

INTEGRATED LAND USE DESIGNS/PERMACULTURE PROJECT

Background

Since her inception in 1997, AFIRD has been working towards influencing the mindsets in Wakiso, Mpigi and Mukono Districts towards farming as a viable livelihood option for the youth.

Several projects on Agriculture have been undertaken among schools, youth groups and prisons using different approaches. For example; breakfast clubs, school garden approach and input delivery system.

AFIRD believes learning from both successes and failures. The approaches used previously yielded positively especially in improving access to quality food at school and also fighting malnutrition. However, the weak link was recorded in the area of sustainability and ownership.

Therefore, AFIRD thought of a more comprehensive approach of supporting school and young people through sustainable farming systems. This led to the introduction of Permaculture and Integrated land use design (ILUD) project in 2014.

Permaculture: A design-based framework that teaches people not to regard themselves as disintegrated force from nature but regard themselves as a regenerative force that complements nature towards sustainable living

ILUD: is a tool used to implement permaculture among schools. This tool was developed by ReSCOPE in the 1990s. ReSCOPE is regional network for countries promoting permaculture in East and southern Africa.

ILUD brings a number of different tools including: *Permaculture design, Holistic Resource Management* and *Participatory techniques*. This leads to strong working examples of productive, people oriented and ecologically healthy landscapes that strengthen the school and wider communities to be more resilient

The Current Project Title: promoting integrated land use design (ILUD) and permaculture for increased resilience among school communities of Wakiso District

Targets group

A total of 15 rural schools (6 new and 9 old) will directly benefit from the project. These will be selected from 5 sub counties of Wakiso District. Over 4500 pupils and 150 teachers will be exposed to the ILUD practices. The smallholder farmers/parents will also benefit from the ILUD/permaculture practices demonstrated within schools.

Main Objective

To build the capacity of the young in rural primary schools to contribute towards their local communities and environmental resiliency through demonstrating ILUD/permaculture practices.

Specific objectives

- To build a conducive teaching and learning environment for better enrolment and performance among schools
- To create schools as champions of tradition seed and food systems for improved nutrition among communities.
- To create more potent examples of ILUD/permaculture where local communities learn sustainable land use practices.

8 Project strategy

The proposed project employs various methods during implementation: Training workshops (community-based trainer approach is used to build intra community social capital), Exposure visits, support schools with starter inputs, Participatory impact monitoring (PIM) is used to track project progress.

The schools were categorized into two i.e. 6 New schools- those that are just beginning to implement ILUD and 9 old schools- those that previously implemented ILUD during the past projects.

The project is implemented on annual basis; whereby 3 new schools are introduced to ILUD and the nine old schools are continuously supported in the areas of seed, animal integration and soil fertility management. Extension visits are conducted to all the schools.

9 Expected outcomes

The project focuses at achieving; Increased school stakeholders' appreciation, participation and ownership of ILUD and permaculture process and its outcomes with focus on productive utilization of school land to grow more nutritious foods, creating conducive learning environment and influencing the youth mindsets towards farming a viable livelihood enterprise.

The following indicators are used to measure the project impact on the school communities:

- i) Environment outcome**
 - Number of trees planted
 - Size of formerly bare grounds transformed by ILUD practices
 - Number of climate change adaptation practices
- ii) Education**
 - Enrolment
 - Performance at Primary leaving exams (PLE)
- iii) Community engagement**
 - Number of farmers/parents taking on ILUD practices
 - Number schools adopting ILUD on their land

Level of Achievement in the previous Project

Environment: There's transformation of bare/dusty school grounds to food forests with several outputs that meet the multiple human needs. Outputs visible at schools include: food, shelter, natural medicine, biofuels, proper waste management, fertile soils, conducive teaching and learning space. A total of 2075 functional trees were planted in 12 schools with a survival rate of 75%.

Education: There was a general increase in enrolment of 13% among the 12 project schools. Performance improved with the number of pupils passing PLE increasing from 73% at baseline to 89% by 2017. On the other hand, the percentage of pupils who passed in non-implementing school fell from 81% to 63%.

Community Engagement: We were able to expose partners to ILUD practices during open days. Among them included RODI from Kenya, and Ugandan CSO that included PELUM, Labamba community services, Advocacy coalition on Sustainable Agriculture, Environment Alert, and 26 farmer groups together with the Wakiso district leadership.

As a result of the open day and the potent ILUD examples; a spillover has been attained in 28 schools Within Wakiso District.