



# Speakers for Africa Action Plan

(Revised March 18, 2026)





# Project Action Plan

Official Board Framework for Project Selection, Funding, and Sustainability



## Official Board Framework for Project Selection, Funding, and Sustainability

At Speakers for Africa, every project follows a structured decision-making matrix designed to ensure **real community need, responsible funding, measurable impact, and long-term**

**sustainability**. This framework guides the Board of Directors from the first project lead through final handover and long-term monitoring.

---

## 1. Discovery and Relationship Building

Projects typically begin with a **lead** — this may come from a volunteer, a school request, a government referral, or a connection from a previous project.

The organization then conducts an **initial site visit**. The purpose is not to impose outside ideas, but to **listen first**. Community leaders, school administrators, teachers, parents, and students are asked directly what their most urgent needs are.

Speakers for Africa establishes a relationship based on:

- Mutual respect and honesty
- Transparency about organizational capacity and budget
- Clear expectations that projects are **tools for empowerment — not handouts**

If the opportunity appears viable, a **formal request for a Needs Assessment** is submitted to the Board.

This stage requires only a **simple majority vote**.

---

## 2. Needs Assessment Process

A team leader is appointed — usually under the supervision of the **Field Director of Operations**.

The assessment follows internationally recognized development standards similar to UN frameworks.

### Core Components

#### Executive Summary

High-level overview of needs, urgency, cost, and expected impact.

#### Background and Context

Community demographics, school conditions, enrollment trends, and local risks.

### **Problem Statement & Key Findings (Example)**

- Unsafe kitchen facilities
- Unfinished or damaged classroom floors
- Inadequate sanitation infrastructure
- Overcrowding and high student–teacher ratios
- Food insecurity affecting attendance and performance
- Girls' vulnerability due to long travel distances
- Shortage of teachers and learning materials

### **Recommendations**

- Kitchen rehabilitation for safe meal preparation
- Classroom upgrades and flooring completion
- Sanitation improvements including WASH facilities
- Future dormitory development for girls
- Teacher recruitment and training support
- Nutrition program strengthening
- Compound safety and site leveling

---

## **3. Monitoring, Evaluation, and Sustainability Planning**

Each project proposal includes:

### **Expected Results**

- **Outputs:** Physical infrastructure improvements

- **Outcomes:** Improved attendance, health, and learning conditions

## **Monitoring Methods**

- Baseline and endline surveys
- Engineering inspections
- School performance data
- Focus group discussions
- Photo, video, and livestream documentation

## **Tracking Frequency**

- Monthly progress reviews
- Quarterly board updates
- Final evaluation report

## **Accountability**

- Receipts and financial transparency
- Donor reporting
- Government inspection collaboration

---

## **4. Engineering Review and Budget Validation**

Speakers for Africa requires **at least three independent engineers** to submit **Bills of Quantities (BOQ)**.

These engineers are evaluated based on:

- Experience

- Trustworthiness
- Past performance with the organization

Technical information is then cross-checked with:

- District Chief Administrative Office
- Government district engineers
- Education authorities

This ensures **fair pricing, structural safety, and compliance with local regulations.**

---

## 5. Board Approval and Funding Decision

The completed Needs Assessment is submitted to the Board.

- Members receive **one week for review**
- A **2/3 majority vote** is required to approve funding

Funds are then disbursed to the **team leader**, supervised by:

- Project Administrator
- Field Director
- Executive Director
- Board leadership

All transactions require **strict documentation and oversight.**

---

## 6. Implementation and Community Empowerment

During construction:

- Engineers and government inspectors monitor progress
- Livestream and visual documentation ensure transparency
- Progress reports and budget updates are mandatory

A key sustainability strategy is **community technical ownership**:

- A local volunteer is trained to understand maintenance needs
- Future plans include creating **community-based Speakers for Africa engineering trainees**

The goal is for communities to **manage and maintain projects independently**.

---

## 7. Post-Project Review and Long-Term Sustainability

After completion:

- A Board review evaluates successes and lessons learned
- A formal **Post-Project Impact Report** is produced

Key indicators include:

- Changes in school enrollment
- Health and attendance improvements
- Community engagement outcomes

A **1-year follow-up survey** assesses long-term viability.

---

## 8. Handover and Project Closure

Projects conclude with a **formal handover ceremony**, attended by community leaders and government representatives.

Documentation includes:

- Photography and video
- Donor impact reporting
- Final financial reconciliation

The objective is to **fully transfer ownership to the community**, allowing Speakers for Africa to move responsibly to the next project.

---

# Grant Ready Action Plan

## Organizational Context

Speakers for Africa, Inc. is a U.S.-registered 501(c)(3) nonprofit working in partnership with local leaders, schools, and government authorities in Uganda to improve educational infrastructure and student well-being. Projects are selected and implemented through a structured evaluation framework designed to ensure community need, financial accountability, and long-term sustainability.

---

## Phase 1: Project Identification (Discovery)

Potential projects originate from several sources including:

- School or community requests
- Referrals from government officials or previous partner institutions
- Volunteer or field staff observations
- Follow-up needs identified during previous projects

Once a potential project is identified, Speakers for Africa conducts a **preliminary site visit** to confirm the reported need and to begin relationship-building with community stakeholders.

During this stage, the organization prioritizes **community consultation** rather than prescriptive planning. School leadership, teachers, parents, and community representatives are asked to identify their most urgent challenges.

Speakers for Africa communicates clearly that its role is not to provide handouts but to provide **tools, partnership, and technical support** that enable communities to solve structural challenges sustainably.

If the project appears viable, a **preliminary proposal is submitted to the Board of Directors requesting authorization to conduct a formal Needs Assessment.**

Approval requires a **simple majority vote.**

---

## **Phase 2: Needs Assessment and Project Design**

A project team leader is assigned to conduct the Needs Assessment, typically under the supervision of the **Field Director of Operations.**

The assessment follows internationally recognized development planning standards and typically includes:

### **Executive Summary**

Overview of the problem, proposed intervention, expected outcomes, and estimated budget.

### **Background and Context**

Community demographics, school enrollment, infrastructure conditions, and environmental considerations.

### **Problem Statement and Key Findings**

Example findings may include:

- Unsafe or deteriorating school infrastructure
- Inadequate sanitation facilities
- Food insecurity affecting attendance
- Overcrowded classrooms
- Limited teaching resources
- Safety concerns affecting vulnerable students

### **Recommendations**

Recommendations are based on field data and engineering consultation. Typical interventions may include:

- Kitchen rehabilitation for safe meal preparation
  - Classroom construction or floor rehabilitation
  - Sanitation facilities and handwashing stations
  - Safety improvements within school compounds
  - Nutrition support programs
- 

### **Phase 3: Engineering Review and Technical Validation**

Speakers for Africa requires **multiple independent engineering assessments** prior to approving construction projects.

The process includes:

- Minimum of **three independent engineers** submitting Bills of Quantities (BOQ)
- Technical comparison of cost estimates and structural recommendations
- Verification with **district government engineers and administrative authorities**

This step ensures projects meet **local regulatory standards, fair pricing, and engineering integrity**.

---

### **Phase 4: Monitoring, Evaluation, and Sustainability Planning**

All project proposals must include a Monitoring and Evaluation (M&E) framework.

#### **Outputs**

- Construction or rehabilitation of infrastructure
- Installation of sanitation or hygiene facilities

#### **Outcomes**

- Increased school attendance
- Improved health conditions
- Improved learning environments

### **Monitoring Methods**

- Baseline and endline surveys
- Engineering inspections
- School data collection
- Focus group discussions
- Photo and video documentation

### **Monitoring Frequency**

- Monthly progress monitoring
- Quarterly project review
- Final completion report

---

## **Phase 5: Board Approval and Funding Authorization**

The completed Needs Assessment and project proposal are submitted to the Board of Directors.

Board members are given **one week to review the proposal prior to the vote.**

Project funding requires a **two-thirds majority vote of the Board of Directors.**

Once approved, project funds are disbursed under strict financial controls and oversight.

---

## **Phase 6: Implementation and Oversight**

Project execution is supervised by:

- The project team leader
- Field Director of Operations
- Project Administrator
- Executive Director and Board oversight

Financial transparency is maintained through:

- Detailed receipts and expenditure tracking
- Regular progress reporting
- Livestream and visual documentation
- Coordination with government inspectors

Speakers for Africa also emphasizes **community technical participation**, identifying local individuals who can assist with ongoing maintenance.

---

## **Phase 7: Post-Project Evaluation**

Following completion, the Board conducts a project review to evaluate:

- Project performance against goals
- Budget accuracy
- Community impact

Data collected may include:

- School enrollment changes
- Health improvements
- Community feedback

A **one-year follow-up evaluation** assesses long-term sustainability.

---

## Phase 8: Project Handover

Upon completion, a formal **handover ceremony** transfers responsibility to the local community.

Documentation includes:

- Photographic and video records
- Donor reporting
- Final financial reconciliation

The objective is to ensure the community has **full ownership and capacity to maintain the infrastructure independently**.

