



Creating Opportunities Through Sustainable Agriculture

A COMMUNITY DEVELOPMENT & EMPOWERMENT MODEL PROJECT AT ANYIRIBU IN MADI
OKOLLO DISTRICT, WEST NILE REGION, UDANDA

SUPPORTED BY

LIONS NORDIC COOPERATION COUNCIL (NSR)

THROUGH

LIONS MULTIPLE DISTRICT 104/LIONS AID NORWAY

Partners in Uganda:

Spice of Life (partner Lions Aid Norway)

Technical assistance Avail Group (Uganda)

The Lions Club of Nebbi (Uganda)



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Project Title	Creating Opportunities Through Sustainable Agriculture
Organisation Name	Lions Aid Norway
Project Area	Anyiribu Primary School, Madi Okollo District, West Nile- Uganda
Project Duration	2- year project (July 2023 – June 2025)
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Funder	Lions Nordic Cooperation Council (NSR)



1. Introduction

This is a two-year project (July 2023-June 2025) which will be implemented at Anyiribu Primary School in Madi-Okollo District in the West Nile region of Uganda with financial support from the Lions Nordic Cooperation Council (NSR) estimated USD 140,000. The main activities will be developing an innovative agriculture project to boost nutrition at the school, and to teach teachers and pupils at the school, together with the small-scale farmers in the nearby areas, simple and modern farming methods with the aim of helping the local farmers to a better income base for their families.

The school is in an area with a number of refugees from South Sudan, and many of them are children. These are challenging for the school, as the school does not have sufficient classrooms. At the time this has been solved with tent from UNHCR. Two blocks with the total of 8 classrooms have been built at the school, but the buildings are not in use due to the conditions of the buildings. Part of the project will therefore include renovation of these buildings.

The main partners and key stakeholders include Lions Aid Norway (project manager), Spice of Life (local partner of Lions aid Norway through 30 years), the Lions Club of Nebbi, and the School Community. The Avail group will provide expertise and consultancy in agriculture.

2.0 Background

Anyiribu primary school is situated in Madi-okollo District in the West Nile Sub-Region of Northern Uganda. Madi-Okollo District has a population of 164,200 (Male: 50.9%; Female: 49.1%, UBOS Population projection 2020). The population density is 81.33/km². The annual population change (2015-2020) is 2.8%.



The District population is engaged in subsistence farming. Much of what is produced is consumed at the household level and less than 40% is marketed. The main crops grown are cotton, coffee, simsim, sorghum, millet, sweet potatoes, beans, cassava, maize and vegetables. Argo-processing is done small scale.

2.1 Farming practices in Anyiribu

Approximately 95.8% of the people (2014 Population and Census Report) in the area are engaged in subsistence crop growing or cultivation activities. Main crops cultivated include Cassava, beans and ground nuts as part of food for their households and sale surplus. Vegetables especially the leafy greens are grown in kitchen gardens at household level. A few farmers (Not quantified) cultivate vegetables like tomatoes and cabbages in wetlands. Unfortunately, also destroying the wetland habitats due to poor farming practices for these crops. Still a big number grows tobacco as a cash crop which does not supplement to neither food nor household nutritional requirement.



The project will sensitize them on sustainable farming, through sustainable commercial vegetable production. Support the development of sustainable farm models and value chain development. We will also support on sustainable land use specially to protect and conserve the wetlands where vegetable production takes places.

2.2 Status of Anyiribu Primary School

Anyiribu primary school has a population 1.154 (oct.2023) pupils all non-resident. This large enrolment is thanks to the 1997 Government policy of Universal Primary Education (UPE) which abolished primary school fees. In addition to this, the area also get a lot of refugees from South Sudan. This has placed a strain on resources including classroom Space. In Uganda, classroom overcrowding is often considered a critical cause of poor learning outcomes, including low primary completion rates. Anyiribu is not an exception. With over 1,150 pupils (October 2003), and in light of the government recommendation of 55 learners per classroom, the school needs about 20 classrooms. However, it currently has only five (5) classrooms leaving a gap of 15. Since the school hosts some refugee learners, the UNHCR has come in with a temporary measure to bridge the gap by providing tents to serve as classrooms.

The school has two classroom blocks which are both incomplete (construction) and need renovation. The two have a combined number of 8 classrooms ie capacity for at least 440 learners. The project plans to complete the construction/renovation of these blocks to provide extra learning space.

In terms of Agriculture, the school is reported to have 40 hectares of land which is largely redundant due to limited *capacity to utilize it optimally*. This presents an opportunity of developing a sustainable agricultural model for the community and possibility for the region.

Appraisals carried out by our team, in September 2021 and February 2023, revealed a number of issues that needed attention at the school including the need:

- Establish a sustainable water source for agriculture.
- Develop a sustainable model of vegetable farming within the school to improve nutrition of the pupils.
- Refurbish / renovate 2 classroom blocks.
- Construct new kitchen for the school.
- For the community development model, there will also be other needs like a pack-house and transportation.
- There is also a wish from the school to be able to offer education and training in other vocational subjects.



Top: The school sign post and Appraisal with the school staff

2.3 Agriculture in Uganda

2.3.1 Challenges among today's farmers in Uganda

Uganda's economic growth and development is heavily dependent on the agricultural sector, which employs around 70% of the working population. At the same time, it only accounts for 24.1% (2021/22) of total GDP. 80% of the land area is arable land, but only around 35% is cultivated. Uganda is considered to have one of the best conditions for the development of agriculture in Africa, with small temperature fluctuations and a nutrient-rich soil. There are two rainy seasons over large parts of the country, with opportunities for several crops during a year, especially if an irrigation system is set up. The UN Food and Agriculture Organization estimates that Uganda alone has the potential to feed up to 200 million people.

The challenges are several:

- Generally low level of knowledge about modern production practices
- Alternating use little known/widespread (In the Arua area only 12%)
- Little use of fertiliser, or environmentally friendly fertiliser
- Low access to quality seeds
- And as a consequence of the points above, low quality of what is produced
- Despite the fact that Uganda has good access to water, there is a lack of irrigation solutions, which enable production throughout the year.
- Restrictions on export due to lack of sanitary conditions in and around production
- Poor/lack of post-harvest handling practices (lack of opportunity for processing and storage)
- Lack of packing facilities
- Lack of infrastructure such as transport
- Low prices due to low bargaining power among farmers, mainly because they are not organized.
- Climate change, unstable rainy seasons that affect growing conditions



2.3.2 Other challenges

An important goal for establishing a demonstration farm at a school is to be able to offer the students a meal during the school day. Far too many school pupils have a long journey to school in addition to a long school day, and often without access to food. For many, the journey home to eat during the lunch break is too long, and there are no options for refrigerated food storage at the school. Uganda has close to 100% attendance at the start of school, while only 53% of pupils finish primary school (UN 2017 figures). One of the reasons for this is hunger. What is produced at the schools should give the children access to a nutritious meal at school.

3.0 Project description

Through this project, we want to address some of these issues, through the development of a training farms.

Through the establishment of training farms in close connection with an established school, we want to offer students, teachers and small-scale local farmers education and training in modern, but simple farming methods, and through this increased quality, as well as provide infrastructure to ensure processing, packaging and access to the market. An important part of the training is organizing the farmers so that their bargaining power vis-à-vis buyers is strengthened. In addition, it is a goal for the school to produce food for the students at the school. In this way, we want to give the individual family a slightly better economy and better conditions to send their children to school, give the children a more nutritious diet, and be able to pay for the necessary health care.

3.2 Education and training of pupils and teachers at the school

Another important point in establishing the training farms at a school is the opportunity to provide both pupils and teachers with practical training and education. The students are the next generation of small-scale farmers, and through this project will receive valuable training that they can practice on their own farm.

3.3 Education and training of farmers in the area in and around the school

The school is a meeting point, where farmers (women and men) from the area will also receive their training. Hired trainers will be central at the start.

Training is important, both practically, but also to establish a change in attitude among farmers, where the value of working together (establishing/organising farmer groups) is included as an important element.

This is thought to be solved by establishing 15 farmer groups of 25 people, where one, after a closer assessment, will be given extra training to then continue this in his group.



*Up to left: field with irrigation system
Down to the left: Water tank for irrigation*

Up to the right: Workshop with pupils, teachers and other stakeholders.

Pictures from Eruba P.S. (same area)

Down to the right: Solar cell panel

4.0 Rationale /justification

Given the above background, the project will take a two-prong approach; improve the school infrastructure by renovating/completing two classroom blocks and establishing an Agriculture project/Demonstration Garden as a springboard for a community development and empowerment model program. Starting with the over 1000 pupils and the rest of the school community, the project is anticipated to roll out to the host community which has approximately 1,500 households. With an average household size of 5 people, the project will in one way or the other benefit up to 9,600 people.

We trust that improving the school infrastructure will improve the learning environment resulting in better pupil performance. The interventions in agriculture, vegetable demonstration garden, will help us build a sustainable and resilient community through farming. The demo-site establishment will showcase new superior vegetables for consumption and commercial production. The project will also increase access to quality inputs like introduce the pupils and community to appropriate technology like drip irrigation and access technical support/training from one of the leading agriculture consultancy firms-the Avial Group.



5.0 Goals

The goal of the project is to improve the quality of education and nutrition at Anyiribu Primary School and to boost the livelihoods of the surrounding communities.

For this, there are two broad objectives:

5.1 Provide conducive learning environment for the pupils at Anyiribu primary school:

- To renovate 2 classroom blocks, and through that, to provide extra 8 classrooms
- To provide classroom space for at least 440 pupils
- Optional: To build a school kitchen

5.2 To establish an agriculture project at the school

- Support the school to produce food for the students to improve nutrition at the school.
- Uplift the livelihood of individual families; a slightly better economy and better conditions to send their children to school and give them a more nutritious diet and be able to pay for the families necessary health care.
- Promote environmental conservation and protection through promoting best farming practices.
- Enhance skills development through practical on farm-based learning for the pupils, teachers, and youths who become pioneer trainers for the community.

6.0 Target Beneficiaries:

- Pupils in Schools (at least 1,154)
- Teaching and non-Teaching staff at the school
- Parents and guardians, local small scale farmers from neighbouring community

7.0 Activities

7.1 Project Orientation and Inception meetings

To ensure sustainability, it is essential that the project is owned and operated locally. We will ensure that we involve the school's management, village leaders and leaders right up to district level in the project right from the start. We will use every media to reach and engage them including physical meetings, orientation workshops, letters and telephone calls. It will primarily be the school's employees who are responsible for the day-to-day operations for the pupils, and these will be



trained and equipped with the necessary tools, including training and financial training, to be able to continue running the project after we withdraw.

7.2 Provide conducive learning environment by renovating 2 classroom blocks

- Assess the buildings
- Call for Bills of Quantities
- Select Qualified Contractor (award Contract)
- Supervise and Conduct site meetings
- Handle completed structure (2 blocks of 8 classrooms)

7.3 To establish an agriculture project at the school

7.3.1 Provide education and training of pupils and teachers at the school in modern methods of farming.

An important point in establishing the training farms at a school is the opportunity to provide both pupils and teachers with practical training and education. The students are the next generation of small-scale farmers, and through this project will receive valuable training that they can practice on their own farm.

7.3.2 Educate and train of farmers in the area in and around the school (Community rollout)

The school is a meeting point, where farmers (women and men) from the area will also receive their training. Our technical partners (Avail Group) will be central in the training at the start, but eventually an apprenticeship scheme will be established which will be responsible for operation and training, with support from professional trainers.

Training is important, both practically, but also to establish a change in attitude among farmers, where the value of working together (establishing/organising farmer groups) is included as an important element.

We will do this by establishing 15 farmer groups each with 25 people, where one, after a closer assessment, will be given extra training to then continue this in his group (ie Lead farmer).

7.3.3 Construction/drilling of a solar – powered production well (Water for production).

We will engage a competent firm to site, drill, develop the well, pump test, do water quality and install a production well for supply the irrigation scheme.

- Installation of drip irrigation system
- Establishing of green house
- Set up of vegetable demonstration garden
- Fencing of the Demonstration Garden to protect the crops from any form of intrusion and destruction



- Organize Field days: At the peak of every season (harvesting) we will invite people including influencers for a day to show case the project. Leadership in this activity will be taken by the pupils in cooperation with the responsible teacher(s).
- Promotion of environmental protection and climate
- The project must create awareness and knowledge about how local people can take care of their own environment, and how this can affect climate change in a positive direction. On the demonstration farm itself, the emphasis will be on establishing bamboo and other tree species to ensure a healthy microclimate.

8.0 Brief description of the Partners.

The project will be funded by the **Lions Nordic Cooperation Council (NSR)**. This is a cooperation body of the Lions organisations in all the Nordic countries; Multiple Districts 101 Sweden, 104 Norway, 106 Denmark, 107 Finland and 109 Iceland. NSR was founded already in 1962.

At the local level we are cooperating with the Lions Club of Nebbi-District 411B Uganda. Nebbi, the home town of the club, is located about 420kms from the capital city-Kampala and only about 10kms from Anyiribu Primary School-the project host. Lions Club of Nebbi is relatively new having been chartered in December 2020. The current membership is 25 and key activities include fight of hunger through collection and distribution of food to vulnerable people especially the elderly, prevention and control of diabetes through awareness and screening and treatment camps, organizing eye camps (working on a Sight First proposal) and environmental protection through distribution of seedlings to communities. The Club will play a key role in monitoring and supervision.

The other key partner is **Lions Aid Norway (LAN)**. LAN is the development arm/department/NGO of the Lions of Norway (MD 104). Lions Clubs International Multiple District 104 Norway reg.nr. 971437391 / Lions Aid Norway at its National Convention held in May 28th - 30th, 2021 approved a Plan for Lions Aid Norway further activities in Uganda. The Strategy builds on the 25 years' experiences and investments Lions Aid Norway (LAN) has made mainly in Uganda but also in Malawi and Zambia. LAN will continue to focus on health, education and water, but also venture into Rural Development / Local Community Development. LAN will provide oversight on behalf of and report to NSR on the project activities and achievements.

Spice of Life, a Uganda National Non-Governmental Organisation, has a formal / legal relationship with LAN to co-operate in the implementation of its / LAN's activities in Uganda. Spice of Life is fully registered in Uganda and has an agreement for technical co-operation with the Government of the Republic of Uganda. SOL will take lead at the country level.

Avail Group is an agricultural development company in Uganda established in 2013. Some of Avail's strategic focus areas is; household resilience, child wellbeing and women empowerment. For over



10 years, Avail has benefitted from support of LAN to provide practical training and transformation of small-scale farmers in different parts of Uganda.

The parties will collaborate in championing this community development and empowerment programs. The goal of the project is to improved quality of life and opportunities for children, women and youth, and other vulnerable groups.

9.0 Monitoring & Evaluation

The monitoring will be at all levels. The day-to-day management will be done by the headteacher or such a person as they may designate e.g., the teacher responsible for agriculture. The “Manager” will report to and be supervised by the Project Management Committee (PMC) which will bring together the key stakeholders as identified by the partners but to include the headteacher, the Chairpersons of the School Management Committee (SMC) and Parents and Teachers Association (PTA), representative of the Lions Club of Nebbi, at least one Extension Worker, the area leadership (LC 1 Chairman). The PMC will meet quarterly (or earlier if need arises). The Executive Director of Spice of Life or representative will attend the PMC meeting when and where possible. The PMC will share a Quarterly report, either hardcopy or electronically, with Spice of Life.

The consultant, Avail will make timely reports on the progress of the timelines of the project by to Spice of Life throughout the implementation of the program. These will come as quarterly reports. That foregoing notwithstanding, Avail will update SOL regularly and as need arises either by telephone call or social media.

Progressive field visit will be facilitated for all stakeholders for effective performance monitoring and evaluation.

Spice of Life will make regular (quarterly) visits to the Project and provide reports (photos, videos, written reports) to the LAN Manager, based on input described above. The project will be followwdd up in between with either by email, telephone and WhatsApp calls and online meetings with the MD IRC Norway and the manager in LAN.

10.0 Sustainability

We have been deliberate, right from the outset to put in place initiatives and actions aimed at sustaining the project. We have paid attention to the four major pillars of sustainability ie human, social, economic and environmental.

First all the choice of the local partner (beneficiaries) and area of intervention could have been better. Anyiribu Primary School is a government school. There are no chances that it will fold up in a short time. The headteachers may be transferred from time to time, so emphasis will be put in the Project Management Committee to play a key role. The role played by the Lions Club in Monitoring and mentoring will also be crucial for sustainability. The Quality of the service providers eg Avail and the inputs will also ensure quality which has a direct impact on sustainability. Furthermore, the



community will be encouraged to participate and learn thereby the multiplier effect. Lastly, the stakeholders will be trained in financial literacy including being facilitated to put in place a revolving fund system for the surplus sold to ensure restocking.

11.0 Implementation Plan and budget

Budget:

Aniyribu Primary School, community development, budget			
Budget	Description	USD	
Rehabilitation classrooms	2 blocks, 8 classrooms	42 192	
Water for production*	borehole		7 489
Water for production	Solar pump, cables, plumbing fittings, 8 x solar panels 260 watts + fittings	8 175	
Irrigation components	Water tank and tank tower 10.000 lts, installation	8 348	
Nursery green house	Framework/structure metallic GH Structure with profile 240 sqm, plastic 375 sq, mulching mat 240 sqm, 20 metallic tables	14 067	
	Transport equipment	452	
Inputs	Tomatoes, egg plants, peppers, sukuma, pest management, fungi and biological system, 500 trays, 10 bags	11 476	
Support seed farmers	15 farmer groups with 25 participants each	9 041	
Equipment for working in the field	Protection chemicals, hoes, rakes, shovels, trellising lines, nap sacks pumps	1 306	
Fencing	Fence nettings /(2,2x296m), strainer, binding wire, fence posts, cement and sand	7 266	
		-	
Labour installation and equipment	installation and equipment setup	3 165	
		-	
Training and following up	1 year	22 075	
		-	
Total		127 563	
Optional:			
Pilot pack house		11 573	
School kitchen		10 548	
Total		149 683	
Alt.1	Project without kitchen/pack house	127 563	
Alt.2	Project with packhouse	139 135	
Alt.3	Project with kitchen	138 111	
Alt.4	Project with kitchen and packhouse	149 683	
* To be covered by Lions Aid Norway			

As the budget shows, **Lions Aid Norway** will support the project with the cost for a production well.

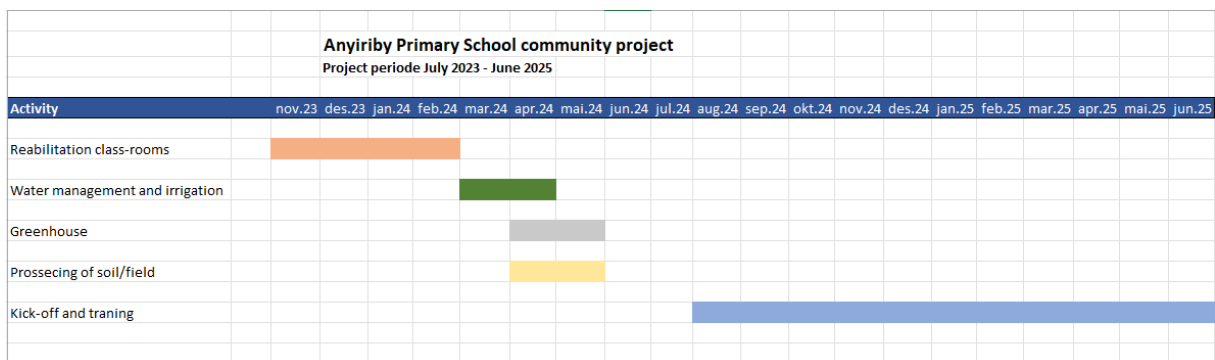


The budget is somewhat lower than the total framework for investment. This is to take account of unforeseen expenses and currency fluctuations.

Estimated investment framework for NSR is USD 140,000 over 2 years. Because of this, the school kitchen and pilot packhouse has been left out as optional investments.

It will be an option for NSR to include one or both the kitchen and the pack-house in the project, if there are any free funds for this.

Tentative timeline:



There is an open invitation to all the Nordic Lions to participate in further development of the project. The project period will extend over several years, and the contribution from the NSR will give the project a boost start.

Norway, November 2023