

ACT

Action for Community

Transformation

ACTION FOR COMMUNITY TRANSFORMATION

End of Project Report

Sept 2011- April 2014

SUPPORTED AND FUNDED BY:



Transforming Precious Lives for Sustainable Development

SUMMARY OF KEY RESULTS

Key Results	Year 1	Year 2	Year 3	Any comments
<p>Impact created:</p> <p>Out of the 520 households targeted, 496 households have realized improved food security. This represents 95.4% of the targeted number.</p> <p>Out of the 520 men and women targeted, 163 (Male=91, Female=72) representing 31 % increase compared to the 2011 baseline survey.</p>				<p>Targeted communities will after the end of the project raise their own technical inputs inform of trained manpower. It is envisaged that the target families will attain the knowledge and skills to enable them raise their own resources locally and externally in a sustainable way.</p>
<p>13 primary schools with parent-led school gardens</p>	<p>In year one, there were 5 primary schools with parent-led school gardens in Ajia Sub county, Arua District.</p>	<p>In year two, there were 12 primary schools with parent-led school gardens in Ajia and Okollo Sub counties, Arua District.</p>	<p>In year three, there were 13 primary schools with parent-led school gardens in Ajia and Okollo Sub Counties, Arua District.</p>	<p>Jojoyi primary school in Okollo Sub County faced overwhelming challenge of stray animals in its implementation of school garden activities in the last three years. This was reported to authorities but with limited success.</p>
<p>Number (%) increase of rural households of the 520 targeted communities having food available from their own production or accessed from income compared to the 2011 situation (baseline) by 2014.</p>	<p>In year one, there were 187 households with increase in food security compared to the 2011 baseline. This represents 36%</p>	<p>In year two, there were 374 households with increase in food security compared to the 2011 baseline. This represents 71.9%</p>	<p>In year three, there were 496 households with increase in food security compared to the 2011</p>	<p>Changing communities cannot be overnight. It is usually gradual process so with the effort we have put, we were able to achieve 95.4%</p>

	increase.	increase.	baseline. This is represents 95.4% increase.	increase compared to the 2011 baseline.
Number (%) of the parents of the 13 targeted schools adopting specific good agriculture practices and innovations by 2014.	In year one, there were 350 (Male=202, Female=148) parents adopting specific Good Agronomic Practices and innovations in all the targeted primary schools, representing 67.3% increase.	In year two, there were 392 (Male=203, Female=189) parents adopting specific Good Agronomic Practices and innovations in all the targeted primary schools, representing 75.4% increase.	In year three, there were 498 (Male= 287, Female= 211) parents adopting specific Good Agronomic Practices and innovations in all the targeted primary schools, representing 95.8% increase.	With quality extension service provision by ACT, parents were able to adopt Good Agronomic Practices and innovations in the targeted primary schools.
Number (%) of the 13 targeted schools with 10% increase in pupils' retention rate above the 2011 situation (baseline) by 2014.	In year one, all the 5 primary schools in Ajia Sub County released increase in pupils retention rate above 2011 baseline. For example in all the 5 primary schools, 36 (Girl=22, Boy=14) pupils were brought back to school and retained by Girls' Education Movement (GEM) clubs, teachers and parents ; facilitated by ACT.	In year two, all the 13 primary schools in Ajia and Okollo sub counties released increase in pupils' retention rate above 2011 baseline.97 (Girl=69, Boy= 28) pupils were brought back to school and retained by Girls' Education Movement (GEM) clubs, teachers and parents facilitated by ACT.	In year three, all the 13 primary schools in Ajia and Okollo sub counties released increase in pupils' retention. For example in 2013, there were 72 (Girl=30, Boy= 42) pupils registered for PLE in primary seven in Bongova primary school in First term. By third term the number still remained 72 pupils representing 100% retention in primary seven in the school.	Increasing pupils' retention requires a concerted effort in all the primary schools targeted and not targeted.

<p>Tonnage (%) increase in marketed volume of community priority produces in the 520 targeted communities (MT/year/ community), compared to the 2011 situation (baseline) by 2014.</p>	<p>In the first year, marketed volume of community priority produces increased by 2% compared to the 2011 baseline.</p>	<p>In the second year, the marketed volume of community priority produces increased by 3% compared to the 2011 baseline.</p>	<p>In the third year, the marketed volume of community priority produces increased by 5% compared to the 2011 baseline.</p>	<p>Bulk marketing has been a very unusual practice among the communities hence very slow increment of the marketed volume of community priorities.</p>
<p>Number (%) increase in average number of visit-days from quality extension services to the 520 targeted communities compared to 2011 situation (baseline) by 2014.</p>	<p>In year one, 93 extension field visits were made to communities to provide advisory services to the community, representing 53% increase compared to the 25% in 2011 baseline survey.</p>	<p>In year two, 216 extension field visits were made to communities to provide advisory services to the community, compared to the 2011 baseline survey.</p>	<p>In year three, 2,369 extension field visits were made to communities to provide advisory services to the community, compared to the 2011 baseline survey.</p>	<p>The extension field visits were made by Staff of ACT, Government extension workers, Extension workers of other CSOs and Farmer - to-Farmer extension service provision.</p>
<p>Number (%) of community members visiting the school garden for learning purposes.</p>	<p>In year one, 125 community members visited the school garden for learning purposes in all the 5 primary schools in Ajia Sub County.</p>	<p>1243 (Male=795, Female=448) community members visiting the school gardens in all the 13 primary schools for learning purposes.</p>	<p>1988 (Male=1259, Female= 729) community members visiting the school gardens in all the 13 primary schools for learning purposes.</p>	<p>The main purpose of establishing school gardens is for learning purposes for pupils, teachers, parents and any other willing person.</p>

Introduction

Action For Community Transformation (ACT) is a Ugandan Community Based Organization (CBO) 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 was at first contracted by SNV-Uganda to implement School Garden component under Community Empowerment Programme (CEP) in 05 primary schools namely; Ocoko, Bongova, Ajia, Oci and Obaru in Ajia Sub County between September 2011 to December 2012. From January 2013 to April 2014, ACT was added 8 more schools namely; Zabu, Ajibu, Okollo, Jojoyi, Baito, Baribu, Chanya- Bayia and Onyomu in Okollo Sub County, Arua district. This was intended to establish self- sustained school gardens and community clusters to improve school performance, rejuvenation of school-community partnerships and better agronomic practices.

Since September,2011 to April 2014, ACT 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 include the following:

- Buy-in-of Community Empowerment Programme (CEP) with leadership of Ajia and Okollo Sub Counties.
- Familiarization visits to all the 13 primary schools namely Ocoko, Bongova, Ajia, Oci, Obaru, Zabu, Ajibu, Okollo, Jojoyi, Baito, Chanya- Bayia, Baribu, &Onyomu in Ajia and Okollo Sub Counties.
- Sensitization of the communities on relevance of School Gardens (SGs) as learning centers especially in all the 13 primary schools.
- 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.
- 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.
- Conducted joint Monitoring and Evaluation with District Local Government and other stakeholders.
- Participated in monthly Local Capacity Builder (LCB) reflection and learning meetings and sharing experiences.

ACT 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 served as demonstration centers for pupils, parents and teachers. Some of the methodologies used to implement school garden component under Community Empowerment Programme (CEP) included 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".

Mr. Etoma 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.

Impact

Food Security

425 households who are food secure (by 30th April 2013 compared to 1st July 2011) as a result of CEP intervention

<i>Year/Number of meals</i>	<i>No. of households eating one meal a day</i>	<i>No. of households eating two meals a day</i>	<i>No. of households eating three meals a day</i>	<i>Total</i>
2011	59	43	23	125
2012	55	46	24	125
2013	174	204	142	520
2014	95	257	168	520
Total	383	550	357	1290

Source: ACT Survey, 2014

Since 2011, ACT was able to track 425 households who realized improved food security especially around schools in Ajia and Okollo Sub Counties. Out of 520 targeted households, 425 households were tracked to have improved food security representing 81.7%. The communities were trained in Good Agronomic Practices, Post-harvest handling and Nutrition. ACT through its extension staff will reach more of the households beyond 2014 with quality extension service provision to the surrounding communities to ensure that households increase production and productivity hence; food security.

Food Security Related Outcomes

2.2.1 Number of schools with parent led schools gardens

The implementation of Community Empowerment Programme (CEP) since September 2011 to April 2014 started with buy-in of the programme at sub county headquarters, familiarization tour especially in the 13 primary schools in Ajia and Okollo Sub Counties. 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. 39 dialogue meetings on School Feeding Programme and CEP sustainability were held in all the 13 primary schools. 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 sensitization of the community on the importance of CEP in improving performance of pupils in primary schools motivated the parents to participate in school garden activities. The meetings conducted have empowered them to work towards achieving their development goals. The communities 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. CEP implementation has also helped parents to participate in and monitor other school activities in all the 13 primary schools.

The School Garden Committees were formed 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 have been implemented and the School Garden Plans have also been integrated in to School Development Plans. The School Garden Committees supported ACT through: mobilizing parents, pupils and teachers to participate in school garden activities and mobilizing local resources like planting materials, tools, land, labour among others. 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 learning Centers. The main crops grown in the school garden include the following: Onions, Cassava, Maize, Grafted mangoes, Simsim and Beans. 10 of the primary schools have got a fund to renew school gardens in their schools.

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 in the community.

Number of parents who have increased production as a result of taking part in schools gardens

Since 2011, ACT was able to track 498 (Male= 287, Female= 211) parents who plant their gardens from the lessons learnt from the school gardens representing 95.7%. The parents of the 13 primary schools learnt from the school and replicated the learning at home by setting up their own gardens informed by the learning objectives and Good Agronomical Practices (GAPs) at the school. 130(Boy= 65, Girl= 65) school children have set up their own gardens at home modeling the good practices demonstrated at their school.

“ I want to thank ACT for having trained us in Good Agronomic Practices (GAPs). Currently, I am planting onions, tomatoes, and cabbages. I have been able to make approximately 9 million UGX per season. I use the money for paying school fees. I pay 1,796,000 UGX in school fees every term. I feel so happy because my children can get an education. I feel that this is an important investment in their future”

Mr. AdimaSantose, a parent of Bongova primary school.

Since 2011, ACT was able to track 496 households who realized improved food security especially around schools in Ajia and Okollo Sub Counties. Out of 520 targeted households, 496 households were tracked to have improved production and food security representing 95.4%. ACT through its extension staff will reach more of the households beyond 2014 with quality extension service provision to the surrounding communities to ensure that households increase production and productivity hence; food security.

Number of households with increased productivity per acre

Since 2011, ACT was able to track 496 households who realized improved food security especially around schools in Ajia and Okollo Sub Counties. Out of 520 targeted households, 496 households were tracked to have improved production and food security representing 95.4%. ACT through its extension staff will reach more of the households beyond 2014 with quality extension service provision to the surrounding communities to ensure that households increase production and productivity hence; food security. For example, according to Adima Santose in 2011, he used to produce 5 bags of onions per season but with trainings from ACT, he was able to produce 15 bags per season. To impart skills and knowledge ACT used Farmer Field School Approach (FFS).

% increase of rural households of the 520 targeted communities having food available from their own production or accessed from income compared to the 2011 situation (baseline) by 2014

Since 2011, ACT was able to track 496 households who realized improved food security especially around schools in Ajia and Okollo Sub Counties. Out of 520 targeted households, 496 households were tracked to have improved production and food security representing 95.4%. ACT through its extension staff will reach more of the households beyond 2014 with quality extension service provision to the surrounding communities to ensure that households increase production and productivity hence; food security. The preliminary analysis helped useful tools for establishing the Institutional Framework of school gardens and to provide relevant agricultural skills and practices which serves as demonstration centers for the pupils, teachers and communities. Some of the approaches used include but not limited to: practical demonstrations, field visits, exchange visits, and use of Farmer Field School Approach.

% increase in marketed volume of community priority produces in the 520 targeted communities (MT/year/ community), compared to the 2011 situation (baseline) by 2014.

Since 2011, 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. Adima 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. 45,500 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 even beyond CEP to the parents (farmers) so that they can increase on production which will lead to increased collectively (Bulk) marketed harvests and increased household income.

Commodity	Marketed volume 2011 (tonnes)	Marketed volume in 2014 (tonnes)	% change
1. cassava	14,880	37,200	60
2. Onion	1,520	8,300	81.7

Source: ACT Survey, 2014

increase in average number of visit-days from quality extension services to the 750 targeted communities compared to 2011 situation (baseline) by 2014

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.

672 extension field visits were made by field extension staff of ACT to all the 13 primary schools and surrounding communities compared to 35 extension field visits in 2011.

97 extension field visits were made by Sub County extension workers to all the 13 primary schools mainly the Agricultural Advisory Service Providers (AASPs) and Community Based Facilitators (CBFs) under NAADS Programme by April 2014.

198 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 by April 2014.

2080 extension field visits were made by farmer-to-farmer extension workers (Model farmers) to provide extension services to the grass root farmers by April 2014.

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

496 parents (Male=298, Female=198) 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.

Number of community members visiting the school gardens for learning purposes

By April 2014, 498 (Male=287, Female=211) members of the community participated and learnt from school gardens activities compared to 51 community members visiting school gardens for learning purposes in 2011 representing 89.7% increase. 39 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 in 2014 and is anticipated to continue to increase in beyond CEP.

Education related outcomes

Number of schools with improved enrolment

Class	P.1		P.2		P. 3		P. 4		P. 5		P.6		P.7		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
2011	977	989	701	706	623	622	570	574	450	453	349	310	230	201	7,755
2012	1,006	1,090	867	874	779	768	621	635	512	501	540	487	285	204	9,169
2013	1001	1151	958	1,034	742	751	723	705	711	702	550	549	297	201	10,075
2014	1,038	1177	862	876	841	854	805	801	753	704	792	698	406	451	11,058
TOTAL	3,701	3,914	3,188	3,216	2,985	2,995	2,719	2,715	2,426	2,360	2,231	2,044	1,900	1,663	38,057

Source: ACT Survey, 2014

The sensitization of the community on the importance of CEP in improving performance of pupils in primary schools motivated the parents to participate in school garden activities. The meetings conducted have empowered them to work towards achieving their development goals. The communities 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. CEP implementation has also helped parents to participate in and monitor other school activities in all the 13 primary schools. Dialogue meetings were also conducted with the parents on the importance of Education and school feeding programme. For example, the extra – ordinary case ACT registered in the field since 2011 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.

Number of schools who have realized improved academic performance as a result of CEP (measured using PLE results)

How many schools have registered an improvement in PLE results since 2011? Indicate number of pupils in each division per school (as annex 1).

Class	Div. 1		Div. 2		Div. 3		Div. 4		Div. U		Div. X		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
2009	0	0	98	40	29	52	42	56	18	20	10	19	384
2010	1	0	122	45	34	57	41	55	10	16	05	09	395
2011	0	0	129	47	38	60	48	61	14	22	05	07	431
2012	2	0	152	53	44	63	56	67	16	28	04	05	489
2013	1	0	209	74	85	96	34	51	10	23	02	03	498
TOTAL	4	0	710	259	230	328	221	290	68	109	26	43	2,197

Source: ACT Survey, 2014

The extra – ordinary case ACT registered in the field since 2011 was in Bongova primary school, Ajia Sub County. According to the records, 72 pupils were enrolled in 2013 for PLE. Out of the 72 candidates who sat PLE, 1 passed in division I and 33 in Division II and all of them have been admitted to senior one in various secondary schools in Uganda.

Number of schools with a 10% increase in pupil retention rate above 2011 baseline

How many schools have registered an improvement in pupil retention rate since 1st July 2011? Indicate retention rate per school since 2011 as Annex 3).

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 39 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. in 2013 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. In all the 13 primary schools, the GEM club members were able to bring back 98 pupils (Boy=43, Girl=55) since 2011. For example, of the 10,075 pupils (Boy=5,374, Girl= 4,701) enrolled in 2013 in all the 13 primary schools, only 5,077 pupils (Boy= 5,077, Girl= 4,555) attended lessons daily. Of the 10,075 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 parked lunch for them in the schools. Out of the 5,374 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. 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 all the 13 primary schools.

Number of children with parents providing meals while at school

Class	P.1		P.2		P. 3		P. 4		P. 5		P.6		P.7		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
2011	101	146	129	127	120	123	88	93	70	78	64	69	48	52	1,308
2012	180	203	151	150	189	192	187	196	182	180	178	181	177	164	2,510
2013	174	200	238	254	243	250	230	239	203	224	196	201	180	193	3,025
2014	165	188	239	259	248	256	234	240	208	230	200	204	185	194	3,050

Source: ACT Survey, 2014

For example, of the 10,075 pupils (Boy=5,374, Girl= 4,701) enrolled in 2013 in all the 13 primary schools, only 5,077 pupils (Boy= 5,077, Girl= 4,555) attended lessons daily. Of the 10,075 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 5,374 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; only 2012 girls representing 42.7% have parent provided mid-day meals. This is food packed by parents mainly for children who come from far of the schools they go to. 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. 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 all the 13 primary schools. Currently, it is only Bongova primary school providing mid-day meal for pupils.

Other Programme results

Number of infrastructure put in place

Since 2011, ACT was able to inspire parents, teachers and pupils of Bongova, Ajia, Obaru, Ajibu and Onyomu primary schools to construct 3 teachers' houses and 2 pit latrines for the schools.

SLA

Since 2011, ACT was able to form and train 3 VSLA groups in Onyomu, Ajibu and Bongova primary schools. These groups have 30 members each. It is envisaged that the target families attained the knowledge and skills to enable them raise their own resources locally and externally. Targeted communities will after the end of the project raise their own technical inputs in form of trained manpower. Leadership skills and team building trainings were conducted to equip target groups with the knowledge and skills that will help them to manage their own projects and organize for expanded and new activities. These communities will have strength, abilities and opportunities to develop their own groups, resources and activities in long run.

Pupils adopting and planting own garden

Since 2011, 360 (Boy= 180, Girl= 180) school children have set up their own gardens at home modeling the good practices demonstrated at their school representing 92.3%. These children planted crops grown in the school gardens like; cassava, maize, tomatoes, onions, simsim, egg plants, cabbages and beans. Candia John, a pupil of Ajibu primary school in 2013 planted 1/3 an acre of land with egg plants which he harvested and sold worth 85,000/=. He then used the money for buying school uniform, books, geometrical sets and pens. The balance he used it for buying more improved seeds and a hen. Since then his life has changed for the better. The family benefited by improving on their nutrition by eating eggplants planted by him.

3.4 Nutrition

Since 2011, ACT was able to inspire 9 primary schools to plant vegetables like; onions, tomatoes, eggplants and cabbages. Actually, all the primary schools that planted vegetables also planted other crops too. 54 were able to adopt growing of vegetables after learning from the school.

3.5 Linkage with private sector initiatives

Action For Community Transformation (ACT) was able to link schools and parents to private sector initiatives like: commercial and Micro- Finance Banks, seed companies, Agro- input dealers and other CSOs. ACT was able to link 5 primary schools in Okollo Sub county, namely; Ajibu, Onyomu, Okollo, Baito and Chanya-Bayia, and 124 parents (Male=78, Female=46) to OLAM International a company that buys simsim from farmers. The parents and schools were able to sell 12,400 kg @ Shs. 4,000/= to OLAM International worth Shs. 59,600,000/=. The company has an office in Arua Town so it has come to stay and ACT will be able to link farmers to more other companies.

4.0 Governance for Empowerment

Action for Community Transformation (ACT) participated actively in the formation and empowerment of School Garden Committees in all the 13 primary schools. The composition of the committees is in such a way that at least 30% of the members were females. The School Garden Committees have taken full control of all the school garden activities in their schools. At community level, school garden clusters have been formed in all the 13 primary schools and also empowered. ACT has worked hard to strengthen issues of Governance at service delivery level. This has been done through strengthening the capacities of School Garden Committee members in leadership skills, documentation, financial management, resource mobilization and advocacy. Other activities under Governance include monitoring of the school garden programme and strengthening information sharing as well as learning. For example, in Ajibu primary school, parents were able to task the school administration and School Garden Committee to account for the proceeds from the school garden. And both the school administration and School Garden Committee accounted for the proceeds from the school garden which they used for constructing one teacher's house within the school premises.

Program Sustainability

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 were 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.

ACT came up with the strategies 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.
- All the 13 primary schools were linked to Ajia and Okollo sub counties to benefit from NAADS programme and any other government programmes that will come.

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.

Lessons from the programme

Action For Community Transformation (ACT) was able to learn several lessons during the course of implementing the programme:

- ACT was able to learn that with appropriate approach used, one is likely to succeed in community development even when there are no hand outs to be given to communities.
- ACT was able to learn that to change mind set of people is a very gradual process and there nobody should rush communities in community development.
- That community involvement in project identification, design, implementation, monitoring and evaluation is very important in achieving project sustainability.
- That communities can actual mobilise and raise resources for their own development with minimum external support.
- That concerted efforts can propel sustainable development in rural areas.

7.0 Changes in LCB Organization

In 2011, Action For Community Transformation (ACT) was a Ugandan Community Based Organization (CBO) with three (3) staff. In 2014, Action For Community Transformation (ACT) has become a registered Non-Governmental Organization (NGO) registered with National NGO BOARD. The staff number has increased from 3 to 7 with 5 full time staff and 2 Volunteers. And one of the volunteers is from Scotland. The partnership between ACT and SNV has built the capacity of our staff to be able to raise resources both locally and externally. The number of our Development Partners has increased as well.

8.0 Conclusion

The school garden activities implemented since 2011 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.

ANNEX 1

Number of parents who have increased production as a result of taking part in school gardens

Primary school	Enterprise planted	Size of garden (acres)	No of parents participating		No of parents adopting GAPs		No of parents whose production whose production has increased	
			M	F	M	F	M	F
Ajibu	Cassava, Simsim	03	20	15	18	14	18	14
Bongova	Onions	01	24	18	22	11	22	11
Ajia	Maize, onions	02	18	16	17	10	17	10
Onyomu	Simsim, cassava	02	17	21	16	18	16	18
Ocoko	Onions, beans	0.5	18	17	10	18	10	18
Oci	Cassava, Onions	02	21	19	19	12	19	12
Obaru	Cassava, Grafted mangoes and beans	02	22	15	20	13	20	13
Zabu	Cassava, Simsim	01	18	17	16	11	16	11
Okollo	Cassava, simsim, Sorghum	01	23	18	18	14	18	14
Baito	Cassava, simsim	02	20	17	19	15	19	15
Baribu	Cassava, simsim	1.5	18	16	17	13	17	13
ChanyaBayia	Cassava, simsim	01	20	18	16	14	16	14
Jojoyi	Cassava, simsim	01	19	18	17	15	17	15
TOTAL		20	302	207	287	211	287	211

Source: ACT Survey, 2014

ANNEX 2

Schools with improved Enrolment as a result of CEP for 2011

Primary School	P.1		P.2		P.3		P.4		P.5		P.6		P.7		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Bongova	102	122	105	124	101	120	98	118	88	97	70	60	41	39	1005
Ajia	60	58	63	60	61	59	60	58	57	52	48	45	30	21	732
Oci	55	42	58	54	57	52	55	50	49	45	39	30	20	15	621
Ocoko	65	51	66	57	63	56	60	53	58	52	40	41	30	25	717
Obaru	62	56	64	59	62	53	59	48	55	44	50	29	35	20	696
TOTAL	344	329	344	344	340	332	327	307	290	247	205	156	120	120	4,041

Source: ACT Survey, 2014

Schools with improved Enrolment as a result of CEP for 2012

Primary School	P.1		P.2		P.3		P.4		P.5		P.6		P.7		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Bongova	152	128	89	90	84	86	60	62	50	49	48	45	40	35	1,018
Ajia	80	84	70	72	68	62	40	41	41	39	38	35	14	11	795
Oci	65	73	50	56	34	36	35	33	30	28	19	12	13	09	493
Ocoko	90	92	71	73	67	65	55	58	36	30	46	39	38	20	778
Obaru	75	94	73	69	64	63	58	56	45	41	42	36	32	13	761
Ajibu	65	79	68	66	62	60	54	57	42	43	39	34	09	10	560
Jojoyi	93	96	83	84	78	85	56	53	48	50	45	32	35	16	854
Zabu	72	91	67	65	60	59	31	34	38	39	40	39	28	12	675
Baito	74	76	72	67	61	58	57	58	37	36	50	42	29	14	731
Baribu	78	82	75	73	66	64	49	50	38	39	40	38	11	13	716
Onyomu	50	53	45	50	55	52	43	44	36	33	43	45	10	14	563
ChanyaBayia	60	50	56	57	37	39	42	39	35	36	44	44	09	17	560
Okollo	52	72	48	52	40	39	45	49	36	38	46	48	14	20	665
TOTAL	1,006	1,090	867	874	779	768	621	635	520	501	540	487	285	204	9,169

Source: ACT Survey, 2014

Schools with improved Enrolment as a result of CEP for 2013

Primary School	P.1		P.2		P.3		P.4		P.5		P.6		P.7		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Bongova	148	138	100	125	80	83	70	68	65	67	50	52	41	31	1,121
Ajia	70	85	74	99	64	58	52	50	56	53	40	41	15	10	767
Oci	67	70	58	68	40	35	40	38	45	48	20	13	14	08	565
Ocoko	85	89	76	86	60	66	60	62	51	50	44	47	40	21	837
Obaru	72	95	77	85	59	62	66	61	60	57	45	40	30	12	821
Ajibu	70	82	70	80	60	59	62	63	58	59	40	44	11	13	771
Jojoyi	90	106	88	104	70	83	68	60	63	66	48	42	36	14	1219
Zabu	73	95	71	81	59	58	43	44	53	55	42	43	30	11	758
Baito	75	84	78	86	60	56	59	57	54	52	48	40	27	15	791
Baribu	81	86	77	80	67	59	57	54	53	49	41	45	15	12	776
Onyomu	52	63	55	75	52	54	53	49	51	50	42	47	11	20	674
ChanyaBayia	62	54	66	76	40	50	47	44	52	47	43	49	08	17	655
Okollo	54	84	68	78	37	48	50	54	51	48	47	53	16	14	702
TOTAL	1001	1151	958	1034	748	751	723	705	711	702	550	549	297	201	10,075

Source: ACT Survey, 2014

Schools with improved Enrolment as a result of CEP for 2014

Primary School	P.1		P.2		P.3		P.4		P.5		P.6		P.7		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Bongova	158	160	94	105	85	88	80	69	65	64	70	64	49	40	1,191
Ajia	71	86	76	89	74	68	62	53	57	55	65	56	23	20	855
Oci	68	78	53	58	50	62	55	58	62	51	55	33	22	28	733
Ocoko	90	95	66	76	70	80	65	65	55	54	64	57	48	33	918
Obaru	77	98	67	75	63	69	71	67	64	53	60	50	43	32	789
Ajibu	78	92	65	70	76	84	67	64	62	58	67	56	19	33	891
Jojoyi	95	108	80	94	100	105	80	61	60	64	58	52	44	29	1,030
Zabu	79	83	85	71	77	85	53	54	57	62	53	38	36	54	887
Baito	80	86	74	76	80	88	61	67	56	51	58	50	35	40	902
Baribu	78	84	76	70	76	84	59	64	55	50	56	55	23	42	872
Onyomu	57	74	64	65	71	79	55	59	53	51	57	58	19	40	542
ChanyaBayia	63	64	54	66	72	77	49	54	54	48	58	60	16	42	777
Okollo	57	70	80	68	57	67	52	64	53	49	62	63	24	34	800

TOTAL	1,038	1,117	862	876	841	854	805	801	753	704	792	698	406	451	11,058
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Source: ACT Survey, 2014

ANNEX 3

Number of schools who have realized improved academic performance as a result of CEP

PLE RESULTS 2009

PRIMARY SCHOOL	DIV 1		DIV 2		DIV 3		DIV 4		DIV U		DIV X		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Bongova	-	-	33	10	09	05	03	04	-	-	01	02	65
Ajia	-	-	03	03	02	04	03	02	02	01	-	03	23
Oci	-	-	-	-	01	02	03	06	01	02	02	01	18
Ocoko	-	-	15	03	02	08	03	03	01	02	-	02	39
Obaru	-	-	05	02	03	06	04	01	02	01	01	01	26
Ajibu	-	-	02	03	02	05	02	03	02	01	-	01	19
Jojoyi	-	-	11	06	04	09	03	05	01	02	02	01	44
Zabu	-	-	04	02	01	02	03	03	02	02	-	01	20
Baito	-	-	05	01	01	03	06	07	-	03	01	03	30
Baribu	-	-	03	02	01	02	02	06	-	02	01	02	21
Onyomu	-	-	06	03	01	01	02	05	02	01	-	01	22
CanyaBayia	-	-	03	02	01	03	01	06	03	02	02	-	23
Okollo	-	-	08	03	01	02	07	05	02	01	-	01	29
TOTAL	-	-	98	40	29	52	42	56	18	20	10	19	384

Source: ACT Survey, 2014

PLE RESULTS 2010

PRIMARY SCHOOL	DIV 1		DIV 2		DIV 3		DIV 4		DIV U		DIV X		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Bongova	01	-	28	12	07	08	04	03	-	-	-	-	63
Ajia	-	-	05	04	-	06	05	04	01	02	-	02	29
Oci	-	-	01	-	02	03	06	07	02	01	01	01	24
Ocoko	-	-	13	04	03	07	03	05	-	03	-	01	39
Obaru	-	-	07	01	02	05	04	03	02	01	-	01	26
Ajibu	-	-	06	02	01	04	02	05	01	02	01	-	24

Jojoyi	-	-	15	13	01	08	03	04	-	01	-	01	46
Zabu	-	-	07	01	04	03	02	03	01	-	01	-	22
Baito	-	-	08	-	03	04	02	04	01	01	-	01	24
Baribu	-	-	05	02	03	01	04	03	01	-	-	01	20
Onyomu	-	-	07	-	03	03	02	04	01	02	01	-	23
CanyaBayia	-	-	05	02	02	03	02	06	-	02	01	-	23
Okollo	-	-	09	04	03	02	02	04	-	01	-	01	26
TOTAL	01	-	122	45	34	57	41	55	10	16	05	09	395

Source: ACT Survey, 2014

PLE RESULT FOR 2011

PRIMARY SCHOOL	DIV 1		DIV 2		DIV 3		DIV 4		DIV U		DIV X		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Bongova	01	-	29	13	04	09	03	06	-	-	-	-	68
Ajia	-	-	06	04	01	05	02	04	01	03	-	-	25
Oci	-	-	02	-	04	04	05	07	02	02	-	02	28
Ocoko	-	-	16	05	02	06	04	06	-	-	01	-	40
Obaru	-	-	08	02	03	03	05	02	02	02	-	01	28
Ajibu	-	-	05	01	03	02	04	04	01	03	01	-	24
Jojoyi	-	-	20	05	02	10	02	07	-	01	-	01	48
Zabu	-	-	07	-	03	04	04	06	03	01	01	-	30
Baito	-	-	09	04	01	02	04	08	-	05	-	01	34
Baribu	-	-	07	04	05	02	03	04	01	01	01	-	28
Onyomu	-	-	05	03	05	03	05	01	01	02	-	01	26
CanyaBayia	-	-	06	03	04	05	03	03	02	01	01	-	28
Okollo	-	-	08	03	01	05	04	03	01	-	-	01	26
TOTAL	-	-	129	47	38	60	48	61	14	22	05	07	431

Source: ACT Survey, 2014

PLE RESULT 2012

PRIMARY SCHOOL	DIV 1		DIV 2		DIV 3		DIV 4		DIV U		DIV X		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Bongova	02	-	32	05	05	08	04	07	-	-	-	-	63
Aja	-	-	08	02	02	06	03	03	02	01	-	01	28
Oci	-	-	04	03	03	03	04	08	03	02	01	-	31
Ocoko	-	-	13	04	04	04	05	05	07	01	05	-	46
Obaru	-	-	09	02	03	04	05	04	-	04	-	01	32
Ajibu	-	-	08	04	04	04	05	05	02	01	01	-	34
Jojoyi	-	-	22	03	02	05	03	06	01	03	-	-	45
Zabu	-	-	09	04	04	05	03	05	01	02	01	-	34
Baito	-	-	11	02	02	04	05	07	-	03	-	01	35
Baribu	-	-	09	04	04	06	04	05	02	01	01	-	36
Onyomu	-	-	07	06	03	06	05	04	01	02	-	-	34
CanyaBayia	-	-	08	03	05	04	04	03	03	02	-	-	32
Okollo	-	-	10	02	03	04	05	03	-	02	-	-	29
TOTAL	02	-	152	53	44	63	56	67	16	28	04	05	489

Source: ACT Survey, 2014

PLE RESULT FOR 2013

PRIMARY SCHOOL	DIV 1		DIV 2		DIV 3		DIV 4		DIV U		DIV X		TOTAL
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Bongova	01	-	47	09	09	04	02	07	-	-	-	-	72
Aja	-	-	11	03	06	03	04	07	01	02	-	-	37
Oci	-	-	08	04	07	02	03	05	-	03	01	-	33
Ocoko	-	-	17	08	08	01	03	12	02	01	-	-	53
Obaru	-	-	12	03	07	03	01	09	02	01	-	-	38
Ajibu	-	-	11	05	08	02	02	07	-	03	-	01	39
Jojoyi	-	-	28	06	06	03	05	05	-	02	-	-	55
Zabu	-	-	13	05	08	05	03	06	01	01	-	-	42
Baito	-	-	14	06	06	03	01	08	01	02	-	-	41
Baribu	-	-	12	05	08	02	04	06	-	02	-	01	40
Onyomu	-	-	11	07	07	02	01	05	01	02	-	-	36
CanyaBayia	-	-	13	06	09	02	03	04	01	02	01	-	41
Okollo	-	-	12	07	07	02	02	04	01	02	-	01	38
TOTAL	01	-	209	74	96	34	34	51	10	23	02	03	498

Source: ACT Survey, 2014