



2021 ANNUAL REPORT

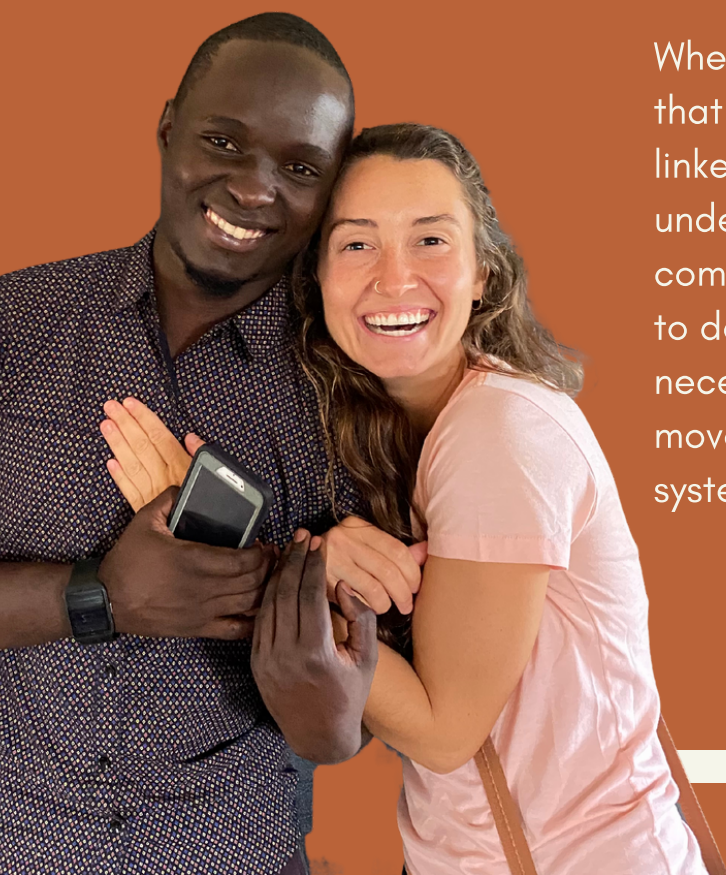
Mwebaza Foundation

FROM DEVAKI

Last year, we continued to turn a critical eye towards our work, reflecting on our methods, approaches, and philosophies in order to consciously change the way we do things. We learned about how traditional structures of international development uphold legacies of harm and reinforce unequal power dynamics.

With this knowledge, we shifted our focus and began incorporating **community organizing** principles as a framework for development. This approach has organically emerged within our partner communities in Uganda, where people are eager to learn and reclaim power to address the issues they face. It is an honor to collaborate with them on this journey.

Our goal at Mwebaza has always been to establish equal partnerships and build sustainable programs that cultivate self-sufficiency. We've realized that for education to serve as a path of true transformation towards a just and equitable world, it requires us to change our mindset from one of service and charity, to one of solidarity.



When we realize that we are all in this together, that our successes and struggles are intrinsically linked to each others', we are able to better understand our responsibility in this work. We are committed to this transformation and will continue to deepen our understanding and make the necessary changes so that we are part of a movement to create a more just and equitable system.

Devaki Douillard

Executive Director, Mwebaza Foundation

2021 TAKESAWAYS

The pandemic taught us that we are stronger as a community than we are as individuals. Our visit to Uganda this fall cemented the idea that we, as individuals, thrive within a healthy, engaged community - no matter where we live.

In years' past, Ugandan teachers and administrators voiced concerns that student numbers were steadily decreasing after early education years. We collaborated to give presentations that worked to share the importance of parental involvement in students' educations but we never felt wholly successful in cementing this message. We are aware of the global struggle that many endure when faced with the decision to invest in the long-term goals of education or to satisfy daily needs demanding financial input.

Throughout the pandemic, Ugandans faced life-threatening conditions including illness, food shortages, and police violence. During COVID closures, including a two-year-long school shutdown, we had the opportunity to open up educational programming to our schools' surrounding communities. These programs taught valuable life skills while also fostering a greater sense of unity and goodwill between participants and the schools.

Although humankind has adapted to live a more isolated existence, it is neither beneficial nor sustainable for our mental, physical, or emotional health.



As these communities emerged on the other side to tackle each new set of pandemic-inspired problems, they did so with the understanding that, together, they can rise up and create lives they desire, for themselves and their children.

During our visit last year, we witnessed this profound shift. Parents eagerly showed up to participate in community trainings like permaculture and computer classes. They developed social enterprise plans that build financial stability for the school and offset tuition costs for all students.

As their partner organization, it is our responsibility and intention to continue collaborating on community-led initiatives. We will continue to finely tune our projects, practices, and messaging to promote healthy communities that can better support children and their education.



POSNER SYMPOSIUM

Our intention is to partner with our sister schools in Colorado and Uganda as collaborators while honoring the mutual benefit we all receive by creating with and learning from one another. Learning is life-long and includes the entire community.

Building decolonizing practices doesn't just happen overnight, but takes time, thoughtfulness, and collaboration. By sharing knowledge with one another, we can begin to uproot the systems that bring about oppression and inequity.

During the Black Lives Matter protests in the summer of 2020, we – as individuals and as an organization – needed a deep examination of where we stand on racism, injustice, and inequity in the United States and globally.

We knew that we wanted to be able to teach students about unjust systems that perpetuate racism, but we first needed to claim and unpack our own prejudices, whether we were acutely aware of them or not. This commitment to education and self-reflection as it relates to racism and injustice is lifelong and we won't stop after one class, one lesson, or one book.

Last fall, we attended a two-week long symposium hosted by [The Posner Center](#) that focused on decolonizing international development. We learned a lot, but a key takeaway was that decolonization is not a metaphor, it's actual work, it's messy and we have a lot to learn.

Many of the lessons centered on community organization, the redistribution of power, and the sharing of knowledge. Each of these is foundational in fostering healthy, capable, globally-minded children and communities. Strong, healthy, communities share power and don't operate in a top-down approach like many western, international-development organizations tend to do.

Our role and responsibility in this type of work is to build mutually beneficial partnerships between our partner schools in Uganda and Colorado and between our partner schools and their communities. Offering opportunities for the community to partner in projects ensures accountability, fosters good will, and encourages engagement with the school as a community center.

To decolonize our work in Uganda, we looked into how we can create income generating projects free of exploitative practices that uphold decolonizing practices. Social enterprises are mutually beneficial and aim to serve the community at large. Since our schools in Uganda really act as community centers, we wanted to bring the teachers and staff in to collaborate on social enterprises they deem beneficial and culturally relevant. This project is ongoing but acts as a tangible touch-point we took from our learning at the symposium.

WHAT'S HAPPENING IN UGANDA

The core of our work is built on a foundation of friendship and trust. Being together in person allows for more meaningful connections, sharing ideas, and collaborating on projects in a way that simply can't be done digitally. Trips to Uganda also provide for accountability for both the American and Ugandan teams.



Schools Become COMMUNITY CENTERS

We've always known that school is incredibly important in the life and livelihood of children. That's a huge part of Mwebaza's mission and the main reason we're here - to create safe, secure spaces for children to learn. However, when we visited Uganda in October 2021, after two years apart, we witnessed just how important schools are, not only to the children that attend but to the surrounding community.

Buildings that were closed off to education transformed into something else entirely. They become solar powered electricity hubs, allowing nearby residents to charge phones and devices. Schools acted as safe gathering places for meetings. Mwebaza's food aid support allowed the schools to be used as distribution sites while teacher salary aid encouraged educators to utilize the school's resources to create distance learning packets. These schools-turned-community centers held local residents together, even in the most trying of times.

As community engagement spread and as other schools closed because of a lack of funds, more parents chose to send their children to Mwebaza partner schools. Additionally, the community computer and permaculture trainings we offered throughout the year attracted attention from farther-flung families. We witnessed the increase in enrollment numbers firsthand during the scholarship interviews we held in the fall. At some schools, the number of families requesting scholarships had doubled.

This somewhat unexpected result reminded us that education is meaningful and beneficial for people of all ages and inspires a greater level of community engagement, which is fundamental for the success of a school.

We want to continue fueling this fire because our partner schools can only last as life-affirming community centers with consistent support and involvement from the local population. We will continue leaning into this role as facilitators of community education and organizing while collaborating with Ugandan staff to create new, innovative ways to educate a growing number of children.

Transformation of TEACHERS



Through the permaculture and computer community classes, Ugandan teachers started experiencing education as a multi-faceted system that could be used to examine and solve global issues on a local level. Teachers have rallied behind sustainable food practices and taken initiative to share them with their students.

Since returning to the states, we've been in much closer contact with Ugandan teachers, who have continued to report on the status of community gardens and adult computer classes. Their increased involvement in the schools and surrounding community speaks volumes to the collaborative work we've done over the past two years. We are so grateful for the time, patience, and energy they've dedicated to the Foundation and its partner schools.

FOUNDATIONS ROOTED IN FRIENDSHIP

When our Summer 2020 trip was cancelled, I was certainly bummed, but not wholly disappointed. I had never traveled to Uganda, much less anywhere on the continent of Africa and, while I had been looking forward to this new experience, I was thankful to get more time soaking up Colorado's fleeting summer.

One of my teammates was particularly disappointed and was openly honest in how this cancelled trip could and would impact her work. I didn't understand her sadness, her frustration. I didn't know what I was missing.

As a year passed in the blink of an eye and I steadily approached my two year mark with Mwebaza, COVID still prevented us from traveling to Uganda. I began to feel angsty about my work, my role, my daily tasks. I had been telling the stories of our Ugandan and Coloradan communities to keep these partnerships strong and continue fostering multicultural education. However, I couldn't picture the classrooms in Uganda or share what a late afternoon in Kyengera looks, sounds, and smells like.

I felt like an imposter in many ways because I was, admittedly, not by my own design (looking at you, global pandemic). But still, as a writer, I crave authenticity always and I just didn't have it.

Until I did. We were able to make a quick trip in October 2021, after our Ugandan partner school teachers received vaccines. Meeting Madame Namatovu and Madame Ruth outside the Entebbe airport at midnight is a highlight of my life, thus far. Here were these women I had been working with, whose histories I knew, who were the scaffolding of our Foundation in Uganda. We could hug, we could rejoice in being together, we could swap life stories, share pictures, eat together, and, most importantly, sit in traffic together.

There is so much goodness and growth that comes in doing life together, even just for a short chunk of time. Learning about one another's cultures closes the expanse between us. It shortens the road to understanding, to appreciating, to growing friendships rooted in joy and authenticity. And it's these very friendships we are trying to foster between the schools we work with. How could I encourage multicultural education and friendship between students when I didn't have experience with either?

I had no idea how integral it was for the Colorado and Uganda teams to spend time together, face to face. I had no idea how much life would happen in 21 days. I had no idea how much I would miss my friends upon returning home.

Abigail Scott
Creative Director

2021 PROJECTS



Community permaculture garden training at Parents' Junior School (PJS), Mwebaza Annex (MWAN), and (Mwebaza Infant Primary) MIPS.



Initiated the oxen and plow social enterprise and began tilling school garden plot.



Renovations made to the existing Parents' Junior School structure. This project was initiated and led by the community during school shutdowns.

PJS, MIPS, and St. Paul have formed VSLA (Village Savings and Loan Association) committees and are at varying stages of getting their micro-lending programs up and running.

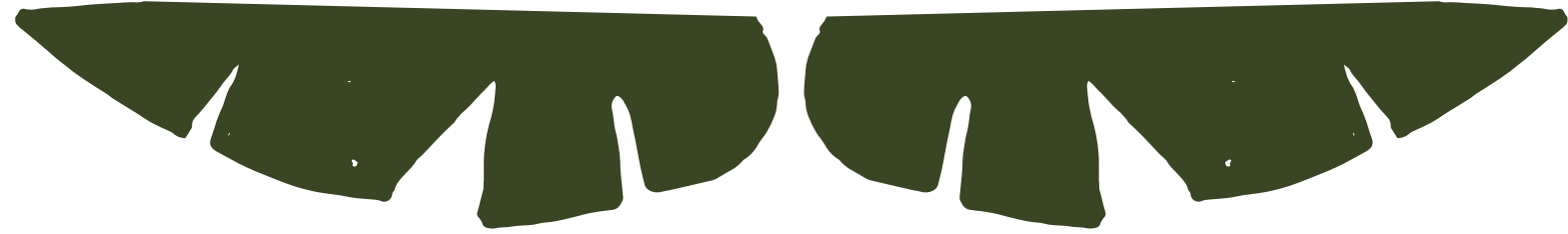
Community Computer Training at Mwebaza Annex and St. Paul

Mwebaza Annex Security Wall Completed.

Grew the sustainable school lunch program at Mwebaza Annex by expanding gardens via permaculture classes and expanded the egg-layer chicken program.



STEPS ON THE PATH TO SUSTAINABILITY



We want our partner schools to be self-sufficient through sustainable practices and have always worked with this intention in mind. However, as our schools grow from solely educational establishments to community centers serving hundreds of children and adults, we decided to zoom in on our current programs and projects, examining them through a critical lens.

We never want our partner communities to work towards self-sufficiency in a way that is harmful, exploitative, or exhaustive of the people or the environment they are working with and within. In order to prevent this, we needed to lay some basic building blocks that will encourage forward momentum towards sustainability.



PERMACULTURE

ESTABLISHING FOOD SOVEREIGNTY

Before COVID, food insecurity was already a regular threat in our Ugandan communities. To facilitate a more robust food system and encourage food sovereignty, we hired Ugandan permaculture expert, Ali Tebandeke, to host permaculture lessons at three of our four partner schools throughout 2021. These lessons taught permaculture practices like soil regeneration, crop diversity, organic pesticides and fertilizers, all which were tied back to indigenous farming practices that had been lost due to colonialism.

Gardens have been immensely successful on the school grounds and participants have taken their knowledge and applied it to their home gardens. The permaculture gardens are not only generating nutritious foods. They have inspired self-sufficiency mindsets among community members and have encouraged future thinking as it relates to food sovereignty. Creativity has flourished and participants are also critically thinking about ways to better utilize their land, animal manure, water, compost, and more.



To continue spreading this knowledge, Ali Tebandeke organized apprenticeship programs with members from each school community who participated in his training. Through this training, community members are now certified permaculture practitioners and have been able to educate other people in the community on how to implement permaculture principles in their home gardens. As this model continues to grow, not only do the apprentices learn practices that increase their agency, but the mentors become leaders, learning how to educate and mobilize their own people to build a stronger community.

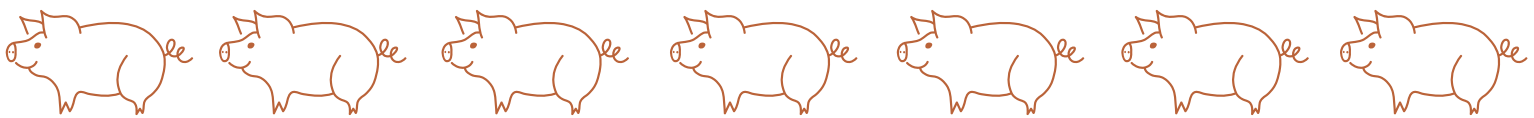
SOCIAL ENTERPRISES

CREATING EQUITABLE SYSTEMS

Because school in Uganda isn't free, part of being a sustainable school relies on finding a way to generate income that offsets tuition. Since Mwebaza's inception, we've envisioned collaborating with our Ugandan partners to identify micro industries that they want to run and that they find culturally relevant and marketable in their local economies.

COVID put a pin in the plans that had finally started to actualize, but it gave us the space to learn more about the ways in which social enterprises instead of micro-industries could meet the communities' needs into the future. Social enterprises use innovative means to meet needs, including school funding. The existing traditional model of micro-industries had the potential to be exploitative, where the sole purpose of the business is to generate profit. A social enterprise model will benefit the entire community through a shared purpose.

A social enterprise looks at three facets - social, financial, and environmental benefits. Properly designed social enterprises are self-sustaining, generate income, and provide a societal 'give-back'.



SOCIAL ENTERPRISE (N):

A social economy enterprise operates like a business, produces goods and services for the market, but manages its operations and redirects its surpluses in pursuit of social and environmental goals.

Citation: <https://www.centreforsocialenterprise.com/what-is-social-enterprise/>

SOCIAL ENTERPRISES AT WORK IN OUR COMMUNITIES

The Oxen and Plow Social Enterprise Begins to Give Back

In 2020 and 2021, we fundraised for the purchase of oxen and plows at PJS and were able to see this social enterprise in action during our visit this fall. The 1-acre plot of farmland on the school campus was plowed and planted so the school could harvest those crops at the end of the growing season, sell them at the market, and use the money to offset school fees. The school community was so excited to advance their agriculture practices via the oxen and plow that they requested additional education in sustainable farming practices, prompting the 2-week training with permaculture expert, Ali Tebandeke.



A Community-Managed VSLA Inspires New Dreams

In 2021, the PJS community started a VSLA (Village Savings and Loan Association) micro-lending program that lends seed money to local residents so they can kickstart small businesses. Additionally, our three other partner schools are in the process of organizing their own community-led micro-lending programs. Parents of school children are already busy creating their own small business plans, like opening retail shops and expanding current services like tailoring or animal husbandry.

COMMUNITY COMPUTER TRAINING

This past year, St. Paul teachers reported that many local community members and children who were stuck at home due to school closures were coming to the school's lab to learn computer skills and access additional learning materials. St. Paul then communicated to us the community's desire to expand computer literacy skills for adults and children.

Digital literacy is growing increasingly important in Uganda for many reasons, including personal communication, economic growth, and securing better opportunities. Most of the parents didn't have access to computers when they were in school. If parents can expand their computer literacy skills and grow their abilities to navigate a digital world, they can better support their students in doing the same.

When we met with community members to gauge the importance of adult computer classes, many individuals expressed their excitement at being able to learn how to advance their business management practices and at getting to connect with their children over what they learn in computer classes at school.

Our computer teacher, Mbogo Umaru, organized a 4-day community computer training last December at two of the three partner schools that have computer labs. The third school will host its community training this April. Mbogo Umaru will continue these sessions by hosting evening classes at each school once a week so parents and other local adults can expand their skill set.



WHAT'S HAPPENING IN Colorado

As an educational nonprofit, we are working to create and share a curriculum about Africa that showcases the continent's unique countries, cultures, peoples, and environment. In addition to this curriculum, we are also creating lessons that focus on environmental issues affecting the global community, that celebrate diversity and identity, and that encourage students to think critically about social issues. This past year, School Development Director, Hillari Hansen, expanded the current Colorado school curriculum that Mwebaza teaches to incorporate the United Nations Sustainable Development Goals (UNSDGs).



COLORADO STUDENTS TACKLE GLOBAL ISSUES

- **Lessons on diversity, equity and identity.** We used art classes and art projects to learn more about diversity and equity. Each grade level created something different. For example, 1st graders made pictures of themselves and their friends in Uganda, highlighting what makes them similar to and different from each other.
- **Course work on global issues and sustainable solutions** like climate action and access to clean water. Students learned about permaculture alongside their Ugandan friends. They learned about Uganda's unpredictable rainy seasons and droughts, comparing these to issues people face in Colorado. They made posters to promote climate action in Colorado based on a specific climate change topic they were passionate about - i.e. wildfires, water access, recycling, etc.
- **Expanding horizons.** Video chats last year between Ugandan and Coloradan school children allowed each group to learn more about one another's daily lives, including what each was experiencing during the global pandemic.



MWEBAZA CLUBS

Education – Sustainability – Self-sufficiency

Mwebaza's school clubs are more popular than ever, having doubled in size! Last school year, students showed an increased desire to learn about global issues and take on leadership roles. They wanted to put words into action in order to make a difference in their communities. Even though all of the clubs were remote, club members were still able to plan, promote, and host fundraisers like spirit days and restaurant nights.

Club students stepped into leadership opportunities by leading school-wide presentations about current events happening at their partner schools. Last year, club students learned about social enterprises to better understand the initiatives at their partner schools. Niwot Elementary Mwebaza Club students then designed and ran their own social enterprises to better understand what goes into creating and starting a social enterprise.

All four Colorado Mwebaza Clubs learned about the permaculture projects taking place at their respective partner schools. Some made poster and video presentations to educate their peers on the principles and benefits of permaculture. Others created advertisements to promote fundraisers to sponsor permaculture training at their partner school.



MULTICULTURAL EDUCATION



Multicultural education has two goals: to strengthen the cultural integrity within communities and to build empathy and understanding between communities of different backgrounds.

Throughout the year, student clubs at Eagle Crest and Niwot Elementary met virtually with Mwebaza Infant Primary Students. All students at Eagle Crest toured their sister school, Mwebaza Annex, while our team was in Uganda. Niwot High School World History classes met virtually with Mwebaza Infant teachers and alumni, asking engaging questions about global events and African history.



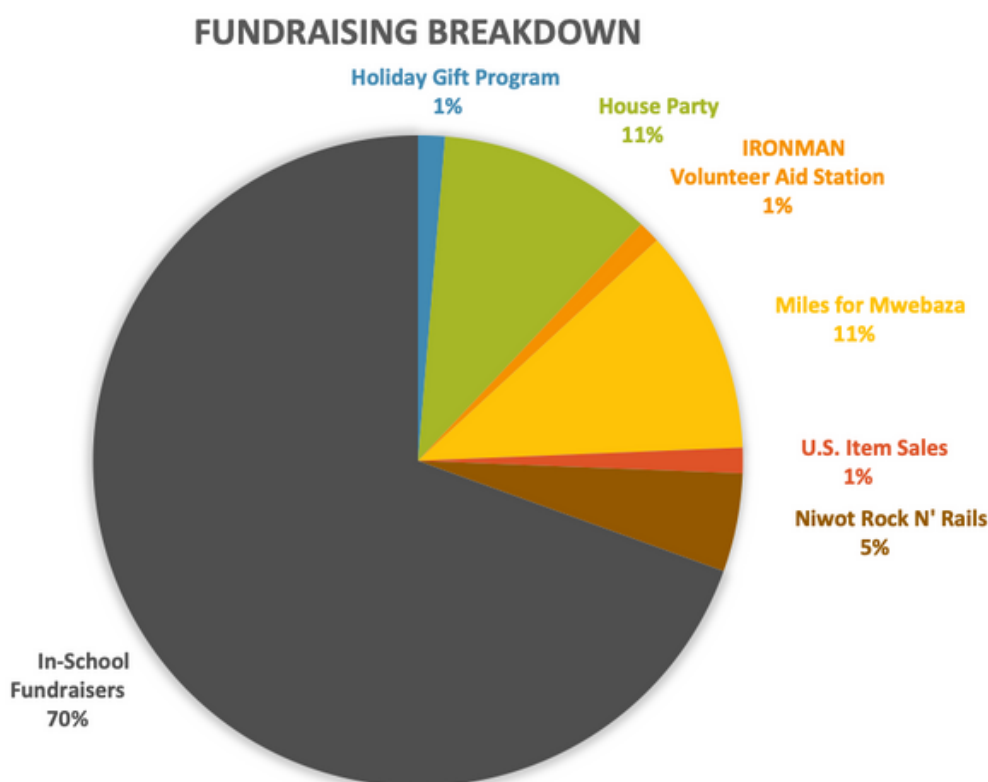
Niwot High & Sunset Middle Jump In

Last year, Sunset Middle School and older students at Mwebaza Infant expressed interest in developing cross-cultural friendships via a joint club. This year, the club plans to focus on creating and presenting a project at the World Affairs Challenge.

Niwot High School continued its fundraising efforts last year, generating donations that went towards Peter's Fund and permaculture trainings. The school club is often composed of students who previously participated in the pen pal program in elementary school. As they matriculate through grade levels, the club at Niwot High Schools gives them an opportunity to grow and deepen these friendships through the lens of global issues.

FINANCIALS

Let's give a huge round of applause and a "thank you" to our community in Colorado for raising money in what seemed like a hundred different ways. One of our largest fundraising accomplishments carried from 2020 into 2021. Our Colorado community raised enough money to pay staff member salaries at each of our Ugandan partner schools throughout the school closures in Uganda. This allowed them to remain at their schools, prepare distance learning activities, tend to the school grounds and gardens, schedule and host community trainings, and, most importantly, be ready to welcome students back as of January 2022.



Snapshot of School-led Fundraisers

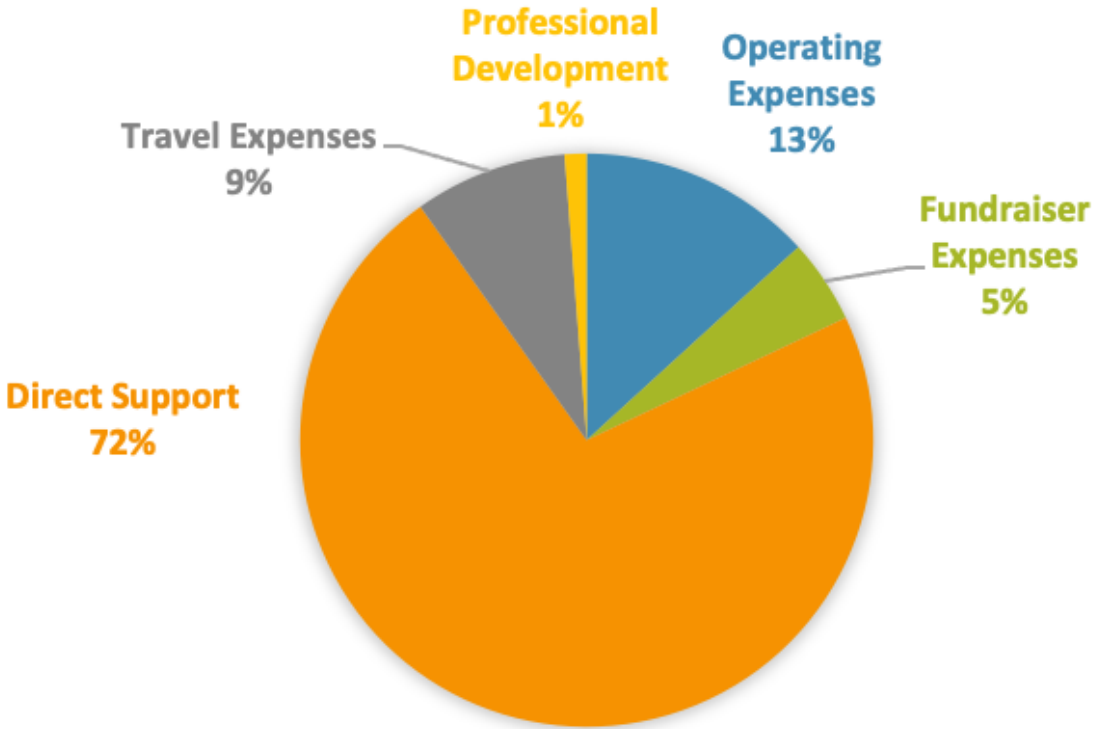
- Niwot High School, Eagle Crest, Coyote Ridge, Coronado Hills, and Niwot Elementary all organized Restaurant Nights hosted by Proto's, Chipotle, and Papa Johns.
- Jog-a-thon hosted by Niwot Elementary brought in over \$30,000 this year
- Spirits Days
- Mwebaza Club fundraisers

Snapshot of Community Led Fundraisers

- Miles for Mwebaza
- Ironman
- Holiday Gift Giving
- Rock N Rails
- Merchandise Sales

FINANCIALS

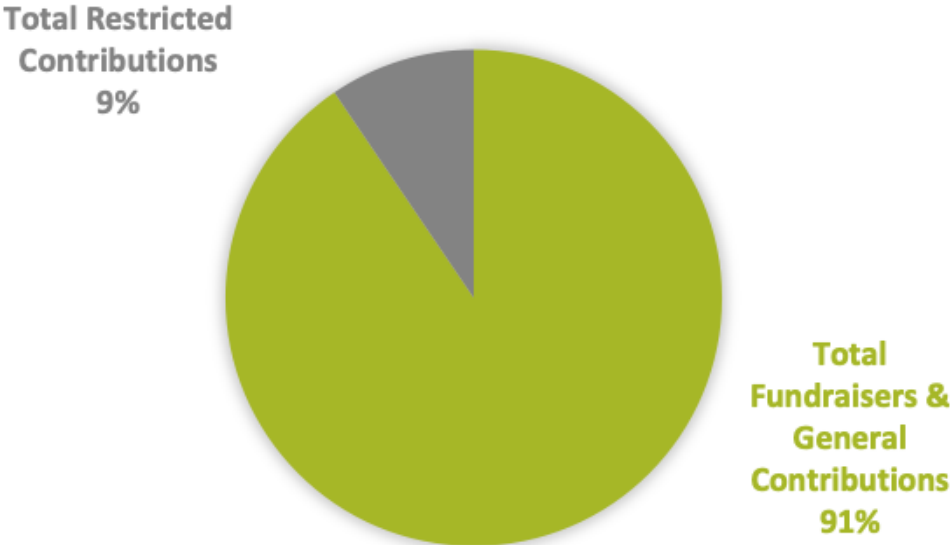
TOTAL EXPENSES BREAKDOWN*



*EMPLOYEES OF THE MWEBAZA FOUNDATION ARE PAID THROUGH PRIVATE GRANTS AND INTEREST EARNED FROM OUR ENDOWMENT

*

TOTAL INCOME BREAKDOWN



*TOTAL INCOME DOES NOT INCLUDE RESTRICTED CONTRIBUTIONS TOWARD OUR ENDOWMENT.

ENDOWMENT

In 2019, the Mwebaza Foundation received an anonymous donation to establish an endowment. This major gift changed how Mwebaza is able to work into the future, providing the stability to grow and ensure that our projects and programs are strategic and effective. Our endowment supports the long term mission and goals of our work by using a portion of the income earned from the investment, to pay salaries.

Our endowment is managed by a local financial planner who ensures we are investing in ways consistent with our values. This year it grew more than 18%, providing a foundation of sustainable funding, not tied to the changing winds of foundation and individual gifting.



**"I chose to invest in Mwebaza's endowment once I got to know the people involved in the organization. Their enthusiasm is contagious and I am proud to be a part of Mwebaza's mission."
-Taylor Evans**

WHATS HAPPENING IN 2022

Coming Back Together in Friendship

This March, we are planning a return trip to Uganda to check in again with our partner schools and continue growing our friendships. The top goals we're aiming to accomplish while there are as follows:

- Follow up with newest Mwebaza staff member based in Kampala, Larem Jackson. Jack supervises projects at each of the four partner schools and acts as a liaison between the U.S. team and the Uganda team. He is currently monitoring the development of social enterprises at each school.
- Kick-start the teachers' home build at St. Paul. This teachers home will improve teacher retention rates while providing a safe, secure home for the school, located in rural Nkokonjeru, Uganda.
- We will continue gathering qualitative and quantitative data to track the progress of community training, including computer classes and permaculture follow-up lessons.



Fundraising Initiatives This Year

- Grain Mill at PJS
- Well at Annex
- Financial management training for VSLA committees to properly manage micro-lending social enterprise

OUR THOUGHTS SHAPE OUR WORDS

Our Language Toolkit - A Snapshot

We know that the language we use shapes how we think about our world, our ideas, our work, so we've been very deliberate in examining our language to make sure that our words reflect and guide our approach and mission.

That's why we've put together this living toolkit to use when talking about Mwebaza. It's for us and our community to reference and learn from. As our understanding grows, our language will undoubtedly change and we will update this toolkit so we can share that info with our community. You can view the entire toolkit [here](#).

EMPATHY FIRST

When talking about the work you're doing with Mwebaza, it's important to keep in mind the dignity of all involved, including our Ugandan counterparts. Our friends in Uganda are capable, knowledgeable, and experts in what they want and need for their students, teachers, and communities.

We continue the legacy of colonialism if we perpetuate the belief (within our own minds and externally, through public discourse) that we, as a predominantly white organization from the U.S., know best and can do it best.

Words shape our thoughts. The words we choose to speak have the power to grow, deepen, and strengthen our internal beliefs. Similarly, thoughts shape our words, making it crucial to examine our internal selves and uproot unjust, inequitable beliefs.

We must ensure that the photos, videos, and words we use to share a project, fundraising initiative, or activity highlight the equality that all people share as members of the human community. We want to be sure that we see our partners from a place of respect and equality so that our words reflect this.

LET'S USE THESE:

(People of the) Global Majority

Instead of: minority groups, people of color

Refers to BIPOC (Black Indigenous People of Color)_populations in recognition that they make up 80% of the world's population. This term shifts the focus from what could be considered a small "victimized/vulnerable" group, to instead placing focus on the global majority who have largely experienced marginalization at the hands of colonialism.

Majority World

Instead of: global south, third world, developing countries, poor countries

This term can be used when referring to countries in Africa, Asia, Central and South America, and the Caribbean. It highlights the fact that these countries and their people outnumber what is usually referred to as the "western" world, or the minority world.

Experiencing Poverty

Instead of: poor people, impoverished people

Choosing this term better communicates that poverty isn't part of someone's identity but rather a situation they are experiencing, due to a variety of reasons.

Encourage/Inspire Autonomy/Agency

Instead of: empower, give, help

People are inherently capable, powerful, and know what they need. These terms better communicate that the subject actually already owns their power in the narrative we are telling, instead of being 'given' it back. These terms show that we as an organization are simply an intermediary working to encourage one to pursue their desire and fulfill their needs.

Participant(s)/Community Member(s)

Instead of: beneficiary, vulnerable population, recipient

This term shifts the focus from what could be considered a small "victimized/vulnerable" group and places the focus on the global majority who have largely experienced marginalization at the hands of colonialism.

In Partnership, In Collaboration

Instead of: helping, support, uplift, giving, charity

Working in partnership/in collaboration is the foundation of equitable relationships. When we give/help, we remove agency from the communities we are working with and assume that we know best.

The Specific Country in Africa

Instead of: Africa

Africa is a continent with 54 different countries that have distinctive cultures, traditions, communities, and economies. Be specific about the country within Africa you are talking about. Mwebaza Foundation specifically works in Uganda, in communities that reside in Gulu and Kampala.

Fact Check:

We are still learning, too. Mwebaza's staff has just begun to examine and unpack our own internal beliefs and biases. We've only just started to dig into the language we use and the stories we tell, scrutinizing them through a critical lens to make sure that we are actively speaking with respect, underscoring our partners' capabilities, and shifting power away from ourselves. We mess up, a lot, and that's ok.

LET'S TRY NOT TO USE THESE

Poor Kids

This description takes the children's dignity away and makes their families' financial situations their sole identifier.

Third World/Global South

These geographic terms create power dynamics and promote ethnocentric mindsets. Neither accurately depict where some countries are located. These also place north and south in positions of linear power - i.e. one is above and one is below.

Charity

We choose not to give charity/be charity givers but focus on community organizing through investing in projects that unite and build power among the entire community.

Help

We choose not to use the word help when describing our work. Using the word help reinforces an unequal power dynamic that puts us in the position of giver/benefactor and places the person receiving the funds/donation/etc. in the position of receiver. It doesn't accurately depict the collaboration that is going on between the communities.

THINK BEFORE WE SPEAK

Some of these words can be positive or negative, can reaffirm power or can take it away, depending on how they are used and how they are heard.

Resilient

This isn't a bad word, however, when using resilient in certain ways, it can place the responsibility and expectation on the person to overcome or endure their circumstances, while ignoring the structural systems that cause inequity and oppression.

Aid

In times of crisis, offering aid can have a positive impact on local communities affected by the disaster, however, there are still structural issues around aid responses. We can continue to look at how we offer aid, focusing on long term rebuilding. When the headline changes, can the affected communities still rebuild?

Give/Help

Similarly to the word "help", "give" can reinforce an unequal power dynamic and perpetuate a White Savior mindset. We work to build programs and partnerships that are mutually beneficial that dissolve systems of dependency and build a mindset of solidarity.

All Adjectives

Sometimes people in power use terms that imply they are the adult, the leader, or the more knowledgeable one. Language that infantilizes our adult partners is insulting and also works to discredit their agency and minimize their power. Think about the words you choose to describe ceremonies, school buildings, and community members. Make sure the adjectives do not perpetuate feelings of "us" and "them".

LET'S GROW OUR COMMUNITY!

Thank you for being a part of our organization thus far. We cannot continue without the support of our communities in Colorado and Uganda. It is our hope that we can connect you to our nonprofit in some way - be it through a passion for equity in education, sustainable environment-focused initiatives, social enterprises, or decolonization work.

We are rooted in education but this isn't just limited to our students. We believe that knowledge is power, and sharing knowledge via learning from one another is a way in which we can all recognize, reclaim, and redistribute power.



www.mwebaza.org



Mwebaza Foundation



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