

## FOOD FOR THOUGHT UGANDA VISIT by Jean and Sue Sept-October 2023.

This was the annual monitoring visit to check on progress with the different elements of the Food For Thought programme. This was the first visit by Jean since 2019, before the pandemic and when we had first discovered 'READ for Life' phonics NGO in Gulu, Northern Uganda. I had visited in September 2022. This time the weather was much kinder to us – raining only during the nights. People were very pleased to receive the rain, as the first harvest had been all but lost due to drought and this growing season needs to be very good. Otherwise, to me, prices did not seem to have increased notably since last year, although fuel is about 80% UK prices. The exchange rate was 4,520 Uganda shillings = £1. We held a brief but useful meeting with Joseph Kasibante, Kulika Uganda's accountant, and then set off first to Mubende and then Tororo, plus a quick visit to Gulu and a stop-over in Jinja.

### ACTIVITIES IN MUBENDE & KASSANDA DISTRICTS.

#### 1. Parents & Pupils Together.

We received funding from 3 trusts to work with 2 schools for this project. The funds were received before the pandemic, and the project began very strongly but was then hit by the lock downs. Schools in Uganda were closed for 82 weeks for Covid and 4 weeks for Ebola. So we have run a reduced version of the project, working with parents and pupils in the same 2 schools, Buwata and Kalonga, but not trying to measure any significant improvement in nutrition in the pupils due to the project. That was always very ambitious!



Buwaata PS  
parents meeting

The aim of this project is to improve children's learning at school, so that their future lives will be improved, and to do this by trying to ensure the children eat enough food during each day to enable them to concentrate and learn in school. At the start of the project, Godfrey and Sarapio asked pupils who ate breakfast before coming to school – almost no-one. Then who eats lunch? Only about 50%.

We visited both schools and asked for parents who have been participating to come and meet us to discuss the project.

**In Buwata**, 14 parents came to meet us. They were all very enthusiastic about the project and individually told us what they have learnt – and taken home to use in their own farms. They want further training sessions – which are already planned for this term, to secure their new skills. We also discussed printing and laminating notes for them to have at home to remind them of quantities and techniques.

We asked parents individually to tell us what they have learnt: their new skills included: making plant tea, fertiliser using local plants; using manure in compost to increase its effectiveness; making organic pesticides using ash (called ash brew); how to control nematodes which attack banana plants by distracting them with baskets of manure and other goodies which they prefer; all the different uses of Jack Beans, eg for feeding hens; spacing seeds and seedlings when planting; planting in rows; creating nursery beds for seeds/seedlings; contour trenches to conserve soil and rain water;. We were surprised by some items on the list – perhaps these parents have not had any training before at all.

We discussed feeding the children, especially the issue of breakfast. Through discussion everyone agreed that it should be possible for all parents to provide breakfast. The best suggestion is to prepare millet porridge (millet flour and boiled water) the night before and put it in a flask overnight. Then it is ready for the children to drink and then go off to school, without disrupting the parents who wish to be in the fields at that time. Everyone agreed. Godfrey will ask them each training day!

The other major topic was climate change. It is evident to everyone and the causes are well known – cutting trees, burning wood and bushes, getting rid of the swamps. One positive action these parents and the school can take is to build a fuel-saving stove. A demonstration is planned at the schools. Parents and some older pupils should be able to create a stove in their homes.

Finally, we asked what their children thought of their parents being at school and working on the school farm. The comments were all positive – the children liked to see their parents in the school garden. One child, when she sees Godfrey coming on his motorbike, rushes to encourage her mother to go to school!

Best of all, the parents say they see a change in attitude in their children towards working in the gardens! That is a major achievement!

**At Kalonga**, we met 21 parents and grandparents, plus 2 pupils. The feedback was very similar to Buwata's. They commented that Godfrey planted maize seeds late in the season but still grew big cobs, using organic fertiliser. They were proud that their neighbours asked what they were doing to make their gardens flourish so much. They agreed to start using flasks with millet porridge for their children's breakfasts. They said 100% of children changed their attitude to agriculture when they saw their parents learning and working at school. There is an idea, that if you go to school then you don't need to dig. That has changed. One mother had just given birth, but her children said, 'You have to come to school - with the baby. We'll look after the baby for you, at school.'

Godfrey and Sarapio will provide the remaining training days this term. We think the project has been very successful, so plan to replicate it and apply for more funding.

## 2. World Food Day celebrations.

'Water is life. Water is food. Leave no-one behind. Celebrate.' WFD is an UN international day held on 16<sup>th</sup> October every year – although it is not much recognised in the UK. The FFT head teachers group in Mubende decided they wished to celebrate WFD 2023, with us, so WFD was celebrated by FFT schools on 27<sup>th</sup> September, at **Katega Primary School**. This would also mark the retirement of 13 FFT Head teachers, including Fredrick Ssejjuga, one of the two founding FFT head teachers. Plans included schools coming with pupils and an exhibition of their school gardens' products, and pupils providing a piece of entertainment. 12 schools had exhibits. A few were outstanding – Katente West brought a beehive, a very large bunch of matoke bananas, many other products and prepared a poem involving some of the disabled and visually impaired pupils, all transported in a hired vehicle. The hosts, Katega, also had a wonderful stand with the most enormous cassava plant roots. Kabowa School's stand demonstrated how to make ash brew, plant tea and organic fertiliser. Eight of the ten schools with beehives brought honey to show and share.



WFD Banner



WFD visitors inspecting the exhibits



Pupils at WFD event



Performance by pupils

The first activity after the welcome speeches was the tour of the stands by the invited guests (and everyone else), with pupils and teachers explaining their exhibits. This was all very impressive. Unfortunately, despite the best efforts of Godfrey, Beatrice, Jean and myself, we were not able to reduce the number and length of the speeches. Everyone wanted to have their time to make their speech, even if they also said 'I don't have much to say!' We did think that we might be important guests but apparently not! So our words of wisdom went unspoken! We were very pleased that pupils from different schools had a chance to give their performances. There were a few poems, a few songs and dances, an impassioned speech about enabling disabled children to attend school and two interesting pieces: a short drama of a classroom and a demonstration of cooking vegetables without cooking oil.



Cooking without oil demonstration



Jean and Beatrice tasting the cooking



WFD Cake



Children enjoy dancing at the end of all the speeches!

Before lunch (at 4pm) we distributed certificates to the retiring head teachers and cut the cake. After lunch, we gave out sweets to 300 children. Apart from the sweets, their main joy was dancing to music from the sound system! A very good day for everyone.

### 3. Visit to Kassanda District's Link Schools.

Some of these schools have links in Plymouth - Maria Mirembe RC is linked with St Paul's RC and Kikandwa UMEA with Keyham Barton. Garden teachers from these 2 schools, plus Makonzi, had taken part in the study visit to the Kulika Training Centre at Lutisi in July. We wanted to ask the teachers how useful they had found the visit and to see some evidence of its impact in their school.

At **Makonzi PS**, Norah had attended the training and was still very excited about it. She thought she was going to an academic training course, so was delighted that it was very practical and hands on! The best thing she learnt was how to make a propagator for banana multiplication. She had made one in front of the school, using polythene and sticks. She had also made several tyre gardens and bag gardens – these allow people to grow vegetables in a small space. We were surprised that, to Norah, cooking with water not cooking oil was a new idea; also planting beneath trees is possible. She also really enjoyed the food! They had lots of vegetables to eat!



Norah with her veranda garden and certificate



Norah with her tyre garden



Micro banana propagator using reused materials



At **Maria Mirembe**, the garden teacher Ambrose, was also still very excited. He demonstrated how to make ash brew, to be used as a pesticide. We had a long discussion about nematodes and how to use them as beneficial insects generally but not allow them to attack banana plants. He was impressed by how well looked-after and maintained the compound was. He had also made tyre gardens; he liked the hands-on, participatory aspects of the visit and especially liked the piggery project – and came home with a Kulika piglet (costing 150,000 shillings)



Ambrose with sack mound garden



Ambrose demonstrating making ash brew pesticide



Godfrey's veranda garden after visiting Kulika Training Centre



Girls demonstrating how to make plant tea fertilizer

At **Kikandwa** Mubarack said he enjoyed the environment, the orderly organisation of the grounds and the cool shade provided by the trees. He had made tyre gardens, ash brew, plant tea etc. He was interested in the briquette-making – reusing waste materials to create fuel. Also he noted that at Kulika they sieved their honey 3 times, whereas he was doing this only once. So he has trained a pupil to do this.

#### 4. Visit to Katente West and hostel for visually impaired and other disabled children.

Cedrack Ighangura made a special journey to be with us for this visit to Katente West. Cedrack is a special needs inspector and specialist in VI, currently undertaking an MSc in Disability Studies and Inclusive Development. His research is focused on the education of disabled children in refugee camps.

Cedrack accompanied us to the school where we held a meeting with the staff, chair of School Management Committee and PTA. Haruna is now HT, Jane is deputy HT. Jockim Masereka ([jockimmasereka2019@gmail.com](mailto:jockimmasereka2019@gmail.com)) is head of department for disabled pupils (Vincent Ssendikwanawa, who had been the dedicated teacher for VI for many years, has been transferred - and promoted).

Cedrack explained the background to special needs education in Uganda, which started in 1956. There had been some resistance from the general population, with the belief that disability is due to past sins and bad acts by the parents. So catholic nuns took over responsibility and the catholic church has been very supportive ever since. In Mubende, the District Council has never shown interest in this area of work, but did appoint Cedrack as acting inspector pre-pandemic.

Cedrack identified particular areas of work required at Katente West:

- Disabled children and wheelchair users should be able to access the HT's office, which is not currently possible.
- School development plans should include work for special needs pupils.

- Posters in school saying ‘Aids kills’ and ‘HIV is a killer’ should be removed. How does a child living with HIV respond to such signs?
- Teachers need to be trained to be inclusive in their class teaching. This requires teachers’ CPD.
- There are Perkins Brailers in school but some are broken. Internationally few brailers are being made, so existing ones must be looked after and mended when required. (Orbit Readers are being used instead, which require electricity)
- Training of teachers to repair brailers is essential. Joseph Kirige (0776 931280) , based in Kampala and working for Sense International is very skilled at this. Workshops to train 4 teachers from each school should be organised. 5 days training plus a termly refresher session and a tool kit.

The primary and secondary schools and mission were founded in 1933, so are 90 years old this year. A meeting of Old Boys (OBs) and Girls (OGs) was called for 11<sup>th</sup> October. We agreed to employ Ronnie Kazibwe to repaint the main entrance, the main room and carry out some other repairs to the doors and lights. But to do this in time for 11<sup>th</sup> October so that the OBs and OGs would see the hostel and agree to fund some of the plan to train teachers to be inclusive and also to repair brailers. The work was carried out. However, unfortunately the meeting has been postponed due to very heavy rainfall.



Katente West Assembly



Katente West at WFD



Katente West’s pupils  
poem

We also visited Kasambya DAS PS which has a long-established unit for VI pupils. There are 87 disabled pupils in the school, 52 are VI and 4 use brailers. These 4 and a wheel-chair-user sleep in the hostel. Some time ago there were 10 residential pupils, and the target is to increase back to 10. The school has 7 brailers but 3 are broken.

Jean and I had transported out to Uganda 5 brand new brailers, funded by grants at the start of the pandemic. So, one was given to Katente West and one to Kasambya DAS. One was sent to George Yiga, the VI teacher who is himself blind, and who has been transferred to Busia in eastern Uganda without a brailier. The other 2 brailers await new homes.

It is good to have able-bodied children staying in the hostels – to assist disabled pupils if required and for safety purposes. We have not seen the plans for CPD inclusive training for teachers nor training to repair Perkins Brailers.

**ACTIVITIES IN TORORO. We travelled from Mubende via Kampala, to collect reading books, and Jinja and arrived in Tororo on Sunday evening.**

**5. Tororo Head teachers meeting at Kisoko Boys PS.**

We were late! We had brought to Tororo the 24 boxes of reading books, the 2<sup>nd</sup> consignment of books shipped from UK, which had sat in Vincent Bakka's house for many months. Sadly the boxes had been torn open by the customs officers and some boxes were not in a good state, so we had tried to repair them and tape them up again. But first Cyprian had to go to town to buy the packing tape – hence we were late. But this was worth it. All the boxes sat expectantly on the ground in front of the teachers!



24 boxes of reading books ready for distribution to the schools



Taking the boxes of books to the schools



Pick your own greens for Headteachers' lunch (Beatrice and Cyprian)

After a few rounds of 'fizz' and 'buzz' counting games, breakfast and introductions, we gave the Lead Teachers to Jean for discussions; asked Beatrice to talk about the training visit to Kulika's Centre, by 13 Garden Teachers from Tororo FFT schools, presenting certificates to any who were present; next Bernadette, Sylvia and Catherine gave a session on phonics.

After the pandemic, Tororo education officers decided to transfer several hundred teachers and head teachers to different schools, so some were new to us and FFT. For phonics to be successful, the support of the head teacher is crucial.

Just before lunch we gave head teachers the task of creating a performance on the World Food Day theme of water. The performances increased in elaboration as they were performed!



Headteacher's WFD presentation



Tororo Headteachers acting out their WFD theme 'water is life'



Tororo Headteachers acting out their sketch



Jean reading one of the pupils poems from Mubende WFD

We also asked each head teacher to name 3 items from their school development plans and one success. Several schools had started building teachers' houses, relying on parents and contributions



from Old Boys & Girls (OBs and OGs); all are trying to improve their academic performance and grow more food in school gardens; many are using phonics to teach reading; fencing the school compound is also a common activity (at government instruction apparently); some schools are planting living fences (ie hedges); tree planting is also on-going; Tororo Army School had gained access to an extra 3 acres of land to plant maize for school porridge; the head teacher of Kisoko Girls School reported that the school had been given some sewing machines so they were training the girls to make reusable sanitary towels.

We had a sense of very active and committed head teachers and their staff – but struggling with many issues. Very large numbers of pupils. Namwaya PS has 235 on roll for Primary 1 and 222 for Primary 2. Total of 1068 for the school, yet the capitation funding from the government (for chalk, paper etc) works out at £1.80 per child for 3 months. Namwaya also has no water on site, so children bring jerry cans with water from home every morning. If that is all used up during the day, some pupils have to walk 2 kms for more. Another school Waleweji has no water on site – and no easy access to any. So there is no water for the children or teachers to drink during the day. And no water to wash hands or latrines. (We raised this with some of the district education officials.)



Namwaya School  
Compound



Namwaya Teachers



Namwaya, no water on  
site

Sadly, the rain caught up with us and we had to rush to take shelter – and the 24 boxes had to moved inside too. The final activity for the meeting was the distribution of the boxes of books. Transporting them was interesting! One motorcycle had 3 boxes precariously balanced on the back!

## 6. Phonics school visits.

We spent a day with the Tororo Phonics Training Team (Bernadette, Catherine and Sylvia) and visited four schools (Namwaya, Waleweji, Achilet and Rock View) to see teachers delivering their phonics lessons, observed by the trainers. This must have been very nerve-wracking for the teachers to have 3 trainers and 3 other visitors in their classroom! But most of them gave very good lessons. The trainers led a discussion with teachers after the lessons. Inevitably, we all talked too much and we became late – quite a problem as the younger children, years 1-3, go home at lunchtime.



Teaching phonics  
in a crowded  
classroom



Waleweji P2  
144 children,  
no water on site



Using twigs to  
form the 'v'  
letter



Practising  
making the 'v'  
letter

The final school was Rock View, where Bernadette is the head teacher. Here some of the young children attend afternoon lessons, so we had two classes to observe – which included the star lesson, teaching the sound ‘ai’ (‘ay’). The male teacher was amazingly energetic and engaging, with many different activities for the pupils (year 3). For the final activity, he handed out newspapers and invited all the pupils to find a story which included a word using the ‘ai’ sound. Children then were invited to stand up and read the article! What a revelation, as the children were able to do this, confidently and accurately! No wonder all the teachers want to learn how to use phonics if it delivers success like that!



Learning the ‘b’ sound



Practicing the new sound ‘b’



Using slates



Using slates to practice words and letters



Rock View P3 ‘ai’ sound as a game



P3 making words with bottle tops



P3 newspaper articles with ‘ai’ sounds



P3 finding and reading newspaper articles with ‘ai’ sounds

## 7. Meeting District Officials, Garden and Lead Teachers at Gwaragwara Primary School.

Plans don’t always succeed, so we didn’t meet the District Education Officer, but we did meet his boss, the Secretary for Health and Education and one of the Schools Inspectors, who mentioned the radio broadcast from Nyakol Primary School, where they were launching a lunch feeding programme. So, when we met up with Grace, the Garden Teacher at Nyakol, we were keen to find out more.

FFT had funded 13 Garden Teachers and Beatrice to go to the Kulika Training Centre at Lutisi back in July. The same number travelled from Mubende/Kassanda. Grace was one of those Garden Teachers. On her return, she rented some land for the school garden and planted maize and beans. The harvest was very good and this she is using to feed the children at school, and invited local dignitaries and the media to attend the launch event. That is very impressive! She now believes in ‘Transforming livelihoods through improved modern methods of farming’ (ie using organic methods), which is the Kulika mission



The Garden Teachers who attended the training were highly motivated to implement what they had seen on their return. The best lessons they identified were:

- Joyce (Nagongera Girls) and Susan (Atiri). Many varieties of plants and green vegetables can be grown on a small portion of land, eg creating tyre gardens or sack mounds.
- Grace (Nyakol). Materials can be re-used. You don't have to have new materials every time, eg plant tea can be stored in plastic water bottles.
- Roselyne (Gwaragwara). The micro banana propagator was made using local materials and can multiply banana suckers from 6 up to 200.
- Emmanuel (Rock View) liked the tyre garden best and is using that.
- Federes (Tororo Army PS) was impressed by making 'ash brew', pesticide from wood ash, which is readily available locally



Enthusiastic digging at Pomedede school

We proposed to hold separate meetings for the Garden Teachers and Lead Teachers (with Jean) but ultimately stayed in one group as everyone was very interested in all the discussions!

### 8. Link Schools – Tororo and Cornwall Schools.

In February 2020, 7 teachers from Cornish schools, part of the Kernow Learning Trust had visited their link schools in Tororo. Sadly the pandemic prevented the return visits to the UK and now that project and funding via British Council and DFID has stopped. However some teachers have kept in touch and we returned with letters for some schools. As FFT we are very keen to re-energise the links. Now there are some extra good schools which wish to have school links, including Nyakol, Rock View and Tororo Army.

### 9. Visit to 'READ for Life', Gulu phonics NGO.

Our final visit was to READ for Life (RfL) in Gulu and the wonderful team there who trained the Tororo Team for one month in January 2022. The Tororo Team came with Jean, Beatrice and Sue.

Bernadette gave a report on progress in Tororo. The focus has been 14 schools, but due to teacher transfers they are now working with 28 schools. She reported that teachers are teaching with confidence and children are interested, excited and ready to learn. They like the sounds and songs. Even on the streets, the trainers are being asked about the sounds and actions.

Bernadette explained that when as head teacher, she was asked to put forward 3 teachers to help with the recovery and catch-up years 1-3, after the pandemic, Sylvia took on this role, using phonics as appropriate. When the recovery teachers' work was monitored and assessed, Sylvia was declared to be the best teacher in the whole country! She was awarded a certificate – but her head teacher (Bernadette) was invited to the awards ceremony, not Sylvia! And Bernadette was the only head teacher present – others were education officers etc.



'Read Aloud'  
storytelling



The impact of  
'Read Aloud'

RfL was very active during the pandemic. People could move around to a limited extent on push bikes, not motorcycles, so RfL invested in bikes. Almost every day they broadcast primary school lessons on one or other of the radio stations in Gulu town. This was very effective – and enabled RfL to develop its local profile.

One advantage that the Tororo team has over RfL is the attitude of the local government officials, who are very supportive and keen to see phonics develop and grow. This is not the case in Gulu, so RfL works with many private schools. Good results and support from government staff in Tororo and good results from the phonics training (measured using EGRA) will be very useful in efforts to have phonics as a key method to teaching reading in Uganda. (EGRA is Early Grades Reading Assessment – a similar system is used in the UK). We observed the RfL team modelling the 'Read Aloud' method of story-reading to a class of children. The Tororo Team had an extra day's training with the RfL team.

## CONCLUSIONS

Overall we were very pleased with the progress made in all areas of the programme. The interest and commitment of the head teachers and teachers is very impressive. It demonstrates that Food For Thought is fulfilling to some extent its aims of improving the lives and futures of children, their families, teachers and their families.

Many thanks to Beatrice and Godfrey for all their efforts working with teachers, pupils and parents, promoting sustainable organic agricultural methods. Many thanks also to their families for hosting us on their farms. Thanks also to Vincent Bakka for his safe driving, all us over the country!



Godfrey, Gorette baby and girls at Bulamu Farm



Beatrice and Norah



Vincent and his daughters

## **Report on meetings with Lead Teachers, September 2023**

I had three meetings with Lead Teachers, one in Mubende and two in Tororo. The majority of the participants were new Lead Teachers or who had been appointed just before the outbreak of COVID. Neither these cohorts had received any training and were often unsure of the role of a Lead Teacher (LT). I also got the impression that their head teachers often did not understand this either. Each meeting lasted about one hour and followed a similar pattern of discussion and explanation of basic points about LTs. The few long-standing LTs present each time were able to make significant contributions to our discussions, which was encouraging.

In each meeting we began by clarifying the role of a Lead Teacher as concerned with developing the professional performance of teachers, and differentiated this from the role of a Garden Teacher as there was quite a lot of confusion. I also explained why we now request the identification of two LTs per school - most schools represented only had one. We went through the role description, discussing each point briefly and explaining that there was no monetary benefit for being an LT but that it might help with promotion in the long term. I only had one copy of the official description, but I passed that round and the teachers each took a photo of it on their phones.

We talked about the LT visiting the classrooms of other teachers and then discussing the observed lesson with them. I had a single copy of the 'what makes a good classroom' observation sheet, and again passed that round to be photographed. I did not have the full observation sheet as I had thought it too detailed for these initial meetings. (It may need some re-working to be less cumbersome and more helpful in the future.)

I gave one example of classroom changes that could be made - moving the desks into groups rather than being in straight lines facing the board. At the Mubende meeting, one LT insisted it was not possible in her classroom as there wasn't enough room. Two long-standing LTs offered to help her after our meeting and were able to show that grouping the desks actually creates more space in the classroom. I was able to use this example in the other meetings.

Finally I asked the LTs what topics they would like to have included in any future training:

### **Mubende requests**

- Phonics for all schools - in at least P1 and P2
- Ways in which children learn
- Different forms of assessment
- Classroom management ie discipline
- Making classroom displays
- Teaching methods, particularly group work
- Classroom organisation



## **Tororo requests**

1.

Making learning materials  
Classroom discipline  
Phonics for all teachers  
Digital learning

2.

Training for HTs in the role of an LT  
Group work methods  
Creating learning materials  
How to read aloud - using full stops, commas etc  
How to establish respect amongst colleagues  
Professional development ie how to develop core skills of listening, speaking, reading, writing, problem solving and critical thinking  
Take a topic and explore in detail how to teach it  
Provide certificates for those who have been LTs for more than 5 years

## **Recommendation**

My conclusion is that we definitely need to do some training next year, particularly for the new LTs. I think it should be given by a team that includes both UK teachers and long-standing Ugandan LTs. The training should be given to smaller numbers than were present in the workshops held before COVID. This probably means two repeated sessions in each location. It should include a lot of basics eg how children learn, group work, classroom organisation. Many of these topics overlap.

## **Participants at the meetings**

### **Mubende**

Nakitende Jalisa, Kabunyansi P/S  
Kyalisiima Luke, Buwaata P/S  
Amine Mwesiliye, Buwaata P/S  
Ssebugala Robert Godfrey, Kasaana P/S  
Kandha Lydia, Kabamba P/S  
Nantume Edith, Buwaata P/S  
Wadada Amulamu, Kasamrabya P/S  
Arincitwe Joshua, Kirume P/S

### **Tororo 1**

Omalla Peter, Kisoko Girls P/S  
Okoth James, Rugot P/S  
Okunu James George Mdira, Kisoko Zboys P/S  
Ekayodi Emmanuel Gasper, Rockview P/S  
Wegulo Wadha Patrick, Namwaya P/S  
Achieng Federes Odinde, Tororo Army P/S  
Athieno Betty, Rockview P/S  
Nyawere Catherine, Soni-Ogwang P/S

**Tororo 2**

Masawa Vincent Ofuomo, Achilet P/S  
Nyabonyo Ritah, Walaweji P/S  
Nyadoi Roselyn, Gwaragwara P/S  
Nyaketcho Grace, Nyakor P/S  
Namukuve Judith, Sere P/S  
Athena Betty M., Sere P/S  
Okumu James Zgeorge Ndira, Kisoko Boys P/S  
Okiror Abraham, Honda Okoth P/S  
Otera Yofisa, Gwaragwara P/S  
Ouma Moses, Kisoko Girls P/S  
Ekayodi Emmanuel Gasper, Rockview  
Mwikaw Susan, Atira P/S  
Achieng Federes Osinde, Tororo Army P/S  
Nyawere Catherine, Soni Ogwang P/S  
Approve Joyce, Nagongera P/S

**APPENDIX TWO: Beekeeping reports, as reported, October 2023. Schools are in Mubende and final two in Kassanda District**

<b>Name of school</b>	<b>Number of hives</b>	<b>Quantity of honey harvested</b>	<b>Distribution of honey</b>	<b>Money raised from sale of honey</b>	<b>How these funds have been used</b>
Kirume Public Primary School, Mubende	7 hives	18 kgs	8kgs given to pupils & teachers 8 kgs sold 2kgs ? lost?	8 kgs was sold @ 25,000/- making 200,000/-	5000/- used to buy seeds like beans which were planted in the school garden 50,000/- used to buy banana suckers planted in school garden 50,000/- used in transport during workshops 50,000/- kept by school for emergencies
Kasambya DAS Primary School	8 hives	10kgs	2kg to children 3kgs to teachers 5kgs sold	5kgs raised 80,000/-	15 hoes were purchased for use in the garden. 15kg of maize and 15kgs of beans purchased to plant
Kyamukoona Primary School	10 – 8 from FFT. school added 2	14 kgs	2kgs to children 1kg to teachers 1kg given to nearby parents 10kgs sold	Each kg sold for 20,000/-, total of 200,000/-	Purchased iron sheets to make a shelter for the beehives
Biwanga C/U Primary School	8 beehives	2 harvests: 1 <sup>st</sup> harvest: 15kgs	1 <sup>st</sup> harvest: 2kgs to children 3kgs to teachers 10kgs sold	10kgs sold at 20,000kgs, so raised 200,000kgs	Purchased a bucket at 15,000/-, a brush at 5,000/-, a net at 5,000/- 10kgs of ground nuts @ 10,000/- per kg 2 tins of Irish potatoes at 7,000/- Carrot seeds at 7,000/- Tomatoes seeds at 5,000/- Sukuma Wiki at 5,000/- Cabbage seeds at 15,000/- But sadly, due to lack of rainfall the harvest was not good.
		2 <sup>nd</sup> harvest: 12kgs	5kgs to children 2kgs to teachers 4kgs sold	4kgs sold at 20,000/- Giving 80,000/-	Purchased 20kgs of bean seed, planted in school garden, and doing well.



Bulyana Primary School	6 hives	1 <sup>st</sup> harvest. 5 litres	All honey was given to pupils, teachers, SMC*, PTA, Neighbours	None was sold	There was no money from honey sales.
		2 <sup>nd</sup> harvest 8 litres	3 litres to pupils 5 litres sold	5 litres sold at 14,000/- = 70,000/-	Purchased: one container at 10,000/- Two brushes at 5,000/- each 5 slashers (like scythes) at 10,000/- each
Kasaana Public Primary School	6 hives. 4 are occupied	10 litres harvested	5 litres to pupils, teachers, SMC, PTA 4 litres sold 1 litre taken for the WFD** exhibition on	4 litres sold at 15,000/-, total of 60,000/-	The plan is to purchase one more beehive
Kasaana Church of Uganda Primary School	6 hives. 4 are occupied	10 litres harvested	5 litres given to pupils 5 litres sold	5 litres sold at 25,000/- each, total of 125,000/-	Purchased: bean seeds, maize, sukuma wiki, eggplants and cabbage seeds. Challenge: lack of water for the bees.
Kalunga Primary school	6 hives. All 6 are occupied	10kgs harvested	3 litres shared by pupils and teachers 7kgs sold	7 kgs sold at 10,000/- each, giving 70,000/-	Purchased: bean seeds at 40,000/- Maize seeds at 30,000/- for school garden. They plan to add 4 more local beehives.
Kikandwa UMEA Primary School	6 hives Only 3 are occupied	10kgs harvested	3 kgs given to pupils. 2 kgs to teachers 5kgs sold	5 kgs sold.	Purchased: 10kgs of yellow beans 3kgs of ground nuts Used-tyres for making tyre gardens. Pupils started their own bee-keeping projects, led by Kalema Ziad, in P7. Also the Graden Teacher
Mirembe Maria Primary School	6 hives 4 performing moderately.	Only 6 kgs harvested	4kgs for pupils 1kg for teachers 1kg packed	No information	Target of 50kgs each harvest . Need protective suits for children. Pests attacked bees, bees swarmed, thieves stole honey

**Notes:** challenges continue, including thieves and pests.

The first season had been very dry, so food crops did not grow well. Teachers allowed more honey to be eaten by pupils than was planned. Ratio should be: 25% eaten, 75% sold, with funds being re-invested in school garden or beehives/apiary.

Overall, this is a successful model. We will aim to raise funds and train more teachers.

\*SMC is School Management Committee. PTA is Parent Teachers Association.

\*\* WFD is World Food Day celebrated on 27<sup>th</sup> Sept 2023.