage stress, and strengthen their emotional resilience, contributing to healthier and more positive life experiences.



IMPROVED MENTAL HEALTH AND EMOTIONAL WELL-BEING

Participants experienced safe opportunities to express emotions, release stress, and build self-esteem, contributing to improved psychosocial well-being.



POSITIVE PLATFORMS FOR YOUTH VOICES AND LEARNING

Through performances and drama, young people shared messages on social and community issues, enhancing confidence, advocacy, and community engagement.



Finding Confidence Through Music, Dance, and Drama: Vanessa's Story

Vanessa, a 15-year-old girl from a marginalized community, was once very quiet and withdrawn. At school she rarely participated in class discussions, and in social settings she often kept to herself. Like many young people facing daily stress and limited opportunities for recreation, Vanessa struggled with confidence and found it difficult to express her feelings.



Her journey began when she joined the Music, Dance, and Drama (MDD) Program, a safe and creative space where young people engage in arts activities that support mental well-being and self-expression. At first, Vanessa was shy and preferred to observe rather than participate. The idea of singing, dancing, or acting in front of others made her nervous.

However, the program's welcoming environment and playful activities gradually helped her feel comfortable.

During a drama workshop, participants worked in groups to create short scenes about challenges young people face. Encouraged by

her peers, Vanessa agreed to take part in the performance.

That moment became a turning point. Acting allowed her to express emotions she had previously kept inside. As weeks passed, Vanessa became more active in music and dance sessions and began forming friendships with other participants.

During a community showcase, Vanessa confidently performed in a drama piece and cultural dance. The experience boosted her confidence and sense of belonging.

Today, Vanessa participates actively in school and encourages other young people to express themselves through the arts.



Through the Music, Dance, and Drama sessions, I gained confidence and made new friends.

Kisakye Vanessa, Beneficiary



Magical Classrooms

The Magical Classrooms initiative is an established, community-led early childhood education model designed to bring quality learning closer to home for young children in rural and underserved communities. Recognizing that distance, cost, and limited infrastructure prevent many children from accessing formal Early Childhood Development (ECD) services,

Ba Nga Afayo created Magical Classrooms as safe, accessible learning spaces within homes, churches, and donated community compounds.

These learning spaces are facilitated by trained

Teen Teachers from the same communities, ensuring trusted relationships and culturally responsive teaching. Learning is rooted in play-based, age-appropriate activities that promote curiosity, exploration, early literacy, communication, and social-emotional development. Small group settings allow educators to give individual attention, helping children feel supported and confident in their early learning journey.

By using existing community spaces rather than permanent infrastructure, Magical Classrooms remain cost-effective, scalable, and sustainable.

IMPACT AND OUTCOMES

The initiative significantly improved access to early childhood education for young children who previously faced barriers due to distance, household responsibilities, or limited learning facilities. By bringing safe, nurturing learning environments closer to homes, the program enabled more children to participate

in early learning consistently. These efforts strengthened school readiness, promoted early literacy and numeracy development, and supported caregivers in providing stable and supportive learning spaces, contributing to long-term educational success for children in underserved communities.



15

ACTIVE MAGICAL CLASSROOMS

established in 10 remote villages



60%

OF FACILITATORS

are youth and female gaining employable skills & confidence

IMPROVED ACCESS TO EARLY CHILDHOOD EDUCATION

Children who previously faced barriers due to distance or household circumstances gained consistent access to safe, nurturing learning environments close to home.



EMPOWERED TEEN TEACHERS AND YOUTH LEADERSHIP

Teen Teachers developed teaching skills, leadership, responsibility, and a sense of purpose while serving as positive role models in their communities.



Early Learning: Through the Magical Classrooms Initiative.

In many rural and underserved communities, young children face barriers to accessing quality early childhood education due to distance, cost, and limited infrastructure. To address this, Ba Nga Afayo established the Magical Classrooms initiative, a community-led model designed to bring learning closer to home.



Magical Classrooms are safe and accessible learning spaces located in homes, churches, and donated community compounds. Each classroom is facilitated by trained Teen Teachers from the same communities, ensuring trusted relationships and culturally responsive teaching. Learning is delivered through play-based, age-appropriate activities that promote early literacy, communication, social-emotional development, and curiosity. Small group settings allow educators to provide individual attention, helping children feel supported and confident in their learning journey.

One 4-year-old participant, for example, who previously had no access to formal schooling,

began attending a Magical Classroom in her neighborhood. She quickly developed early reading and social skills through storytelling, songs, and group play. Her parents noted increased curiosity and confidence, as well as a stronger connection to her peers and community.

By using existing community spaces rather than building permanent infrastructure, Magical Classrooms remain cost-effective, scalable, and sustainable. Families, churches, and local leaders are actively engaged, fostering community ownership while laying a strong foundation for lifelong learning. The initiative exemplifies how locally driven, play-based early education can transform access to learning for children in rural communities.



***Magical Classrooms
make learning fun,
safe, and close to
home.***

Sula Sekamwa, Teen Teacher



International Youth Day

Ba Nga Afayo commemorated International Youth Day on 15th August under the theme “Youth Empowerment for a Sustainable Future,” bringing together young people, community members, and partner organizations at the community center.

The celebration created a dynamic and inclusive space for youth to express themselves, showcase talents, and engage in meaningful dialogue on issues affecting their present and future.

Through interactive discussions, creative performances, exhibitions, and youth-led

activities, participants explored topics such as leadership, education, environmental sustainability, health, and social responsibility.

The event emphasized participation and learning through experience, enabling young people to share personal stories, identify community challenges, and propose practical, youth-driven solutions.

The celebration strengthened essential life skills including communication, teamwork, confidence, and advocacy, while encouraging active citizenship and leadership among young people.

IMPACT AND OUTCOMES

The youth-led discussions and initiatives generated meaningful impacts by strengthening young people’s engagement in community development. Through active participation in planning and implementation, participants gained a stronger sense of responsibility,

leadership, and ownership of local solutions. The program fostered civic awareness and encouraged youth to take active roles in addressing community challenges, contributing to more inclusive and youth-driven community development processes.



587

YOUTH PARTICIPATED

in talent showcases, leadership sessions, and youth-led activities.



256

YOUTH ENGAGED

in structured community dialogues on issues affecting young people.

AMPLIFIED YOUTH VOICES AND LEADERSHIP

Youth confidently shared opinions, experiences, and solutions on community and development issues. The event reinforced their leadership skills and ability to influence decision-making processes. Participants gained a stronger sense of agency and responsibility.



ENCOURAGED YOUTH PARTICIPATION IN COMMUNITY DEVELOPMENT

Discussions and youth-led initiatives inspired participants to actively contribute to community projects. The celebration promoted ownership of local solutions and fostered civic engagement among young people.





Empowering Youth: Through International Youth Day in Kayunga

On 15th August 2025, Ba Nga Afayo commemorated International Youth Day under the theme “Youth Empowerment for a Sustainable Future”, bringing together young people, community members, and partner organizations at the community center in Kayunga. The celebration created an inclusive and dynamic space for youth to express themselves, showcase talents, and engage in dialogue on issues affecting their present and future.



Through interactive discussions, creative performances, exhibitions, and youth-led activities, participants explored topics such as leadership, education, environmental sustainability, health, and social responsibility. Young people were encouraged to share personal stories, identify challenges in their communities, and propose practical solutions, fostering critical thinking and problem-solving skills.

The event emphasized learning through experience, allowing participants to strengthen essential life skills including communication, teamwork, confidence, and advocacy. Youth actively practiced leadership by organizing and facilitating sessions, while community leaders

and partner organizations participated alongside them, promoting intergenerational dialogue and mutual understanding.

One 18-year-old participant noted that the event inspired them to take initiative in community projects, particularly in environmental sustainability and peer mentorship programs.

By combining creative expression, interactive learning, and youth-led engagement, Ba Nga Afayo's International Youth Day celebration demonstrated how participatory events can empower young people, strengthen community connections, and nurture the next generation of leaders committed to sustainable development.



International Youth Day showed me that our voices matter and we can lead change in our communities.

Mahad Juma, Youth Leader



Football for Change

Football for Change is a two-year youth development program implemented by Ba Nga Afayo in Kayunga District with support from the FIFA Foundation Community Programme. The initiative uses football as an entry point to support education, promote healthy life choices, and address critical Sexual and Reproductive Health and Rights (SRHR) challenges affecting children and young people particularly girls in rural communities.

The program integrates structured football activities with age-appropriate life-skills and SRHR education, including lessons on teenage pregnancy prevention, HIV and STI awareness,

gender equality, consent, and responsible decision-making. These topics are delivered through interactive football drills, group discussions, and guided reflection sessions facilitated by trained peer educators in safe and inclusive environments.

Football for Change creates spaces where young people can learn, build confidence, and develop leadership skills while remaining engaged in school. Special emphasis is placed on increasing girls' participation by addressing social barriers such as stigma, early marriage, and gender discrimination.

IMPACT AND OUTCOMES

The Football for Change initiative contributed to increased knowledge and healthier life choices among participating youth. By integrating learning with football activities, the program created a trusted and engaging environment where young people openly discussed sexual and reproductive

health, gender equality, consent, and responsible decision-making. This approach strengthened awareness, encouraged positive attitudes, and supported informed choices that promote personal wellbeing and long-term aspirations.



80%

OF PARTICIPANTS

demonstrated increased knowledge of sexual and reproductive health topics



64

YOUTH

took on leadership roles in sports teams, peer learning groups, or community activities.

IMPROVED SCHOOL ENGAGEMENT AND EDUCATION RETENTION

Youth demonstrated improved understanding of sexual and reproductive health, gender equality, consent, and responsible decision-making.



INCREASED KNOWLEDGE AND HEALTHIER LIFE CHOICES

Regular participation in football sessions strengthened self-confidence, communication, teamwork, and leadership skills. Girls, in particular, gained the confidence to participate actively in sports and discussions, challenge harmful norms, and take on leadership roles within teams and peer groups.



Mary's Journey Through: Football for Change

Mary, a 16-year-old student from a rural community in Kayunga District, faced many challenges common to girls in her area. Social expectations, limited access to accurate health information, and the risk of early marriage often affected girls' ability to stay focused on their education and personal development. Although Mary enjoyed sports, she had never participated in organized football because it was often seen as an activity mainly for boys.



Her journey changed when she joined the Football for Change program implemented by Ba Nga Afayo with support from the FIFA Foundation Community Programme. Through the program, Mary began participating in structured football training sessions combined with life-skills and Sexual and Reproductive Health and Rights (SRHR) education. During football drills and interactive discussions, Mary learned about topics such as teenage pregnancy prevention, HIV and STI awareness, gender equality, consent, and responsible decision-making. The safe and supportive environment created by trained peer educators allowed her to ask questions openly and learn alongside other young people.

As Mary continued participating, her confidence grew both on and off the field. She improved her teamwork, communication, and leadership skills while becoming more aware of the importance of staying in school and making informed choices about her future.

Today, Mary encourages other girls in her community to participate in sports and educational programs. Through Football for Change, she has not only developed football skills but also gained knowledge, confidence, and the motivation to pursue her goals and build a brighter future.



The program taught me about my health, my rights, and how to make decisions that protect my future.

Mary Nakayima, Beneficiary



Financial Literacy Week

Ba Nga Afayo conducted a week-long Financial Education Week at its Community Center in Kayunga District, in partnership with Mindiez, an interactive blended-learning financial literacy platform.

The program engaged over 50 primary and secondary school learners through interactive classroom activities, mobile apps, games, and real-life financial simulations. Participants gained practical knowledge in budgeting, saving, investing, and responsible money management, enabling them to make informed financial decisions and plan for the future.

Hands-on exercises encouraged goal-setting, expenditure planning, and disciplined saving habits. Learning through interactive activities helped youth build confidence, apply financial concepts in real-life scenarios, and develop self-reliance.

The program achieved a 98% increase in financial literacy knowledge, reflecting significant gains in understanding and practical application.

IMPACT AND OUTCOMES

The financial literacy activities generated meaningful outcomes for participating youth, strengthening their knowledge, attitudes, and behaviors around money management. Through practical training and guided discussions, young people developed essential financial skills that support responsible decision-making, economic

resilience, and long-term planning. The program not only increased awareness of saving and budgeting but also encouraged the adoption of positive financial habits that contribute to personal stability and future economic opportunities.



61

YOUTH TRAINED
in financial literacy



98%

OF PARTICIPANTS
reported an Increase in
Financial Knowledge

STRENGTHENED FINANCIAL KNOWLEDGE AND DECISION- MAKING RETENTION

Participants gained a deep understanding of budgeting, saving, and responsible spending, improving their ability to make informed choices in personal and business finances.



ENHANCED LIFE SKILLS AND FUTURE OPPORTUNITIES

By linking financial literacy to real-life scenarios, participants strengthened critical thinking, problem-solving, and decision-making, preparing them for economic participation and sustainable livelihoods



Strengthening: Financial Literacy Among Youth in Kayunga

In Kayunga District, many young people grow up with limited exposure to financial education, making it difficult for them to manage money responsibly or plan for the future. To address this challenge, Ba Nga Afayo organized a week-long Financial Education Week at its Community Center in partnership with Mindiez, an interactive blended-learning financial literacy platform.



The program engaged more than 50 primary and secondary school learners through a combination of interactive classroom activities, mobile learning applications, games, and real-life financial simulations. Through these activities, participants explored essential financial concepts such as budgeting, saving, investing, and responsible spending.

The sessions encouraged students to think critically about how money is earned, used, and saved.

One participant, 14-year-old Getrude, initially had little understanding of how to manage her personal expenses. During the training, she

took part in budgeting exercises and saving challenges that demonstrated the importance of planning and setting financial goals. Through guided activities and discussions, she learned how to track her spending and prioritize essential needs such as school materials.

Hands-on learning activities encouraged participants to practice goal-setting, plan expenditures, and build disciplined saving habits. By applying financial concepts to real-life scenarios, students gained confidence and developed a sense of responsibility for their financial decisions.

By the end of the program, learners demonstrated remarkable improvement, with assessments showing a 98% increase in financial literacy knowledge, highlighting the program's effectiveness in equipping youth with practical financial skills for a more secure future.



The sessions encouraged students to think critically about how money is earned, used, and saved.

Maria Rinah, Tutor



The Great Words Adventure

On 13th November, Ba Nga Afayo hosted The Great Words Adventure, a literacy competition for rural community schools in Kayunga, designed to strengthen reading, spelling, and general knowledge while fostering confidence and academic motivation.

The event provided students with a platform to express themselves, showcase their literacy skills, and engage in healthy competition, helping them develop critical thinking, self-esteem, and communication abilities. Participating schools, teachers, parents, and community leaders collaborated in preparing for the competition, reinforcing school community

relationships and creating a supportive learning environment.

Beyond academic engagement, the program emphasized the power of place by bringing experiences typically found in urban centers storytelling platforms, quizzes, and public speaking opportunities directly to rural communities.

Through this approach, children not only improved literacy and language skills but also gained courage to express ideas, participate confidently, and discover the value of their own voices.

IMPACT AND OUTCOMES

The literacy and communication activities produced significant positive outcomes for participating children by strengthening their language skills and confidence. Through engaging reading, spelling, and quiz exercises, learners improved their ability to understand,

express, and communicate ideas effectively. These outcomes contribute to better academic performance, increased participation in classroom activities, and stronger self-confidence in both school and community settings.



6

RURAL SCHOOLS

participated in reading and literacy sessions



78%

OF CHILDREN

reported increased confidence in reading and speaking.

IMPROVED LITERACY AND COMMUNICATION SKILLS

Participation in reading, spelling, and quiz activities allowed children to practice and strengthen their language abilities in a practical, engaging setting.



ENHANCED ACCESS TO ENRICHING EXPERIENCES

Rural children were provided opportunities to participate in literacy events, storytelling, and competitions that are typically available only in urban areas. These experiences exposed them to creative learning, public performance, and confidence-building activities that broaden their horizons and aspirations.





Empowering Rural Learners Through The Great Words Adventure

On 13th November, Ba Nga Afayo hosted The Great Words Adventure, a literacy competition that brought together several rural community schools in Kayunga District. The event was designed to strengthen reading, spelling, and general knowledge while helping learners build confidence, communication skills, and academic motivation. Among the participants was 13-year-old Sarah, a Primary Six pupil who



enjoyed reading but rarely spoke in front of large groups. Although she performed well in class, she often lacked the confidence to express her ideas publicly. When her teacher encouraged her to participate in the competition, she saw it as an opportunity to challenge herself and improve her speaking skills.

In preparation for the event, Sarah joined her classmates in practice sessions that included spelling exercises, reading aloud, and storytelling. These activities helped her expand her vocabulary and develop the confidence needed to participate in the competition.

During the event, students competed in spelling contests, quizzes, and storytelling rounds in front of teachers, parents, and community leaders. Although nervous at first, Sarah gradually gained confidence as she answered questions and participated in the activities. By the end of the competition, she proudly represented her school in the final round.

Through The Great Words Adventure, Ba Nga Afayo created a platform where rural learners could showcase their literacy skills, express their ideas confidently, and experience enriching academic opportunities that inspire a lifelong love for learning.



***Before the competition
I was shy, but
participating helped
me gain the courage to
speak in front of others.***

Sarah Nakito, P.4 Pupil



GFC Organizational Capacity Index

Ba Nga Afayo participated in the Organizational Capacity Index (OCI) workshop facilitated by Global Fund for the Children to assess and strengthen internal systems, governance structures, program effectiveness, and overall organizational sustainability.

The workshop provided practical guidance, evaluation tools, and structured frameworks to support organizational self-assessment and capacity development.

Through interactive sessions, Ba Nga Afayo analyzed its organizational strengths, identified gaps, and developed strategies to improve planning, resource management, governance,

and service delivery. The process enhanced understanding of accountability mechanisms, monitoring systems, and decision-making structures, ensuring stronger organizational performance.

The OCI workshop supported Ba Nga Afayo in aligning its programs with best practices and donor expectations, strengthening institutional resilience and sustainability. By applying the lessons learned, the organization is better positioned to deliver effective, efficient, and community-centered programs while building long-term credibility with partners, donors, and stakeholders.

IMPACT AND OUTCOMES

The Organizational Capacity Index (OCI) workshop resulted in significant improvements in Ba Nga Afayo's internal systems, governance, and operational effectiveness. By reflecting on organizational practices and receiving expert guidance, the team strengthened structures, clarified roles, and enhanced accountability

mechanisms. The process enabled the organization to identify priority areas for growth and implement practical changes that improve transparency, decision-making, and program delivery, ensuring Ba Nga Afayo is better equipped to serve the community and meet donor and stakeholder expectations.



12

STAFF PARTICIPATED

participated in reading and literacy sessions



98%

OF STAFF

reported that the assessment was mind opening.

STRENGTHENED ORGANIZATIONAL SYSTEMS AND ACCOUNTABILITY

The OCI process helped identify gaps and implement improvements in internal structures. Enhanced policies, reporting mechanisms, and governance practices increased transparency and accountability.



IMPROVED PLANNING AND SERVICE DELIVERY

Recommendations from the meeting informed strategic planning and operational decisions. Programs are now delivered more effectively, with improved coordination and resource utilization.





Strengthening Organizational Capacity Through the OCI Workshop

To strengthen its internal systems and improve long-term sustainability, Ba Nga Afayo participated in an Organizational Capacity Index (OCI) workshop facilitated by Global Fund for Children. The workshop provided an opportunity for the organization to assess its governance, operational systems, and program effectiveness while identifying areas for growth and improvement.

During the workshop, staff and leadership from Ba Nga Afayo engaged



in structured self-assessment exercises designed to evaluate key areas including governance, financial management, program delivery, monitoring systems, and strategic planning. Through guided discussions and evaluation tools, the team reflected on the organization's strengths while identifying gaps that could affect efficiency and long-term sustainability.

One key outcome of the workshop was a clearer understanding of how internal processes influence program impact and accountability. The organization developed practical action plans to strengthen planning systems, improve documentation practices,

and enhance monitoring and evaluation frameworks. These improvements are expected to support better decision-making and more effective resource management.

The workshop also helped the team align its programs with international best practices and donor expectations. By strengthening governance structures and accountability mechanisms, Ba Nga Afayo is better positioned to manage partnerships and deliver community-centered programs more effectively.

As a result of the OCI process, Ba Nga Afayo has taken important steps toward building a stronger, more resilient organization capable of sustaining impactful programs and maintaining credibility with partners, donors, and the communities it serves.



The OCI process strengthened our systems and prepared us to deliver more effective community programs.

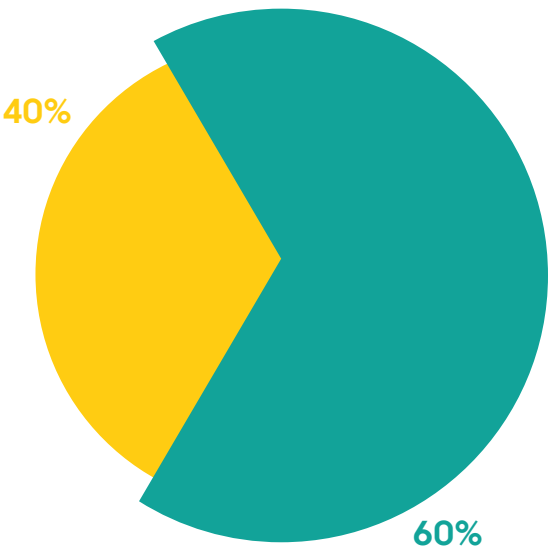
Nalumansi Faridah, Staff Member

FINANCIAL REPORT

2025 TOTAL REVENUE

781.9M UGX
210,000 USD

- Individual Giving
- Foundations & Corporations



INVESTMENT

- Programs
- Administration
- Fundraising



A group of young people, mostly Black, are gathered around a table in a classroom or workshop setting. They are focused on a project involving microcontrollers (like Arduino) and various colored wires. One person in the foreground is wearing a red shirt, while others are in purple and green shirts. The background shows bookshelves filled with books. The overall atmosphere is one of collaborative learning and hands-on activity.

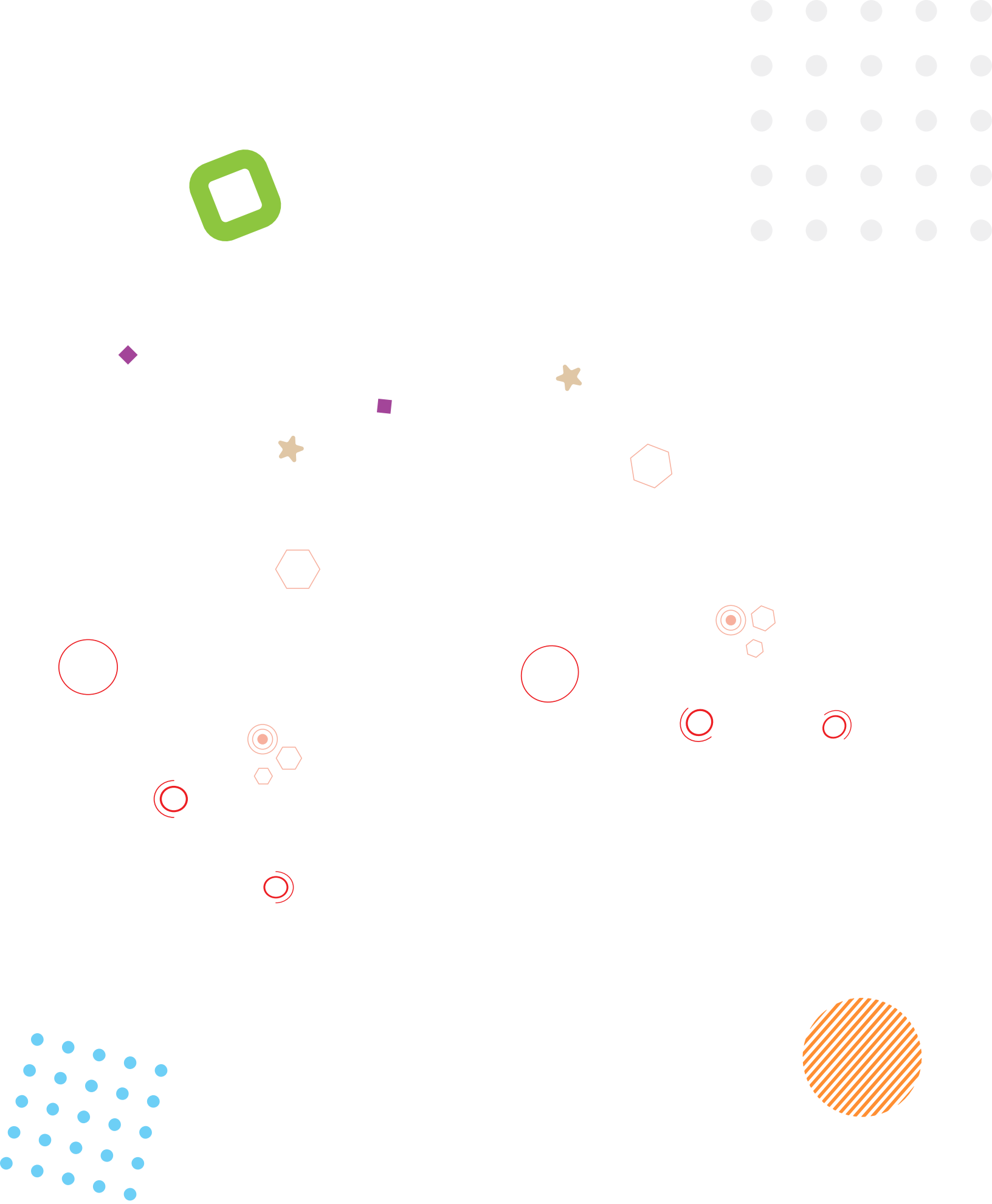
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