

# ACT

Action for Community

Transformation

ACTION FOR COMMUNITY TRANSFORMATION

# Annual Report 2013

SUPPORTED AND FUNDED BY:



*Transforming Precious Lives for Sustainable Development*

## **Sustainable rural development for schools and communities solutions**

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### **ANNUAL REPORT 2013**

#### **1.0 Introduction**

Action For Community Transformation (ACT) is a Ugandan Community Based Organization established in 2003. The mandate of the organization is to ensure that the poor and vulnerable are able to meet their basic needs. The organization's programme focuses on its three (3) strategic sectors namely; Livelihood (Promoting Sustainable Agriculture and Natural Resources Management), Health (Including HIV&AIDS and WASH) and Education.

ACT has been contracted by SNV-Uganda with contract number: 2013/CEP-SG/WNR:001 to implement School Garden component under Community Empowerment Programme (CEP) in 13 primary schools namely; (Ocoko, Bongova, Ajia, Oci, Obaru in Ajia Sub County) and (Zabu, Ajibu, Okollo, Jojoyi, Baito, Baribu, Chanya- Bayia and Onyomu in Okollo sub county) in Arua district. This is intended to establish self- sustained school gardens and community clusters to improve school performance, rejuvenation of school-community partnerships and better agronomic practices.

In 2013 under CEP, ACT has continued to work closely with Arua District Local Government, Lower Local Governments in Ajia and Okollo Sub Counties, Communities, Schools and other Development Partners to fulfill their existing roles more effectively, in transparent and accountable manner, using existing resources.

The main activities implemented by ACT in the year 2013 include the following:

- Familiarization visits to the 8 newly added primary schools namely (Zabu, Ajibu, Okollo, Jojoyi, Baito, Chanya- Bayia, Baribu, & Onyomu) in Okollo Sub County.
- Sensitization of the communities on relevance of School Gardens (SGs) as learning centers especially in the 8 newly added primary schools in Okollo Sub County.

- Identification and selection of farmers (Parents) to form school garden clusters in all the 13 primary schools.
- Trained School Garden Committees (SGCs) to come up with school garden plans to be integrated in to School Development Plans including proper record keeping.
- Trained Parents, teachers and pupils in Good Agronomic Practices namely; site selection, land preparation, soil and water conservation, planting techniques, pest & disease management, Harvesting & post-harvest handling and Marketing.
- Conducted community dialogue meetings on school feeding programme, pupils' drop- out rate and retention.
- Conducted meetings for enterprise selection.
- Supervised the establishment of demonstration plots in all the 13 primary schools.
- Establishment of demonstration apiary (Beekeeping) at Bongova primary school.
- Quarterly data collection to track progress.
- Conducted School Exchange visits.
- Extension field visits to schools and surrounding communities.

ACT has continued to undertake literature review where applicable and informally engaged school garden stakeholders to develop a fair understanding of operational environment. The preliminary analysis helped to develop useful tools for establishing the Institutional Framework of school gardens and to provide relevant agricultural skills and practices which serves as demonstration centers for pupils, parents and teachers. Some of the methodologies used to implement school garden component under Community Empowerment Programme (CEP) include the following: Use of Farmer Field Approach to enhance learning and transfer of knowledge, demonstrations, Farming Systems Research and extension field visits, observations, interviews, brainstorming, Focus Group Discussions and use of Monitoring and Evaluation tools for assessing progress of CEP.

*"I am the chairperson of Olipoli Farmers' Group (Cluster). I want to thank ACT/SNV for training us and changing our mind-set to look at Farming as a business. With quality trainings from staff of ACT, we are determined to commercialize farming to increase our household income".*

**MrEtoma Ben, Ajibu Primary School Cluster, Arua District.**

*“The implementation of school garden programme in Ajia primary school has had a very positive impact on performance of pupils especially in P.L. E. In 2012, the school was able to get 07 pupils in second grade with the best scoring 13 points. Fortunately all of them were admitted to various secondary schools. This has not happened in the school for the last 10 years before the intervention. I would like to applaud ACT/SNV for the kind of support they have rendered to us since 2011”*

**Head teacher, Ajia primary school, Arua District.**

*“The enrolment of pupils in our primary school has increased from 57 pupils in 2012 to 381 pupils in 2013. I attribute this increment mainly to the Community Empowerment Programme (CEP) implemented by ACT in the school. I appreciate their work very much in our school”*

**PTA chairperson, Ajibu primary school, Arua District.**

## AGRICULTURE: SCHOOL GARDENS

### Outcome 9:

<b>Project Targets</b>	<b>Project Indicators</b>	<b>Additional Explanations</b>	<b>Target for reporting period</b>	<b>Results achieved</b>	<b>Explanation for deviation between targeted and achieved results</b>
<p><b>1. Outcome</b> 100% of the schools with capability to adapt and renew the parent-led school garden.</p>	<p>Parent-led school garden activities are mainstreamed in School Development Plan.</p>	<p><i>SG activities added into school development plans and budgets.</i></p>	<p>13 Parent – led primary schools targeted.</p>	<p>School Garden Plans integrated in to School Development Plans in 13(100%) primary schools in Ajia and Okollo Sub</p>	<p>No deviations registered as per the target.</p>

				Counties.	
<p><b>1.1. Output</b> Parent-led school gardens are self-sustained.</p>	<p>13 parent-led school gardens which are self-sustained<sup>1</sup> by parents and school administration in coordination with local leadership.</p>	<p><i>Sustained with less LCB investment.</i></p>	<p><i>13 primary schools targeted.</i></p>	<p>12 primary schools namely: Obaru, Ajia, Oci, Zabu, Ajibu, Bongova, Ocoko, Baito, Baribu, Chanya-Bayia, Okollo and Onyomu have self-sustained parent – led school gardens out of 13 primary schools representing 92.3%.</p>	<p>The establishment of School Garden in Jojoyi was not a success not because of failure of school administration or parents but because of rampant stray animals that consistently frustrated the efforts of all the stakeholders. This particular issue was reported to Local authorities but all were futile.</p>
<p><b>1.2. Output</b> Parent- led school garden plans and governance systems in place.</p>	<p>13 primary schools with School Garden Committees in place with regulations.</p>	<p><i>13 Primary schools.</i></p>	<p><i>13 primary schools targeted.</i></p>	<p>There are 13 primary schools with School Garden Committees in place which are functional and they are performing their duties representing</p>	<p>There are no deviations as of now.</p>

<sup>1</sup> SG activities should be self-sustaining with less LCB inputs in 2013; parents and school administration should take full charge and invest in SG activities.

				100%.	
<p><b>2. Outcome:</b> 40% of targeted parents adopting good agriculture practice from the school gardens clusters by 2014.</p>	<p>520 target parents who plant their own gardens modeling on the lessons learnt from the school garden cluster.</p>	<p><i>40 parents per school in 2013</i></p>	<p><i>520 parents targeted to plant their own gardens modeling on the lessons learnt from the school garden clusters.</i></p>	<p>There are 392 parents (Male=203, Female=189) who plant their own gardens modeling on the lessons learnt from the school garden clusters out of the targeted 520 parents representing 75%.</p>	<p>Out of the targeted 520 parents, 128 parents did not plant their own gardens modeling on the lessons learnt from the school garden clusters. The Field extension officers will work very hard to bridge the remaining gap.</p>
	<p>130 pupils who plant their own gardens at home modeling on lessons learnt from the school gardens.</p>	<p><i>Target to be agreed between LCB and Lead Advisor</i></p>	<p><i>130 pupils targeted to plant their own gardens at home modeling on lessons learnt from the school gardens.</i></p>	<p>All the 130 pupils targeted to plant their own gardens at home modeling on lessons learnt from the school gardens established their own gardens representing 100%.</p>	<p>No deviation registered.</p>
<p><b>2.1.Output</b> 520 households who have learnt from the SG clusters (peer to peer</p>	<p>520 households organized into the school garden clusters for learning.</p>	<p><i>40 households per targeted school</i></p>	<p><i>520 households targeted to form school garden clusters.</i></p>	<p>378 households were organized in to the school garden clusters for learning purposes. So far</p>	<p>Out of the 520 households targeted to form school garden clusters, so far 142 households</p>

learning)				16 clusters have been formed in the 13 primary schools.	have not yet been reached. ACT is working towards achieving this target in the next coming quarters.
	3 Good Agricultural Practices (GAPs) demonstrated in each SG cluster.	3-5 GAPs per crop demonstrated	3 Agronomic Practices targeted per crop. Good	3 Good Agronomic Practices (GAPs) were demonstrated in each school garden cluster namely; land preparation, soil and water conservation, soil fertility enhancement and planting techniques, pest & disease management and post – harvest handling.	More than 3 Good Agronomic Practices demonstrated in all the 13 primary schools.
<b>3. Outcome</b> 13 schools with 10% increase in pupils retention rate above the 2011 situation	13 targeted schools with 10% increase in retention by December 2013 <sup>2</sup>		13 primary schools targeted with 10% increase in retention.	Generally overall there is an increased retention in all the 13 primary schools	ACT will continue to track the retention rate in all the primary schools. The extension

<sup>2</sup> To compute; compare 2013 3<sup>rd</sup> term enrolment with 2012 3<sup>rd</sup> term enrolment or 2013 1<sup>st</sup> term enrolment with 2012 1<sup>st</sup> term enrolment

(baseline) by 2014				<p>compared to 2011 base line survey. The data was tracked from Head teachers, Teachers and GEM club members e.g. in Bongova primary school 72 P.7 candidates registered in first term, and in third term all the candidates sat for P.L.E representing 100% retention.</p>	<p>officers will continue to work with other stakeholders to ensure that pupils especially the girl child remain in school. The GEM clubs in the schools will also help too in ensuring retention in the schools.</p>
	<p>3 issues affecting pupil performance and learning addressed by parents<sup>3</sup></p>		<p><i>3 issues affecting pupils' performance and learning targeted.</i></p>	<p>So far 3 issues namely; pupils' absenteeism, scholastic materials and hunger affecting pupils' performance and learning has been addressed together with parents through dialogue meetings in all the 13 primary</p>	<p>So far out of 13 primary schools, 3 schools have started school feeding programme namely; Bongova, Ajibu and Ajia.</p>

<sup>3</sup>Some of the common issues include; absenteeism of pupils and teachers, lack of midday meals and lack of scholastic materials



				schools.	
<b>3.1.Output</b> 130 pupils retained every term.	130 girls retained every term <sup>4</sup> .		130 girls targeted.	Through constant sensitization of parents about importance of education, 69 girls in 13 primary schools have been brought back to school and retained in school. The GEM clubs formed in these primary schools have had positive impact on girl child education in the schools.	ACT will continue to work very hard with parents, school administration, Lower Local Governments, LCBs and other stakeholders to make sure girls remain in school.
	130 boys retained every term.		130 boys targeted.	Also through constant sensitization of parents about importance of education, 51 boys in 13 primary schools were brought back to school	ACT will work very hard with parents, school administration, Lower Local Governments, LCBs and other stakeholders to make sure boys

<sup>4</sup>Compare enrolment of girls and boys at the peak of term (mid-term), with end of term to see how many complete the term.

				and retained. The GEM clubs in these primary schools have had positive impact on boy child education.	remain in school.
<p><b>3.2.Output</b> 5,200 pupils with parent-provided midday meals.</p>	2,600 of girls with parent-provided midday meals while at school (every term) <sup>5</sup> .	<i>Target to be set per school</i>	<i>2,600 girls targeted.</i>	Out of the 4,708 girls enrolled in all the 13 primary schools, only 2012 girls (42.7%) were provided with mid-day meals by parents. This was food packed by parents for their girls. This information was tracked from pupils, teachers and Head teachers.	More dialogue meetings will be conducted on school feeding programme in 2014.
	2,600 of boys with parent-provided midday meals while at school.	<i>Target to be set per school</i>	<i>2,600 boys targeted.</i>	Out of the 5,370 boys enrolled in all the 13 primary schools, only 1013(18.8%) were provided with mid-day meals by parents. This	More dialogue meetings will be conducted on school feeding programme in 2014.

<sup>5</sup>LCBs should report on number of girls and boys with parent-provided midday meals for each term, to depict termly variations.

				information was tracked from pupils, teachers and Head teachers.	
<p><b>4. Outcome</b> 30 % of targeted households who realized improved food security by 2014.</p>	<p>260 households participating in school garden clusters who realized <u>improved food security</u> by 2013<sup>6</sup></p>	<p><i>20 households per school community after harvest</i></p>	<p><i>260 households targeted.</i></p>	<p>Out of the 260 households targeted, 187 households have realized improved food security.</p>	<p>More extension field visits will be conducted in 2014.</p>
<p><b>4.1. Output</b> 520 households with increased production</p>	<p>260 of households participating in SG clusters who <u>increase acreage planted</u> for crops demonstrated in the cluster</p>	<p><i>20 households per school community</i></p>	<p><i>260 households targeted.</i></p>	<p>Out of the 260 households targeted, 147 households have realized increased acreage planted for crops demonstrated in the cluster.</p>	<p>More extension field visits will be conducted in 2014.</p>

<sup>6</sup> A food secure household is the household which is able to have three meals per day (Break, Lunch and Dinner) every day.

<p><b>4.2. Output</b> 520 households with increased productivity</p>	<p>260 of households participating in SG clusters who realize <u>increased yields</u> from crops demonstrated in the cluster</p>	<p>20 households per school community</p>	<p>260 households targeted.</p>	<p>Out of the 260 households targeted, 164 households have realized increased yields from crops demonstrated in the clusters.</p>	<p>More extension field visits will be conducted in 2014.</p>
<p><b>5. Outcome</b> % increase in the volumes of surplus harvests marketed by target households above 2011 (baseline) by 2014.</p>	<p>5% increase in the volume of surplus harvests marketed by households participating in the SG clusters.</p>		<p>5% targeted.</p>	<p>5% increase in the volume of surplus harvest marketed by households participating in the School Garden clusters as compared with 2011 volume. For example, Mr. Santos a parent of Bongova primary school says "his surplus harvest marketed has increased from 05 bags of onions in 2011 to 15 bags of onions per season in 2013". However, this particular parent</p>	<p>More extension field visits will be conducted in 2014.</p>

				was visited by <b>MANGO TREE</b> for Documentation.	
	3% increase in income earned <u>from sale of surplus harvests</u> marketed by households participating in the clusters	<i>Target to be agreed per school (Not agreed).</i>	<i>3% targeted.</i>	3% increase in income earned from sale of surplus harvest marketed by households participating in the clusters as compared to 2011 income.	More extension field visits will be conducted in 2014.
	Increased collective marketing by functional clusters/economic groups.			34,600 kg collectively marketed by clusters. This has been cumulative of the enterprises selected in all the 13 primary schools and was calculated based on 2011 base line survey.	Not all clusters have marketed collectively. Field visits will be made to enhance this in 2014.
<b>5.1.Output</b> 520 households realize surplus harvests.	520 HHs participating in the clusters <sup>7</sup> who realize <u>surplus harvests</u> as a result of replicating lessons from SGs.		<i>520 households targeted.</i>	149 households were tracked to have realized surplus harvests as a result of replicating	More extension field visits will be conducted in 2014.

<sup>7</sup> Farmer econ groups that are registered at DLG level, with management structure.

				lessons from School Gardens representing 28.6%. The data was obtained from parents, model farmers and Community Based Facilitators.	
<p><b>5.2. Output</b></p> <p>3.43 metric tons of surplus harvest realized.</p>	<p>Volumes (Metric Tons/MT) of <u>surplus harvests</u> realized by households participating in the SG clusters.</p>	<p><i>Target to be agreed per school</i></p>	<p><i>No target so far agreed.</i></p>	<p>3.43 metric tons of surplus harvest was realized in the school garden cluster/ communities. This was calculated from 2011 base line survey data.</p>	<p>No target agreed with the advisor. However, more extension services will be conducted in 2014.</p>
<p><b>6. Outcome</b></p> <p>Number of extension services visit-days using school gardens as a centre for community learning compared with 2011 (baseline) by 2014.</p>	<p>39 government extension workers visit-days using school gardens as a centre for community learning during 2013.</p>	<p><i>Number of visits to the school gardens by other extension</i></p>	<p><i>39 government extension visit-days targeted using school gardens as a centre for community learning.</i></p>	<p>ACT has continued to work with frontline Government extension workers especially Community Based Facilitators (CBFs) under NAADS and Agricultural Advisory Service</p>	<p>ACT will continue to encourage this kind of partnership with other extension workers in 2014.</p>

				Providers (AASPs) to provide extension advisory services to schools and surrounding communities where the organization works. The Government extension workers made 34 visit-days to 10 primary schools representing 85%.	
	74 civil society extension visit-days using the school gardens as a centre for community learning during 2013.		<i>74 civil society extension visit-days targeted using the school gardens as a centre for community learning.</i>	65 civil society extension visit-days using the school gardens as a centre for community learning representing 87.8%. The civil society organizations include: Send A Cow, WENIPS and CARITAS.	ACT will link up with more other Civil Society Organizations in the subsequent coming quarters.
	180 farmer-led extension visit-days using the school gardens as a centre for community		<i>180 farmer-led extension visit-days targeted.</i>	151 farmer-led extension visit-days were made using the school	ACT will continue to empower more farmers to provide farmer to

	learning during 2013.			gardens as a centre for community learning representing 83.8%. The School Garden Committees and model farmers at cluster level have been empowered to provide farmer to farmer extension advisory services.	farmer extension services in 2014.
<p><b>6.1.Output</b> At least two models of continued access to extension services is in place as a result of SGs activities.</p>	2 models for continued access to extension services which have been adopted and used by LCBs.		<i>2 models targeted.</i>	ACT has adopted 2 models for continued access to extension services which have been adopted and used. The models include: Farmer to Farmer extension model and Farmer Field School Model.	No deviations were registered.
	3 models for continued access to extension services adopted and used by government, civil		<i>3 models targeted.</i>	The models which have been used for continued access	No deviations registered.



	society/NGOs and farmers' organizations.			to extension services by government, Civil society and farmers' organization include: Farmer to Farmer extension service, Adaptive Research by and with farmers and Farmer Field School approach.	
<b>7. Outcome</b> Number of community members visiting the school gardens for learning purposes.	8 community outreach events held by LCB to sensitize on relevance of SGs as learning centers.	<i>Number of outreach</i>	<i>8 community outreach events targeted.</i>	ACT was able to conduct 8 community outreach events in all the 8 new primary schools allocated to ACT to sensitize them on relevance of School Gardens as learning centers.	More outreaches are planned for in 2014.
	320 community members visiting the SG for learning purposes every	<i>Number of parents visits</i>	<i>320 community members targeted visiting the School Garden for</i>	295 (Male=173, Female= 122) community members visiting the school	More community members will be mobilized to visit the school gardens in all the

	season.		<i>learning purposes.</i>	gardens in all the 13 primary schools for learning purposes. This is tracked by using Parents' register book managed by the School Garden Committees at school level.	primary schools in 2014.
	Pupils visiting the school gardens for learning purposes every season.	<i>Number of pupils visits</i>	<i>No target agreed</i>	977 (Boy = 493, Girl= 484) visited the school gardens for learning purposes in the whole year.  26 pupil visit days were organized in the whole year for the pupils to visit the school gardens for learning purposes.	More extension field visits will be organized to visit the schools in 2014.
<b>7.1.Output</b> 320 community members participating and learning from school garden activities.	Field days conducted inviting community members to learn from the school garden clusters.	<i>Number of field days</i>	<i>18 field days were targeted.</i>	16 field days were conducted, inviting community members to learn from the school garden	More field days are planned for in 2014 for more community members to participate and learn from the

				clusters representing 88.8%.	school garden activities.
<b>7.2.Output</b> Model in place of pupil involvement in school garden activities.	Number of school garden events conducted involving pupils to learn from the school garden activities.	<i>Number of events</i>	<i>13 school garden events targeted.</i>	13 school garden events were conducted involving pupils to learn from the school garden activities representing 100%.	Target achieved in the first half of the year 2013.

### Outcome 1: Increased Community Participation in CEP in 13 primary schools

The implementation of Community Empowerment Programme (CEP) in 2013 started with familiarization tour especially in the 8 newly added primary schools in Okollo Sub County. Sensitization of the community on the importance of Community Empowerment Programme (CEP) was also conducted in all the 13 primary schools in both Ajia and Okollo Sub Counties. 16 School garden clusters were identified and formed in all the 13 primary schools in the two sub counties. 13 dialogue meetings on School Feeding Programme and CEP sustainability were held in the 13 primary schools. ACT was able to buy- in the programme again with the local leadership of Okollo Sub County to enhance CEP implementation. The School Garden Committees were guided to develop School Garden Plans to be integrated in the School Development Plans and the School Garden Plans were integrated in to School Development Plans in all the 13 primary schools.

The involvement of the Sub County leadership has motivated them to participate in CEP implementation in schools within their jurisdiction. The Sub County leadership of the two Sub Counties have given full support to ACT in the implementation of school garden component under CEP. They have participated in community and local resources mobilization. The Agricultural Advisory Service Providers (AASPs) and Community Based Facilitators (CBFs) under NAADS also contribute by provision of advisory services to the farmers (Parents), pupils and teachers at school and community clusters.

The sensitization of the community on the importance of CEP in improving performance of pupils in primary schools has motivated the parents to participate in school garden activities. The meetings conducted have also empowered them to work towards achieving their development goals. The communities have supported ACT through: mobilizing local resources, mobilizing communities to participate in school garden activities and monitoring school garden activities under CEP at school and community levels. It has also helped parents to participate in and monitor other school activities in all the 13 primary schools.

The School Garden Committees are in place in all the 13 primary schools and they are playing their roles and responsibilities as required. 13 of the School Garden Committees have all developed their School Garden plans which are being implemented and the School Garden Plans have also been integrated in to their School Development Plans. The School Garden Committees have supported ACT through: mobilizing parents, pupils and teachers to participate in school garden activities and mobilizing local resources like planting materials, tools, land, labour and so on. The School Garden Committees also participate in Monitoring school garden activities at school and community clusters. Because of the School Garden Committees in place there is a 100% parent- led school garden activities in all the 13 primary schools; which is being used by parents, communities, pupils and teachers as learningCenters.

Out of 13 primary schools, 12 primary schools have established a sustained School Gardens representing 92.3% with minimum support from ACT. Only 1 primary school namely; Jojoyi primary school did not establish a sustained school garden because of overwhelming stray animals owned by some influential local leaders.

### **Outcome 2: Parents adopting Good Agronomic Practices from the school gardens**

In 2013, ACT was able to track 392 (Male= 203, Female= 189) parents who plant their gardens from the lessons learnt from the school gardens representing 75.3%. The parents of the 13 primary schools learn from the school and replicate the learning at home by setting up their own gardens informed by the learning objectives and Good Agronomical practices at the school. 130(Boy= 70, Girl= 60) school children have set up their own gardens at home modeling the good practices demonstrated at their school representing 100%.

### **Outcome 3: Increase in pupils retention rate**

Action For Community Transformation (ACT) conducted the following activities under increased pupils retention rate in the 13 primary schools in Ajia and Okollo Sub Counties:

13 Girls' Education Movement (GEM) clubs were formed in all the 13 primary schools. The main purpose of GEM clubs in all the primary schools is to retain both boys and girls in school as well as bring back those pupils who drop out of school back to school.

So far 13 dialogue meetings were conducted to help parents to understand why children should remain in school and bring those who drop out of school back to school. The sensitization of the parents and GEM club members has resulted in to improvement in school enrolment and pupils' retention in all the 13 primary schools e.g. at Bongova Primary school, 72 (Boys=40, Girls=32) registered in first term and by third term all the pupils who registered sat for PLE representing 100% retention. Out of the 13 primary schools, 12 primary schools through the GEM club members were able to bring back 53 pupils (Boy=21, Girl=32) in 2013. Of the 10,072 pupils (Boy=5,371, Girl= 4,701) enrolled in 2013 in all the 13 primary schools, only 9,632 pupils (Boy= 5,077, Girl= 4,555) attended lessons daily. Of the 10,072 pupils enrolled, 5% boys and 3% girls respectively did not attend lessons daily.

Through continuous dialogue meetings on school feeding, ACT was able to track pupils whose parents provided packed lunch for them in the schools. Out of the 5,370 boys enrolled in 2013, only 1013 boys representing 18.8% have parent provided mid-day meals. While out of 4,705 girls enrolled in 2013, 2012 girls representing 42.7% have parent provided mid-day meals. Also out of 13 primary schools, only two schools namely; Bongova and Ajibu started school feeding programme. This has had a positive impact on the performance of children in class e.g. at Bongova primary school in District PLE results 3 candidates passed in Division one(1). But more strategies are being put in place to ensure that all schools introduce a fully-fledged school feeding programme in their schools. Feeding at school is very important for children, as it equally empowers the school children and their parents in significant ways. Feeding and Nutrition programs in schools have been known to promote and improve physiological growth, school enrolment, learning and overall cognition. Therefore, because of the importance of feeding at school, ACT will continue to pursue this in 2014 and beyond; until a sustained strategy for school feeding is achieved in the 13 primary schools.

#### **Outcome 4: Targeted households who realized improved food security**

In 2013, ACT was able to track 187 households who realized improved food security especially around schools in Ajia Sub County and some schools in Okollo Sub County. Out of 260 targeted households, 187 households were tracked to have improved food security representing 71.9%. ACT through its extension staff will reach more of the households with quality extension service provision to the surrounding communities and already formed school garden clusters to ensure that households increase production and productivity hence; food security.

### **Outcome 5: Increase in the volumes of surplus harvests marketed by target households**

In 2013, ACT was able to track increase in volume of surplus harvests marketed by target households. These include the following:

5% increase in the volume of surplus harvest marketed by households participating in the School Garden clusters as compared to 2011 record. For example, Mr. Santos a parent of Bongova primary school says *"his surplus harvest marketed has increased from 05 bags per season of onions in 2011 to 15 bags of onions per season in 2013"*.

3% increase in income earned from sale of surplus harvest marketed by households participating in the clusters as compared to 2011 baseline income record.

34,600 kg of surplus harvest was collectively marketed by functional clusters in all the communities around the 13 primary schools in Ajia and Okollo Sub Counties.

ACT will continue to provide quality extension services to the parents (farmers) so that they can increase on production which will lead to increased collectively (Bulk) marketed harvests and increased household income.

### **Outcome 6: Extension services visit-days**

ACT has conducted the following activities in improving community access to quality extension services in 13 primary schools in Ajia and Okollo Sub Counties:

ACT has continued to share work plans with schools, Local Governments of Ajia and Okollo Sub Counties and other development partners. The sharing of work plans is aimed at enhancing the sustainability strategies of CEP beyond 2014.

168 extension field visits were made by field extension officers of ACT to all the 13 primary schools and surrounding communities.

34 extension field visits were made by Sub County extension workers to all the 10 primary schools mainly the Agricultural Advisory Service Providers (AASPs) and Community Based Facilitators (CBFs) under NAADS Programme.

65 extension field visits were made by Send A Cow, WENIPS and CARITAS extension workers to the surrounding communities of Bongova, Ajia, Obaru, Okollo, Jojoyi and Baito primary schools.

161 extension field visits were made by farmer-to-farmer extension workers (Model farmers) to provide extension services to the grass root farmers.

The extension services provided by various stakeholders to schools and surrounding communities have visibly resulted in to increased rate of adoption among parents.

459 parents (Male=276, Female=183) accessed quality extension services in all the 13 primary schools in Ajia and Okollo Sub Counties. The nature of extension services provided include the following: Extension worker to Farmer extension model, Farmer to Farmer extension model, demonstrations at school level model and progressive farmer model.

### **Outcome 7: Community members visiting the school garden for learning purposes**

In 2013, 295 (Male=173, Female=122) members of the community participated and learnt from school gardens activities. 8 school garden events were conducted involving parents and pupils to learn from the school garden activities. This has led to increased rate of adoption among parents and pupils. The food security situation in these schools has improved greatly and hence more is to be done to reach many community members in 2014.

### **5.0 Deviations from agreed plans that would affect the programme/ challenges encountered, what to do about them**

In the implementation of CEP in the first half of the year 2013, ACT experienced the following deviations:

- Training of farmers (Parents) in the clusters in Farmer Institutional Development (FID) did take place.
- Mobilization of planting materials for demonstrations at both school and community cluster levels which were not planned for in the contract agreement. But we have been able to mobilize planting materials locally and also from development partners.
- Purchase of Pre-P.L.E Question papers for revision for primary seven candidates in bid to improve performance.
- Revitalization of debating clubs to improve on spoken and written English of pupils.
- Working through Group Promoters (Group Animators) and Community Based Facilitators (CBFs) to mobilize communities for school garden activities and also to strengthen the farmer groups (clusters).
- Linking farmers to financial institutions.

### **5.1 Challenges encountered:**

- Delayed financial disbursement contrary to terms and conditions as stipulated in the contract agreement especially in the first quarter affected school garden activities greatly.
- Negative attitude of some parents towards education which is a huge challenge to all stakeholders that work under the education sector.
- Erratic and unpredictable weather patterns especially in Okollo Sub County.
- Low turn up of women for trainings at school level.

- Increased overhead cost as a result of vast area coverage of the schools.
- The issue of improved technology (planting materials) has been a great challenge to ACT. But we have tried our best to find some from our development partners.
- Rampant theft cases reported especially at Baribu primary school.

## 5.2 Recommendations:

- Timely and consistent financial disbursement as stipulated in the contract.
- There is need for a concerted effort to encourage more parents to support their children's education.
- There is need to devise a strategy to bring women to come to school and participate in school garden activities.
- Need to train farmers on strategies to adapt to climate change.
- The Government should speed up the process of formation of school feeding policy.
- Create awareness and identify appropriate interventions for mindset change among parents and surrounding communities.
- The Local Government of Arua District should implement the Food and Nutrition Ordinance to address the issues of theft and stray animals in schools and Communities especially in Okollo Sub County.

## 6.0 What can we do to sustain/improve on the results registered so far

It is envisaged that the target schools and communities will attain the knowledge and skills to enable them raise their own resource locally and externally. Leadership skills and team building trainings should be conducted to equip target schools and communities with the knowledge and skills that will help them to manage their own projects and organize for expanded and new activities.

We can also do the following to ensure sustainability of the results under CEP:

- Integration of school garden plans in School Development Plans.
- Link the primary schools to Local Governments at Sub County and District levels to ensure integration in to their Development plans.
- Government should speed up the process of formulation of School Feeding Policy and enforce its implementation at school level.
- We need to have vision beyond Community Empowerment Programme implementation i.e. beyond 2014.
- Conduct continuous needs assessment for effective interventions.
- Keep focus on Community Empowerment, attitudes and practices beyond technical issues (integrate social development issues).
- Continuous presence and support of Local Capacity Builders is another strategy of sustainability.



- Joint monitoring with all relevant stakeholders.
- It is envisaged that the target beneficiaries will attain the knowledge and skills to enable them raise their own resources locally and externally.
- Empower the communities so that they have strength, abilities and opportunities to develop their own organizations, resources and activities.

However, the targeted communities will after CEP raise their own technical inputs in form of trained manpower. These communities will have strength, abilities and opportunities to develop their own organizations, resources and activities.

### **7.0 Cases/stories recording during the reporting period**

The extra – ordinary case ACT registered in the field in 2013 was in Ajibu primary school, Okollo Sub County. According to the records, only 57 pupils were enrolled in 2012 with no P7 candidates. But with constant sensitization of the parents on the importance of education by ACT and other key stakeholders, the parents were able to send their children to the school. In 2013, 381 pupils (Boy=219, Girl=162) were enrolled, making an increment of 85% in enrollment. In Ajibu primary school, parents were able to plant 2 acres of cassava. And other crops planted included Egg plants, maize, tomatoes and groundnuts. 2 school garden clusters were formed and the parents at the two clusters planted 1.5 acres of land with groundnuts. The school also started school feeding programme in third term for some of the pupils. To us there is a lot of energy in the community that ACT needs to tap more to participate in school garden activities and also to ensure sustainability of CEP.

### **8.0 Conclusion**

The school garden activities implementation in 2013 year has been used as an innovative teaching tool and strategy at school level that lets educators incorporate hands - on activities in a diversity of interdisciplinary and standards based lessons. The garden engages pupils by providing a dynamic environment in which to observe, discover, experiment, nurture and learn. This underscores the need to give prominence to agriculture at school level as a means to improving agricultural practice skills, knowledge for children and parents (Communities) as well as improving performance in schools. This enabled agriculture to be emphasized at rural households as the relevant and sustainable solution to their challenges of food insecurity, nutrition and household incomes, poor performance among others. The school garden strategy has been as an entry point for other interventions too to schools and communities and it has improved school - community relationships very much in Arua District.