

Students Seek Support for Uganda Orphanage Schools

EWB-USU Uganda Projects

During their two-week assessment trip last December, the USU Uganda team visited two orphanage schools where they determined that they can make a difference. For example the orphanage at Masaka, about 100 miles south of Kampala, has no electricity and no safe source of water. The school boards about 200 orphans and provides day schooling for about another 100 children. The team collected data needed for technical designs, and with your financial help student teams can return this December to accomplish the following:

- Install wells, pumps, and storage tanks to provide safe drinking water supplies
- Install solar panels and/or improve generator power distribution for the schools
- Donate English (the official language) training materials, VCRs, and monitors

You can help directly by indicating **EWB-Uganda** on your tax deductible donation check. All of the money goes for materials and matching funds for student travel. We hope to raise enough to send at least 10 undergraduate students on the December trip.



Before departing Uganda the assessment team (Ryan Davies CEE junior, Dr. Grenney CEE professional engineer, Josh Hirschi CEE junior, Hailey Ferrara CEE junior, and John Sapp CEE junior) was presented with a cake by their hosts in appreciation for their hard work to help the orphanage schools.

Please send donations to:
USU Development, EWB Uganda
1420 Old Main Hill
Logan, UT 84322-1420

History

Archeologists report that hunters and gatherers lived in this area of East Africa now known as Uganda more than 50,000 years ago. As early as 3,000 years ago their descendents cleared land for crops, engaged in iron smelting, and developed banana groves along the shores of Lake Victoria. Tribal kingdoms that were in sporadic conflict with each other began to emerge about 500 years ago.

Arab traders from Zanzibar reached the tribal kingdom of Buganda in 1844 with guns and cloth which they traded for ivory. They also introduced the religion of Islam. British explorers searching for the source of the Nile River (which is located in northern Uganda) entered the area in 1860 and were followed by Anglican missionaries in 1877, and by Catholic missionaries a few years later. Towards the end of the century the British East African Company was established, the kingdom of Buganda was placed under formal British protectorate, and administrative functions were taken over by a British commissioner. Gradually other small tribal kingdoms formed alliances with Buganda to create the federation of Uganda.

In 1961 Britain granted internal self-government to Uganda and oversaw the first elections. The 25 year period from independence to 1986 was characterized by political instability and massive human rights violations including the eight year reign of terror imposed by the dictator Idi Amin Dada. Since then Uganda has made steady progress towards political stability and modernization. The capitol city of Kampala with a population of 1.2 million is a progressive westernized city. However, due to limited national resources and the AIDS epidemic, progress has been slow in the rural areas. The large international institutional aid is currently being directed towards AIDS education and medical relief.

Non-profit organizations, like Engineers Without Borders, are providing humanitarian relief for critical issues which are not being addressed by the large institutions, but which have direct impact on the quality of life in small rural villages. These efforts take the form of small projects dealing with safe water supplies, sanitation, and education.

The young people in the rural areas of Uganda want to learn how to improve their life situation. USU students are dedicated and uniquely prepared to provide them with the sustainable technology and training that they need.



These intelligent young people are anxious to learn.



A small amount of investment now can make great contributions toward future self-sufficiency.



Josh and Hailey bring not only technical skills, but also education and hope.



The USU team using GPS equipment to survey the terrain in preparation for designing a water supply system.



Josh tries a hand pump installed by others that doesn't work; another good reason why USU student skills and technical knowledge are needed



John, Ryan and Hailey gather data for design so that a team can return to implement a safe water source.



People from Masaka intent on learning.



Girls dormitory without lights, water, or sanitary facilities. Notice the triple-decker beds.



Ryan takes a break for a game of cards.



John handing out candy canes.