

## Buyaya – Census Overview

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Meaningful  
Volunteer

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MEANINGFULVOLUNTEER.ORG

## Overview

This document contains summary information from the census conducted by Meaningful Volunteer in the parish of Buyaya in the Sironko district in eastern Uganda in the month of November and December, 2009. Information in this document is public domain.

Any parts of this document may be reproduced and cited freely to spread information on the plight of the people in Buyaya.

Further enquires can be made through [admin@meaningfulvolunteer.org](mailto:admin@meaningfulvolunteer.org).

*Find something more important than yourself and dedicate your life to it.*

The secret of happiness according to Daniel Dennett



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## Introduction

Meaningful Volunteer ([www.meaningfulvolunteer.org](http://www.meaningfulvolunteer.org)) is a 100% non-profit volunteer placement organization. It has successfully set up in the Philippines and has recently expanded into the parish of Buyaya in the Sironko district in eastern Uganda. Meaningful Volunteer is dedicated to have a real and meaningful impact on the community and believes that in order to have such an impact, it needs to know as much about the placement area as possible. With this in mind, Meaningful Volunteer conducted a census in the Buyaya parish in Sironko in November and December 2009. 238 households consisting of 1161 residents were surveyed.

## Methodology

Two teams of two conducted the surveys in Buyaya. An English speaking person was paired with a *Lugisu* speaking person. (*Lugisu* is the local dialect). The people surveyed were based on the residents who slept in the house the previous night. The survey form can be found in *Appendix Three – Census Form* on page 27 below.

## General Issues

The translators spoke fluent *Lugisu* and had a strong grasp of English. Every effort was made to reduce the effect of “Chinese Whispers” as the surveys were carried out. It is hard to remove this effect altogether however and some of the results inevitably got lost in translation.

One household flatly refused to do the survey.

Issues of age often cropped up as people were unsure of just how old they were.

The word “orphan” was often confused. Many Ugandans consider an orphan to be someone who has lost their father, which is slightly different than the usual English usage which defines “orphan” as someone who has lost both parents.



## Education Levels

Uganda has two notable education policies: UPE and USE. These stand for Universal Primary Education and Universal Secondary Education, respectively. This seems to be working at a primary level, but the dropout rate seems to be quite high as children progress from elementary school to high school.

As is shown below, there are 393 enrolled at the primary level, and only 54 at the secondary level.

Current Level	Total Enrolled
Nursery	3
Primary	393
Secondary	54

Note: There is nobody listed at the tertiary level. This could be for one of two reasons. Firstly, the residents just can't afford to send their children to school and, secondly, the lucky students were away studying at school when the survey was done. 7 people - or 1% - in the parish have *finished* tertiary education.

Level Finished	Percent
No Schooling	10%
Elementary	72%
Secondary	17%
Tertiary	1%



## English Study

In a related study done by Meaningful Volunteer, 332 English tests were given to residents of Buyaya.

The point of the test was twofold. Firstly, it would help us identify people who would benefit from our literacy program. Secondly, the subjects would form a control group from which we can compare results in 12 months time or so to determine if our programs are making a meaningful impact.



## Letter Reading

The first part of the study asks people to read the following letters: A, F, S, H, M, E, G, F and Q. The subject got one point for each successful letter read for a maximum of nine.

The following three tables summarises the results children and adults. Practically everyone under 9 could not read a single letter.

Age	Average
4	0.00
5	0.14
6	0.59
7	0.33
8	0.59
9	3.20
10	4.60
11	5.47
12	7.58
13	8.39
14	9.00
15	7.50
16	9.00
17	9.00
18	9.00
19	9.00



### Letter Reading –19 or under age Group

Age	0	1	2	3	4	5	6	7	8	9	Grand Total
4	1										1
5	6	1									7
6	15	1								1	17
7	16	1				1					18
8	22	4	2							1	29
9	8	1			1			1		4	15
10	11		2	1		1	1	2	2	10	30
11	4	2	1						1	9	17
12	3		1			1		1	4	21	31
13			1		1			1		20	23
14										17	17
15	2		1		1					16	20
16										17	17
17										9	9
18										10	10
19										8	8

### Letter Reading – Over 20s

Age	0	1	2	3	4	5	6	7	8	9	Grand Total
20s	2		1						1	21	25
30s	1				2			1		4	8
40s	7		1	1					2	7	18
50s	1					1	1		1	6	10
60s										2	2





## Reading

The second part of the test was divided into three reading test. The first reading test contained mostly triplet words (a vowel, consonant, vowel combination such as cat, ham, man). The second test added in silent-e words (Dave, tune, Kate). And the last test added consonant blends (king, sled, glove).

The tests were:

### Phonics one

The sun is up in the sky.

It is very hot.

A fox hops on the log.

A dog jogs by the hut.

They are hot too

### Phonics Two

It is a hot day in June.

Kate and Dave are on the dune.

Kate is cute and Dave likes her.

Dave hums a tune for Kate.

### Phonics Three

The king has a big ranch.

There is a snow sled race on the hill of the ranch.

The men in pink gloves play the trumpets.

The men in blue capes sing for the race.

Subjects were given a maximum score of ten, and a point was removed for each word that was read incorrectly.



A summary of all three tests is as follows.

Age	Triplets	Silent e	Consonant Blends
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0.53	0.53	0.60
10	1.33	1.33	0.83
11	0.88	0.88	1.29
12	2.77	2.77	2.32
13	3.52	3.52	3.22
14	4.76	4.76	4.47
15	4.95	4.95	4.70
16	6.06	6.06	6.47
17	8.78	8.78	8.67
18	8.40	8.40	9.10
19	7.25	7.25	7.25



The results for the triplet reading scores are shown below. Those who could not read any letters were not giving the reading test and their scores were assumed to be zero. 63% of children aged 15 or under could not read a single word.

#### Triplet Reading Scores – 19 or under age group

Age	0	1	2	3	4	5	6	7	8	9	10	Grand Total
4	1											1
5	7											7
6	17											17
7	18											18
8	29											29
9	14									1		15
10	19		3	1	1			3	1	2		30
11	12	1				1		1		1	1	17
12	11	2	2	1	3	1	1	1	3	3	3	31
13	6				5			1	3	3	5	23
14	2					2	1	2	1	4	5	17
15	5				3		1		1	3	7	20
16						1	1	1	2	5	7	17
17										1	8	9
18										1	9	10
19							1		3	2	2	8

#### Triplet Reading Scores – Over 20s

Age	0	1	2	3	4	5	6	7	8	9	10	Grand Total
20s	4		1	1		2		1		3	13	25
30s	4				1				1		2	8
40s	8				2		1		1	2	4	18
50s	3							1	1		5	10
60s										1	1	2



The results for the “silent e” reading scores are shown below. A mere 5% of those in the 19 or under age group could read perfectly.

**“Silent e” reading scores – 19 or under age group**

Age	0	1	2	3	4	5	6	7	8	9	10	Grand Total
4	1											1
5	7											7
6	17											17
7	18											18
8	29											29
9	14								1			15
10	23		2			1	1		2	1		30
11	13	1		1	1			1				17
12	16	1		1	3	1	1	5	3			31
13	10	1	1		2	1	1	2	2	1	2	23
14	2		1	1	3	4	2	2		2		17
15	6		1	1	1	1		3	2	2	3	20
16			2		1	3	3	4	3		1	17
17								1	3	2	3	9
18							1	3		3	3	10
19			1					3	2	1	1	8

**“Silent e” reading scores – Over 20s**

Age	0	1	2	3	4	5	6	7	8	9	10	Grand Total
20s	7	1		1	2		4	1	2	3	4	25
30s	4		1		1	1			1			8
40s	8		2			1	3	1	2	1		18
50s	3				2			1	1	1	2	10
60s						1		1				2



The results for the consonant blend reading scores are shown below. Once again, the results are not very encouraging with very few students reading perfectly (8%).

#### Consonant Blend Reading Scores – 19 or under age group

Age	0	1	2	3	4	5	6	7	8	9	10	Grand Total
4	1											1
5	7											7
6	17											17
7	18											18
8	29											29
9	14									1		15
10	24	1	1		2	1				1		30
11	13		1				1	2				17
12	18	2	1	1		1	2	2	2	2		31
13	11		4		1	1			1	1	4	23
14	3	1	3	1	1	1	2		1	3	1	17
15	6		2	1	1	1	1		3	2	3	20
16	1		2		1	1	2	2	2	5	1	17
17						1		1	2		5	9
18								2	1	1	6	10
19					2	1			1	3	1	8

#### Consonant Blend Reading Scores – Over 20s

Age	0	1	2	3	4	5	6	7	8	9	10	Grand Total
20s	8	2			1	1		1	2	4	6	25
30s	4		2					1		1		8
40s	9	2					3	2	1		1	18
50s	3			1	1			1				6
60s							2					2



## English Comprehension One

111 subjects were taking through to the last stage of the test: English Comprehension.

The English comprehension test is shown in *Appendix Two – English Comprehension Tests* on page 25 below. They were given 30 minutes to perform the test.

Even the students who could read well did not perform well on the comprehension tests. The tests were a little “westernized”, in the sense that it was not the *type* of tests that Ugandans were used to doing and unfamiliar words were used such as *hamburger*, *skateboarding*, and *shell*.

The results are shown in the following tables.

Of those who did the test, the overall average was 63%. If everybody is taken into account, then the average is 21%.

Age	Part One	Part Two	Total Surveyed
4	0%	0%	1
5	0%	0%	7
6	0%	0%	17
7	0%	0%	18
8	0%	0%	29
9	0%	2%	15
10	2%	1%	30
11	6%	4%	17
12	15%	9%	31
13	30%	17%	23
14	27%	22%	17
15	29%	25%	20
16	48%	44%	17
17	66%	57%	9
18	80%	71%	10
19	69%	67%	8



### English Comprehension One – 19 and under age group

Age	Zero	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 29	30	Grand Total
4	1								1
5	7								7
6	17								17
7	18								18
8	29								29
9	15								15
10	29			1					30
11	15			1	1				17
12	22	2		3	1	1	2		31
13	12		2	1	1	7			23
14	9	1		2	3	1	1		17
15	10	1	1	2	3	1	1	1	20
16	4	1		3	4	4	1		17
17		1		1	4		2	1	9
18				1	1	3	4	1	10
19			1	1	1	3	2		8

### English Comprehension One – Over 20s age group

Age	Zero	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 29	30	Grand Total
20s	9	1	1	1	3	6	3	1	25
30s	5	1			1			1	8
40s	13		2	2			1		18
50s	5			1	2	1		1	10
60s	1							1	2



## English Comprehension Two

The results of the English Comprehension Two test are shown on the next page.

No one scored a perfect 39.

The average for those who did the test was 51%. If everybody is taken into account, then the average is 17%.





English Comprehension Two – 19 and under age group

Age	Zero	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 29	31 to 35	36 to 38	39	Grand Total
4	1										1
5	7										7
6	17										17
7	18										18
8	29										29
9	14		1								15
10	28	2									30
11	15	1				1					17
12	22	3	2	1		1	1	1			31
13	13	3	1	1		4	1				23
14	9	2	1	1		2		2			17
15	10	2	1		2	1	2	1	1		20
16	4		1	2	2	2	3	1			15
17		1			1	3	2	1			8
18				1	1	2		5			9
19				1		2	2	2			7

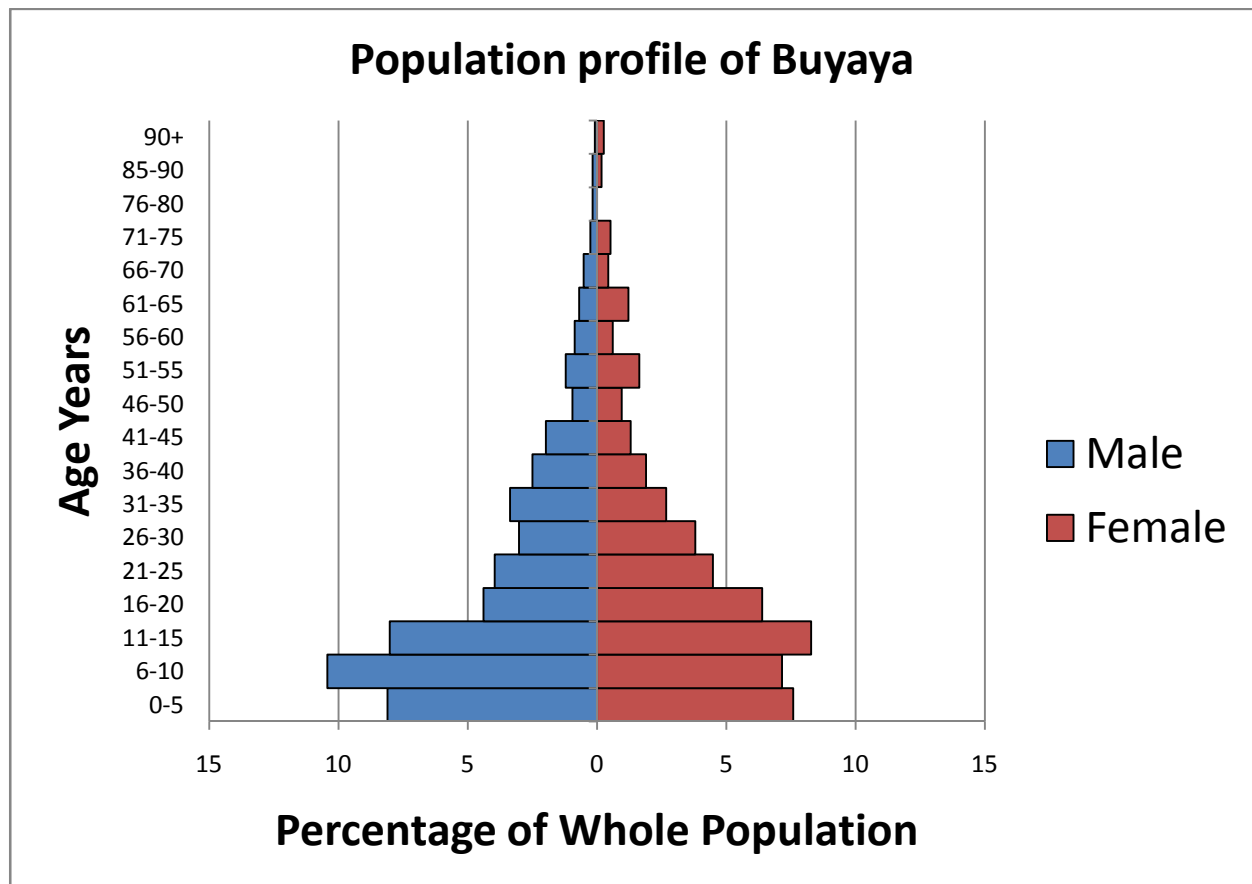
English Comprehension Two – Over 20s age group

Age	Zero	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 to 29	31 to 35	36 to 38	39	Grand Total
20s	9		1	1	3	3	5	2	1		
30s	5			1			1	1			
40s	13	2	1			2					
50s	4			4			1				
60s	1	1									2



## Population Profile

Shown below is the population profile of Buyaya. As is typical of developing communities, the graph resembles a pyramid with the bulk of the population forming the base of the pyramid. The average age of males is 19.5 years, while females average 20.5 years



## Cause of Death

The following table summarizes the deaths in Buyaya.

Notes:

- “Malaria” is often a catch all word in the local language. The word for “sick” and “malaria” are often interchangeable. The rate of malaria is probably less than shown here.
- It should be noted that this summaries all deaths over the last 50 years or so. Due to no formal record keeping and people just plain old not knowing, it is very difficult to find out date of births and date of deaths. As a result, it is not possible based on survey information to break down this data on a year-by-year basis.
- There has been several electricity related deaths where locals attempt to tap the electricity lines for free power. These deaths are often hushed up as people can get into legal trouble by allowing a relative to steal power. It is no surprise that relatives did not report these deaths voluntarily as part of this survey.

Cause Of Death	Average Age at Death	Under 1 year old	1-5 years old	Over 5 years old	Total
Malaria	4.43	50	57	10	127
HIV	32.22		1	35	36
Birth Complication	2.31	29			29
Measles	3.09	2	9	3	12
Pneumonia	1.08	7	4		11
Stillborn	0.00	5			5
Miscarriage	0.00	4			4
Cursed <sup>1</sup>	2.85	2	1	1	4
Unknown cause	0.51	2	1		3
Sickle cell anemia	6.00			1	1
Seizure	3.00		1		1
Diarrhea	0.66	1			1
Tuberculosis	1.00	1			1
Vehicle accident	40.00			1	1
Missing person	25.00			1	1
Swelling	3.00		1		1
Cancer	25.00			1	1

<sup>1</sup> One lady claimed that her children were cursed by a witchdoctor. The belief in witchcraft is alive and well in Buyaya.



## Housing

The vast majority of the houses in Buyaya are made from locally made mud bricks. Some walls are covered with a thin layer of concrete and some are ramshackle and in desperate need of repair.

There is an average of 4.9 people per household, broken down as follows.

Residents	House Count	Percent
1-2	43	19%
3-4	63	28%
5-6	48	21%
7-8	34	15%
9-10	28	13%
11+	8	4%
<b>Total</b>	<b>224</b>	<b>100%</b>

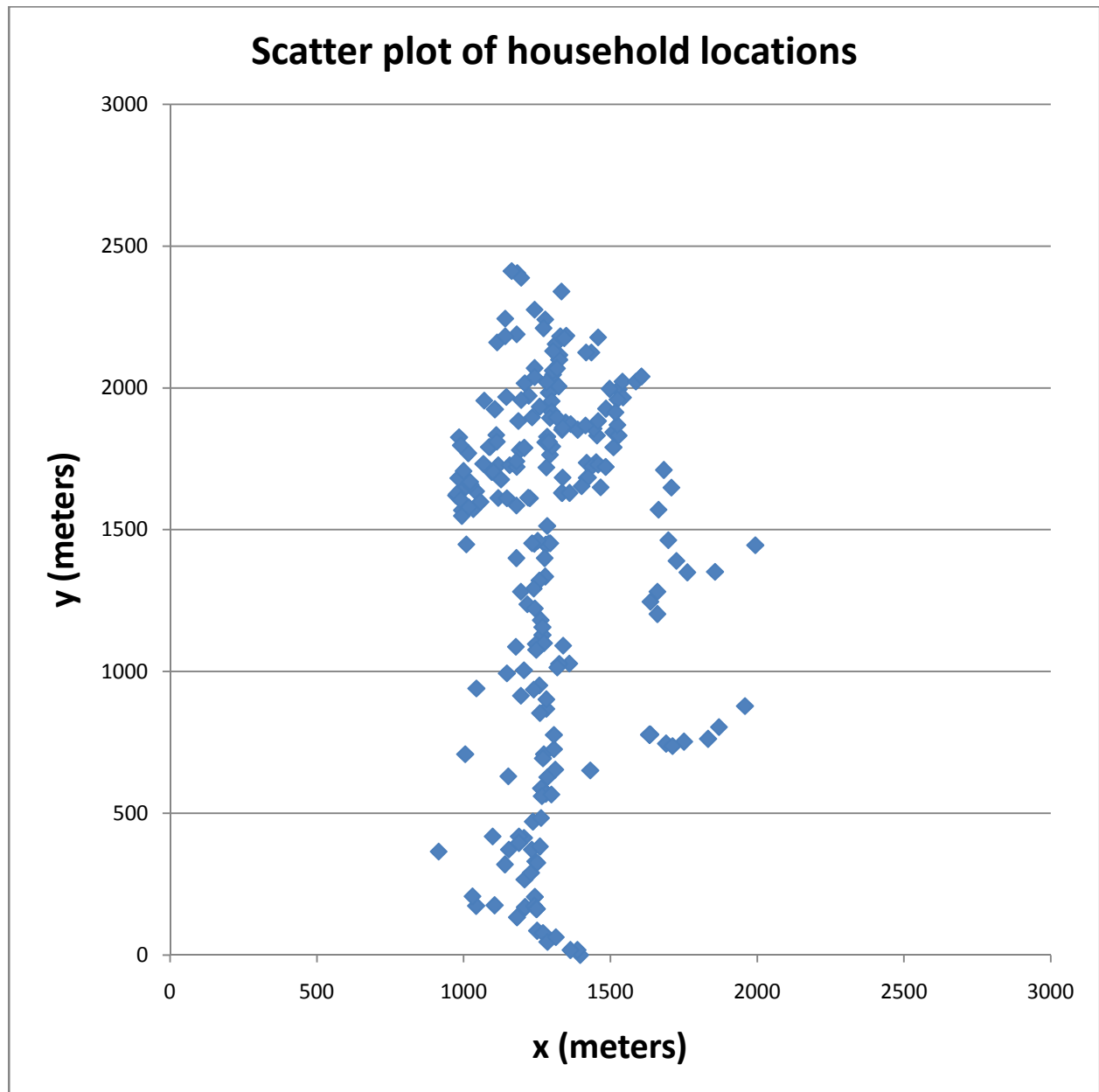
All but two houses have dirt floors.

There is an electricity line running through the center of the parish. This was recently disconnected by the local power company as there were no legal subscribers and many locals would illegally tap the power lines. This – unfortunately – led to many deaths.

Note: The gated compound that Meaningful Volunteer rents is set to become the first legally electrified house in the parish.



## Scatter plot of household locations



## Livestock

Livestock is largely dominated by chickens and goats with almost all households at least having a chicken. The overall breakdown of the village is as follows.

Animal	Total	Per Household
Chickens	995	4.18
Goats	281	1.18
Turkeys	177	0.74
Cows	177	0.74
Pigs	51	0.21
Sheep	14	0.06
Ducks	7	0.03

The animal count by household is shown below. (For example, 67 households had no chickens, 48 households had between 1 and 2 chickens, and so on.)

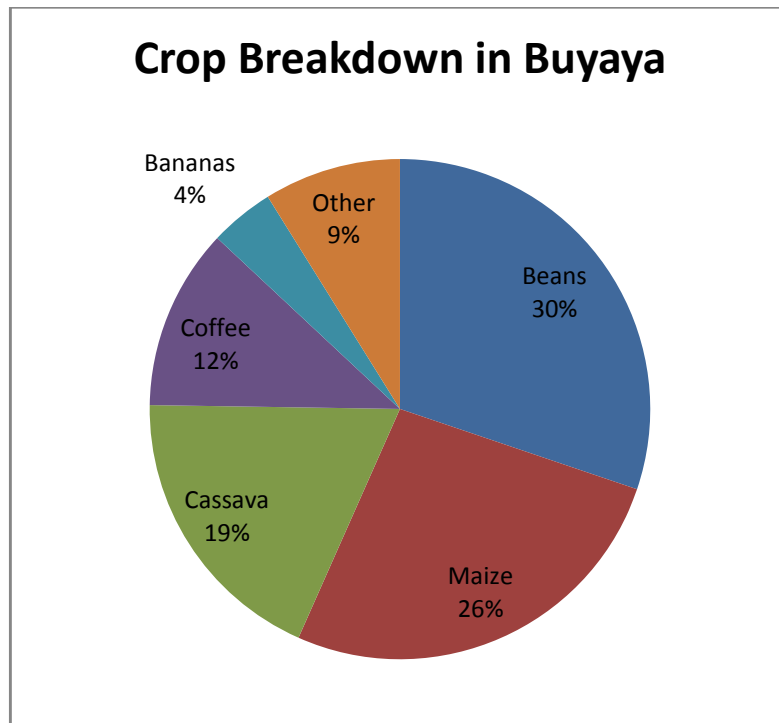
Number	Chickens	Goats	Turkeys	Cows	Sheep	Ducks	Pigs
0	67	121	166	146	232	235	215
1-2	48	73	50	73	4	2	14
3-4	42	38	13	12	2	1	8
5-6	43	3	6	5			
7-8	15	2	2	1			
9-10	15	1	1	1			1
15+	8						
Total	238	238	238	238	238	238	238



## Crops

Shown below are the crops that are being farmed in Buyaya.

Crop	Percent
Beans	88.7%
Maize	77.7%
Cassava	54.6%
Coffee	34.5%
Bananas	12.2%
Peanuts	16.0%
Tomatoes	2.9%
Soya bean	2.5%
Millet	1.7%
Potatoes	1.3%
Sweet potatoes	0.8%
Rice	0.4%
Cabbage	0.4%



Note: A more detailed crop analysis is needed in Buyaya if progress is to be made. The census only recorded the crops present, not the hectares used, tones per hectares, and so on.

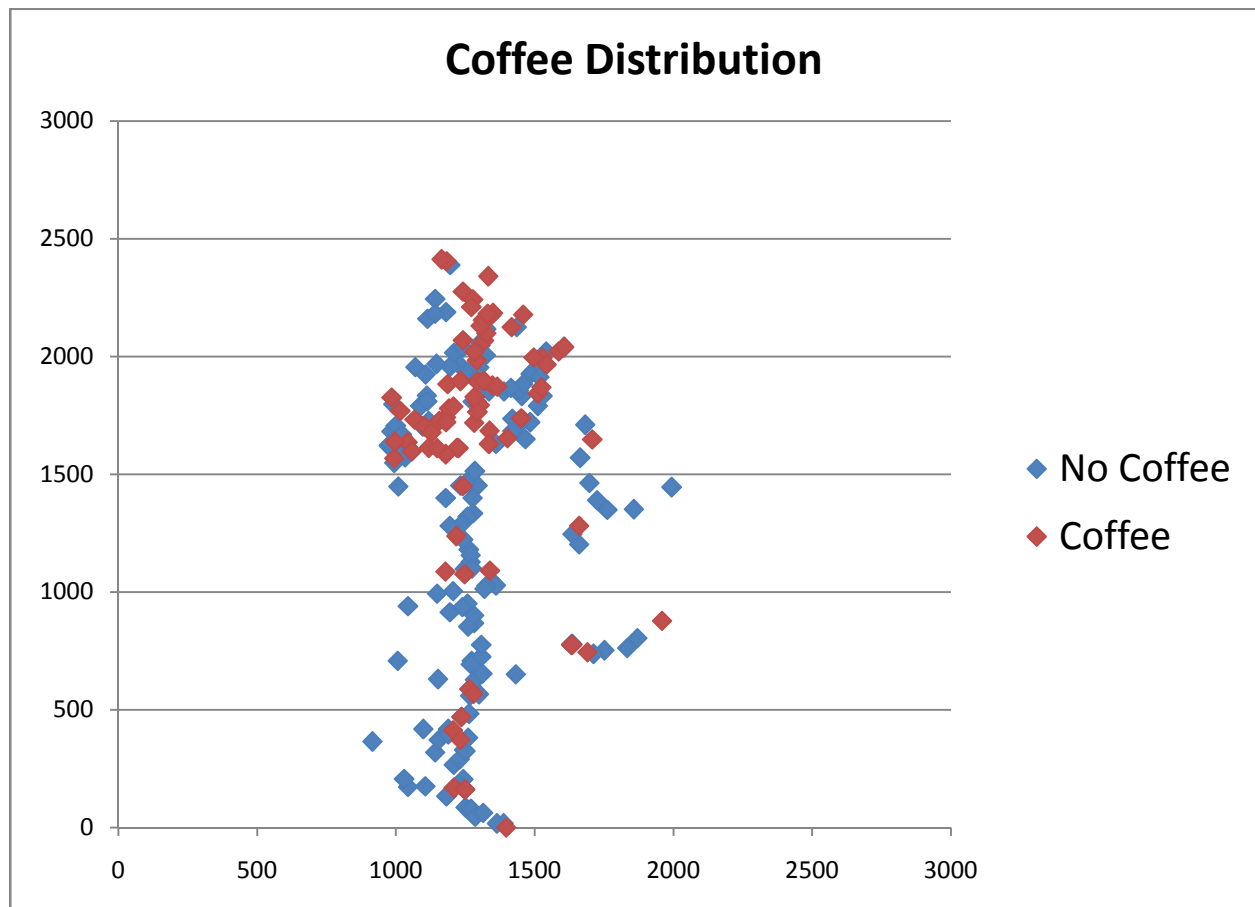


## Coffee

Coffee is the only purely cash crop grown in Buyaya with 35% of residents farming it. The coffee distribution around the parish is shown below. The processed coffee beans are usually sold to the BGU (Bugisu Cooperative Union), though there are some smaller privately owner organizations around. Coffee usually sells for about 3,000 Ugandan shillings (~\$US 1.60) per kilo. A rough rule of thumb stated by a local is that one coffee tree can generate about 1,000 Ugandan shillings (~\$US 0.53) per year.

Needless to say, the Buyayan farmers are being exploited by the bigger companies. The farmers receive a very small percentage of the profit.

Meaningful Volunteer is set to launch a fair-trade coffee project.





## Income

The vast majority of income comes from farming: Some 93% of the residents as least getting some of their income from farming (including coffee).

Income Source	Total Involved	Percent Involved
Farming	207	66.8%
Coffee	83	26.8%
AID Work	1	0.3%
Trading	5	1.6%
No income	4	1.3%
Sewing	2	0.6%
Carpentry	1	0.3%
Wood Selling	1	0.3%
Counselor	3	1.0%
Teacher	2	0.6%
Motorcycle Taxi	1	0.3%

Note: Actual monetary income levels were not measured. This would firstly give highly subjective results and secondly would not make much sense in a largely subsistence and cashless society.



## Water

The community is served by one borehole, and several wells. The average times – including walking and waiting – are shown below.

Water Source	Average Time
Borehole	1 hour 49mins
Well	1 hour 27mins

## Orphans

Of the children surveyed (under 15), 64 of the 575 (11%) were orphans. The orphans were usually the result of HIV.

## HIV Rates

According to our survey, almost nobody (0.46%) has HIV in Buyaya! This – of course – is just not true. There is still a real stigma associate with HIV. Telling your friends can be hard, yet alone a *Mzungu* (white person) that you've never met before.

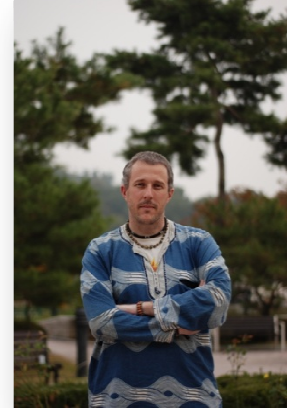
Status	Total
Positive	5
Negative	75
Not Tested	1081



## Appendix One – About Meaningful Volunteer

Meaningful Volunteer was founded in 2008 by Malcolm Trevena of Auckland, New Zealand. Malcolm graduated from the University of Canterbury in 1995 before embarking on a successful ten year successful career in information technology. Malcolm became disillusioned with the corporate world, resigned from his job and began a life of activism.

Malcolm volunteered as a teacher both in the Philippines for seven months and on the Buduburum Refugee Camp in Ghana for two months. He spent six months in Uganda working together with various women groups to form GrassRootsUganda.com – an NGO (Non Governmental Organization) dedicated to the empowerment of impoverished African women.



Like the corporate world, Malcolm soon became disillusioned with volunteerism. While he had the time of his life in the Philippines as a teacher, he began to question whether he was truly having a meaningful impact. All he did in the Philippines was replacing a teacher in the classroom. Was this really helping?

This feeling began to grow at the Buduburum Refugee Camp where he saw well meaning volunteers engaged in meaningless activities. A young American lady who was training to be a teacher merely observed classes and did the odd bit of marking. Malcolm felt we could surely do better than this.

Things came to a head when Malcolm visited an isolated village in Uganda with a local NGO. He spent a day teaching a group of lovely old ladies their A B Cs. A day teaching was a waste of everybody's time. He may as well have not been there.

It was during this time that Malcolm developed his ideas about what meaningful volunteerism actually was. He came up with his Meaningful Test and finally did something meaningful with his time when he founded [GrassRootsUganda.com](http://GrassRootsUganda.com).






Malcolm wanted to share his vision about how a volunteer can have a meaningful impact on their community and not just be “volunteer tourists”. He formed Meaningful Volunteer to give volunteers that chance.

Meaningful Volunteer is currently based in the Philippines and Uganda.






## Appendix Two – English Comprehension Tests

**5**  Circle.

① 	② 	③ 	④ 	⑤ 
dog cow	kitchen bedroom	a watch a brush	markers scissors	singing drinking
(1)	(2)	(2)	(3)	(3)





( /11)

**6**  Read and write ✓ or X.

<p>1  It's a seahorse. <input type="checkbox"/> (1)</p> <p>2 He's wearing a hat. <input type="checkbox"/> (2)</p> <p>3 He's angry. <input type="checkbox"/> (2)</p>	<p></p> <p>4 The TV's under the clock. <input type="checkbox"/> (3)</p> <p>5 It's a quarter to 8. <input type="checkbox"/> (3)</p>
---	---

( /11)

**7**  Circle.

① 	② 	③ 	④ 
__an	__ell	c__	__ag
b p v	sh ch c	an ap at	fl fr pr
(2)	(2)	(2)	(2)

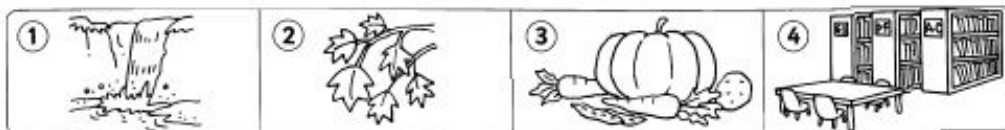
( /8)



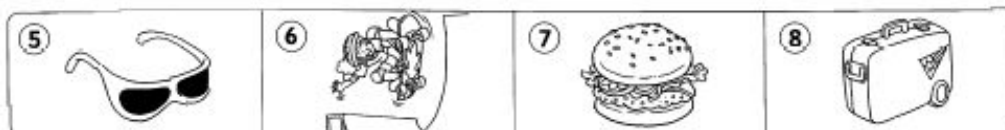
Meaningful  
Volunteer  
MEANINGFULVOLUNTEER.COM

# 8 Write.

bowling hamburger leaves library skateboarding  
suitcase sunglasses vegetables waterfall winter



\_\_\_\_\_ (1) \_\_\_\_\_ (1) \_\_\_\_\_ (1) \_\_\_\_\_ (2)



\_\_\_\_\_ (2) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (3)  
( /15)

# 9 Write.

- 1 don't grass. eat Lions \_\_\_\_\_ (1)
- 2 tigers. are stronger than Lions \_\_\_\_\_ (2)
- 3 I and giraffes. saw tigers Last year, \_\_\_\_\_ (2)
- 4 is the animal. The giraffe tallest \_\_\_\_\_ (3)  
( /8)

# 10 Write about yourself.

- 1 I usually get up at \_\_\_\_\_ in the morning. (1)
- 2 I have \_\_\_\_\_ on Monday. (2)
- 3 I'm good at \_\_\_\_\_ (2)
- 4 When I'm older, I want to be \_\_\_\_\_ (3)  
( /8)

# 11 Read and write words that rhyme.

black moon popcorn rug shark white

- 1 A nut in the mug,  
And a bug on the \_\_\_\_\_. (2)
- 2 I can see a light.  
It's big and \_\_\_\_\_. (2)
- 3 There's a small boy with a spoon.  
Look! He's talking to the \_\_\_\_\_. (2)
- 4 I'm drawing a monster with a horn.  
It's eating fries and some \_\_\_\_\_. (2)  
( /8)



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## Appendix Three – Census Form

See next page.



# Census

Total Residents				Main Income												
Dwelling Type				Cook With												
Power				Concrete Floor												
Number of Rooms				Photo Ref												
Crops																
Livestock		Chickens:		Goats:		Turkeys:										
		Sheep:		Ducks:		Rabbits:										
Water Access		Other:		Borehole		Well										
						Spring										
						Tap										
	Gender	Age	HIV+	Why status unknown?	Meals yesterday	In School	Why not in school?	Level	Dependant		Mother?	Alive Children	Age + Reason	Age + Reason	Age + Reason	Age + Reason
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																
15																

H = HIV M=Malaria S=Stillborn A=Accidental T=Typhoid N=Natural Death P=Pneumonia MN=Malnutrition TB=Tuberculosis O=Other  
X = Murder MS=Measles BC = Birth Complication MC = Miscarriage