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FROM STRENGTH TO STRENGTH

The Lake Victoria Catchment Environmental Education Programme has continued to make an impact in the schools and communities that it is working in within the Lake Victoria Basin.

To date, the programme has reached 66 schools and 7 teacher training colleges in the catchment in Kenya, Uganda and Tanzania. The focus in Kenya and Tanzania has been in the Mara River Catchment with pilot sites in Kenya being in Nandi Hills, Transmara and Homabay while in Tanzania the sites have been in Tarime and Musoma. In Uganda the focus has been on the Katonga River Basin, upstream in Kyenjojo and downstream in Masaka. Capacity building has already started in 15 schools in the Kagera River Catchment in Rwanda upstream in Muhanga and downstream in Bugesera and Nyagatare Districts.



LVCEEP Core Team Members display their ESD Workshop Training Certificates in Workshop held in Kampala, June 2011.



School grounds help teach the curriculum.



School farms & Water Harvesting



Community lady in Nandi Hills with her eco-jiko.

The whole school approach has seen schools being transformed in model schools that demonstrate learning for sustainability both in the classroom and outside the classroom. The strong school-community links has seen replication of best practices from schools to the community and vice versa. The schools transformation has led to increased school enrolment in schools within the programme and improved performance in national exams.

The schools have sought to address food security in the adversity of climate change and schools have planted millet, cassava and sorghum and introduced school feeding programmes. This has led to increased retention of children in school. The introduced water tanks for water harvesting coupled with solar treatment has led to decline in absenteeism from school as a result of waterborne diseases.

The pre-service training of teachers on Education for Sustainable Development (ESD) has led to mainstreaming of ESD in the school curriculum in schools in the catchment. The curriculum analysis carried out by LVCEEP for Kenya, Uganda and Tanzania has demonstrated the need for more advocacy work to support the ESD policy process in the East African countries.

The LVCEEP Programme has continued to build the capacity of the current 43 community groups it is working with on conservation and sustainable alternative livelihoods. This has seen a decline in wetland encroachment and improved farming practices. The introduction of Community Conservation Banks in Musoma has helped the communities develop a culture of saving and will contribute towards poverty alleviation. The capacity building for the communities in the three countries on small and medium enterprises (SMEs) and training on value – addition for their products has helped them to better manage their income generating activities and opened doors for markets in the region and beyond.

The ESD Village Concept being piloted in the Nandi Hills communities in Kenya is contributing to positive social transformation with core values such as good governance, participation, democratic competence, skills for sustainable living leading to communities of ESD practice and subsequent sustainable livelihoods and development.

The established Regional Network for Education for Sustainable Development practitioners for the East African Community has created a platform for networking and sharing of best practices on education and sustainable development in the region.

Mainstreaming of gender and HIV/ AIDS in LVCEEP programmes has helped to ensure empowerment of marginalized groups and more positive and responsible living in the communities in catchment. The LVCEEP programme is now putting more emphasis on climate change that continues to affect the communities and mitigation and adaptation will work towards helping to enhance the resilience of the catchment ecosystems and communities to its effects.



PANASONIC LAUNCHES A PARTNERSHIP

On March 1, 2011, Panasonic Middle East and Africa launched a partnership with WWF to support environmental education in three schools in the Lake Victoria Catchment in Kenya, Uganda and Tanzania for the next three years.

This was witnessed in a colorful ceremony at Kisumu Girls Secondary School whereby the Mr. Seiji Koyanagi, Managing Director, Panasonic Middle East FZE Marketing came to launch the partnership in conjunction with Ms. Rubina Haroon, the Regional Representative, WWF – Eastern and Southern Africa Regional Programme Office. Diverse stakeholders from the region came to witness the event including government environment and education sector, NGOs from the region and schools from Kenya, Uganda and Tanzania.

The three schools that have initially benefited from this partnership include Kisumu Girls Secondary School, Kenya, Mwisenge B Primary School, Tanzania and Butende Primary School, Uganda. All these are schools within the Lake Victoria Catchment and it is anticipated that this programme will have 30 urban schools, 10 from each country within a Model Schools and Sustainable Cities programme targeting Mwanza, Entebbe and Kisumu cities all in the Lake Victoria Basin.

The three pilot schools each received a Panasonic Plasma TV screen which should contribute to e-Learning in the schools to support curriculum teaching and learning.



Mr. S. Koyangi and Ms. R. Haroon jointly plant a tree to signify the partnership.



Students recite a poem to mark the celebration.



REGIONAL EDUCATION FOR SUSTAINABLE DEVELOPMENT DAY

The East African Community recognized this 2nd regional annual event held in Mwanza, on July 8, 2011. The Regional ESD Day for this year was celebrated in Mwanza, Tanzania in a colorful ceremony at Pamba Secondary School.

The ESD day is an annual event held each year to create awareness on learning for sustainable development in the East African countries. The day brings together diverse stakeholders to come and demonstrate their best practices and innovations on sustainable development. The day is also used to recognize ESD champions in the region both from school children who have written essays and submitted artwork entries under a selected theme.

The theme for this year was Schools and Communities as Ambassadors of Climate Change in the Lake Victoria Catchment in a bid to

raise awareness on climate change effects, coping, adaptation and mitigation mechanisms. This is in view of the fact that the communities living within the Lake Victoria catchment have also been affected by climate change and there is a need for them to understand the phenomena and look at ways of addressing it.

Students from schools and colleges in the catchment who had won in the essay and artwork competition received trophies, certificates and gift items during the colorful occasion which was graced by Mr. Stanley Matowo, Deputy Executive Secretary, Finance and

Administration, Lake Victoria Basin Commission. He applauded the winners and declared the ESD Day officially recognized in the East African Community.

The Best three Model Schools in Kenya, Uganda and Tanzania also received awards and certificates of recognition. The Best Farming communities and Best Community Groups involved in Eco-friendly Income Generating Activities also received trophies and gift items all donated by the United Nations Credit Federation Union.

The ESD Day will continue to create awareness on what learning for sustainability is about during this UN Decade on ESD (2005 -2014) and beyond. It is our hope that policy makers will ensure that all forms of teaching and learning are re-oriented to address ESD concerns. It is worthwhile to note that Kenya, Uganda and Rwanda already have ESD implementation strategies with Uganda having launched its strategy in February this year. Kenya which has a new constitution has a golden opportunity to revise the curriculum to address ESD as it aligns the school curriculum to the new constitution. Tanzania's philosophy on Education for Self Reliance provides a history from which ESD can borrow from as the country also works towards ESD curricula re-orientation.



Ms. Rubina Haroon (2nd right) celebrates with one of the womens' group that won an award.



Mango and orange gardens at Chereche Primary School, Musoma Tanzania.

MAGIC OF GREENING INITIATIVES

Prior to the commencement of LVCEEP, most schools' compounds were literally bare without flowers, grasses or shrubs/trees. Then after LVCEEP embarked on changing their schools' outlook after the program conducted workshops and training seminars on greening initiatives whereby trees nurseries were established; trees, edges/vegetative fences, grasses, flowers, fruits orchard and medicinal plants at schools by pupils under teachers' guidance, community cooperation and support from WWF. Although the main objective was increase the vegetation cover to curb erosion; attached advantages are small sweeping areas, no more dust nuisance and dusty tarnished shirts.



Examination session going on outside under trees.



IMPROVING LIVELIHOODS IN HOMA BAY COUNTY, KENYA

Asumbi Teachers' College is one of the teacher training institutions that LVCEEP is working with in Kenya.

The college with its population of 810 students, 60 tutors and 50 non-teaching staff has taken a whole institution approach to education for sustainable development with everyone being involved in the whole process.

The college has embarked on planting over trees in its compound. Education for sustainable development has been main-streamed in the curriculum and this gives Asumbi Teachers College as one of the institutions in Kenya and the East African region that has main-streamed Education for Sustainable Development in pre-service teacher training.

In the last five years Asumbi Teachers' College has tried to address the social - economic -ecological situation prevailing in Homa Bay County along

the principles of Education for Sustainable Development (ESD) which is also in line with the UN Millennium Development Goals of ensuring environmental sustainability and poverty reduction. It all began when WWF-LVCEEP trained the Tutorial Staff on the precepts of Education for Sustainable Development (ESD) in the year 2006. The College established a strong and focused Environmental Club thereafter under able leadership to spearhead ESD tasks in the College and within the local community. The Board of Governors and the Non-Tutorial Staff gave ESD initiatives the necessary operational support. Emerging from the above support was the intention of carrying out massive tree planting/greening programme within the compound. To date over 10,000 indigenous

and exotic trees have been planted within the College.

The construction of four sanitation blocks by the Board of Governors elevated the standards of hygiene in the College. A Code of Ethics on Environmental matters which was drafted in 2006 is now in operation. The methods, techniques and strategies of teaching have been largely changed to have a learner centered approach.

The College uses about 40 Primary Schools for teaching practice on a term basis. The Schools used for teaching practice are located both in the Homa Bay and Kisii Counties. In all the teaching practice Primary Schools operational Environmental Clubs have been established. The Schools carry out various ESD activities namely: beautification, cleaning, and litter collection, creation of awareness on ESD and EE, tree growing, horticulture farming, soil conservation, water conservation and fish farming. Asumbi Students on teaching practice (TP) regularly participate in the greening of the various Schools. Not less than 400 tree seedlings are planted every term in all the 40 Primary Schools particularly once weather conditions are absolutely favourable.

The attitude of regular Teachers in all the Teaching Practice Schools is largely positive. They have significantly adopted learner-



Student teacher explains current environmental activities in the college

centered methodologies in teaching. The obsession to excel in national examinations and the rush to cover the syllabus however, militates against effective ESD adoption in those Schools. Notable/impressive ESD activities have been registered by the following Primary Schools; Randung Primary School, Suneka Primary School, Iterio Primary School, Moguga Primary School, Lieta Kabunde Primary School, Nyakwadha Primary School, Asumbi Girls' Boarding Primary School, Koyoo Primary School, Nyaundho Primary School and Obunga Primary School. Note that 80% of the teaching practice

Primary Schools are located in Homa Bay County. Asumbi Teachers' College has a troupe of fifteen brilliant Students who use Drama, i.e. dancing, reciting of poems, staging plays and hoisting posters to create awareness on ESD concerns. They do that in the local Primary Schools and Market places featuring environmental issues such as deforestation, soil erosion and afforestation. Societal concerns which they also address include HIV and AIDS and poverty reduction.

Realizing that HIV-AIDS and Malaria poses serious social and economic threats to humanity, the College regularly creates awareness through campaigns and workshops locally which are attended by the entire populace of the Community. Advance examination on Malaria, precedes any form of treatment. The use of Mosquito' Nets is given special emphasis while potential mosquitoes breeding grounds are destroyed. Most Members within the College already know their HIV status. They are discouraged from practicing irresponsible sex. To control the outbreak of water borne diseases, the College ensures that water is treated prior to

consumption.

In the last four years Asumbi has been emerging as the best College in the National Drama festivals by focusing on contemporary environmental issues such as the reclamation of the vast complex Mau water tower, eradication of the use of plastic bags and protection of wetlands. The Drama Club Members are skilfully trained and guided by f the English and Creative Arts Departments. There are 89 Teacher Training Colleges in whole country.

Notable performance has been recorded by Asumbi Teachers' College in the National Primary Teachers Education Examinations. In the year 2006 the percentage pass was 77.7% with a mean grade of 5.4 while this year 2010 it rose to 92% with a mean grade of 4.94%. This remarkable improvement among other reasons is attributed to the intensification of learner centered methods of teaching and more democratization of decision making processes bringing on board the Students.

Asumbi Teachers' College will always continue to play a pivotal role in addressing the following unsustainable socioecological and socioeconomic practices namely; pollution, biodiversity loss, poverty escalation, destruction of wetlands, poor agricultural practices, ignorance and haphazard urbanization/urban sprawl on Homa Bay County and beyond.

The challenges facing the plausible attainment of Education for Sustainable precepts by Asumbi Teachers' College include the limited teaching-learning resources, negative attitude, financial constraints, limited means of transport, inaccessibility to certain areas, the vastness of the area to be covered and last but not least the limited time. Once these challenges and others are effectively addressed, then the success of Education for sustainable Development will be extremely high in this part of the Lake Victoria Catchment area.



The drama troupe of Asumbi Teachers College using drama to communicate environmental conservation.

EMPOWERING COMMUNITIES FOR SUSTAINABLE LIVELIHOODS IN UGANDA

by Joyce Nanjobe Kawooya, Director, Kaswa Community School & LVCEEP Core Team Member, Uganda

The use of traditional medicine dates back to the beginning of mankind this method is common in China and India and are known as the greatest users of medicinal plants and trees, and their traditions of trees and plants remedies dates back at least 7,000 years ago.

Traditional Medicinal gardens are now common in every home and in almost all schools under LVCEEP Masaka and Kyenjojo Districts in Uganda for both plants and trees, like Aloe Vera, Moringa, cinnamon among many others.

It has been tried and found out that mixtures of different medicinal plants cure different diseases.

The communities in the LVCEEP Programme are producing and packaging products like herbal medicinal syrups, herbal soap, herbal Vaseline and are earning income from them. Some of them which include mixtures of

Cinnamon and honey to cure a number of diseases.

The communities are using a mixture of Cinnamon powder taken with honey to cures stomach ache, treats stomach ulcers and helps the stomach to be relieved of gas. Cinnamon powder mixed with honey is also used by the community to treat skin infections like ring worms and Eczema.

The communities also processes soap from a mixtures of Aloe vera and other green herbs. This medicinal soap is used in curing skin diseases in babies, expectant mothers and chronic sores.

The community also takes great value in the Moringa tree whose leaves, flowers seed cover and the roots cure a number of diseases. These include flu, regulating high blood pressure (due to the active ingredient of calcium and potassium salts), chronic/ cancerous wounds, de-worming and sore throat. The Moringa tree is also used to treat intestinal worm infections, skin infections as they commonly occur in AIDS patients, relieves stomach upsets and constipation and also reduces fever.

The LVCEEP schools in Uganda also have herbal gardens as seen the picture below whereby a young boy explains the medicinal use of the plants found in the school garden in Nyakasenyi Primary School, Kyenjojo.



Mrs. Betty Kafeero of Cowo- Kaswa Zinda centre preparing the herbal soap.





Communities in Kyenjojo and Masaka use Organic Manure to Beat Fertilizer Prices. The traditional methods of farming are being recycled and implemented in communities and schools under LVCEEP.

Community groups which include Cowo - Kaswa Zinda centre, Gayaza Kyanga, Kisojo Women and Men in Organic Farming Association (Kwomfa) and schools which include among others, Kisojo Primary School, Kitaasa Primary School, Meeru Primary School, Butende Primary School in Masaka and Nyakasenyi Primary School in Kyenjojo District.

Communities commend that organic agriculture can ensure the long term security of human and material resources, producing of sufficient food of high quality whilst protecting the environment and conserving biodiversity.

Organic agriculture advocates for sustainable agriculture, where by the farmers protect the environment, conserve soil and rotate crops.

Cowo-Kaswa Zinda Centre , Gayaza Kyanga Kwewaayo and Kisojo Women and Men Organic Farmers Association, n (Kwomfa) and pupils of Kisojo Primary School have demonstrations showing how to make organic manure both composite and liquid manures.

They have been able to grow a lot of crops like tomatoes, cabbages, passion fruits, carrots and many others. The community and school farms have very healthy looking crops as result of using organic manure. Below is how you make organic manures (composite and liquid manure) respectively.

Use of compost manure has its advantages for example once applies to the soil in plantations will stay for as long as 3-5 years without requiring more application.

Liquid manure though goes with the seasons such that by time of harvest, it is out of the soil. However liquid manure acts both as manure and helps in plant irrigation especially in dry seasons. After 3 weeks of application, the leaves of the crops will acquire dark green colour. Both types of manure are good in that they do not poison the soil in the long run, like agrochemicals.

Furthermore organic farming helps to increase on the production per unit area. This in turn increase incomes contributes in fighting poverty. This of course should be accompanied by all the other recommended farming practices like timely sowing, proper spacing, use of right seeds and timely weeding.



Fruits Nursery Management Changes Life Style of Nabulago Community in Masaka District: Community - School Linkages

Communities in Nabulago attend training at Nursery Operators and Water Users Association Centre and trainers of trainees are from LVCEEP Masaka. The community who have attended these training knew little that their lives were about to change.

The training is on commercial fruit nursery establishment and management, which started early 2009. By that time communities vegetables and food for sustainable and livestock farming through small scale, and others were those who cultivate in wetlands.

The Nabulago community group established a fruit nursery management and started by budding and grafting 50 seedlings of lemon and passion fruits.

Today Nabulago community has gone very far with their fruits nursery. One of the model members in this community and chairperson of Nursery operators of users as name Mr. John Mugera has become a household name in Nabulago Village and in Masaka district as an expert and successful farmer in commercial fruit nursery establishment and management from 2009 and 2010.

Radio Buddu aired a radio programme on what LVCEEP is doing in Uganda and Mr. Mugera educated the listeners on fruit nursery establishment and other greening activities that he is involved in. Community members thereafter came to buy fruit seedlings from Nabulago

community so that they can replicate what this group supported by LVCEEP was doing.

The demand for the seedlings has thereafter increased especially for bird passion fruits, paw paws, jack fruits, lemon for root stock, oranges Washington navel oranges, yellow passion fruit for root stock tree seedling for fencing compounds like jacaranda, gravel, umbrella tree, Kei Apple and seedlings of coronal coffee.

The Nabulago Community Nursery is now a demonstration for training other communities in the district on grafting and budding seedlings have become part of the daily work which Mr. Mugera and his group say they enjoy doing.



Mrs. Annet Serunjogi Mobilises Women to Practice Zero Grazing (Cows & Goats). Being the secretary for women in the LVCEEP Lower Catchment Community Groups Alliance/Net Work, Mrs. Annet Serunjogi takes the lead in mobilizing fellow women in the Masaka District to practice zero grazing.

To the contrary Mrs. Annet Serunjogi spends her day looking after her zero-grazing cows., her farm is located in Gayaza Nabowa in Masaka where she is also the chairperson of LVCEEP Gayaza Nabowa Group.

In 2005 with the assistance of LVCEEP to Gayaza Nabowa community group Mrs. Annet Serunjogi bought one cow when it was in calf. In 2006 she added three more cows bringing the total number of zero grazers on the farm to five with two heifers I bull and mothers. Because of her efforts in mobilizing women in her community group Mrs. Serunjogi was selected to represent women

on LVCEEP Community Net Work in 2010 and before her selection had through LVCEEP Community Exchange programme visited places like St. Jude training Centre in Kabale MRC, Nandi Hills, Kisumu and Transmara communities in Kenya and also Musoma community and schools where she added more knowledge on zero grazing keeping and management.

“I try as much as I can to involve everyone to practice zero grazing because the training and knowledge receive during all exchange visits was not mine alone but for all community in the Lake Victoria catchment”, says Annet. She has mobilized women in Gayaza

Kyanga, Bisanje, Backpackers and surrounding schools in Masaka to start zero grazing units and they have constructed cow sheds and planted fodder for feeding the cows.

She further adds that from her zero grazing farm she gets 45 litres per day, and if all women in Masaka became dairy farmers, they can organize the marketing of milk together. At the moment she sells a litre of unprocessed milk at 800 Uganda shillings. The price is relatively good she says and that if milk suppliers become many they can easily acquire a cooling plan where they can add value to the surplus of milk to yoghurt and other milk cream.



Community member with her new breeding stock.

Cowo Kaswa Zinda Centre and Kyabakuza Kewerimidde communities take up mushroom growing. This is a source of income for the communities & healthy families.

For any organization to be successful the owners and managers have to be equipped with various skills, for example, in leadership to manage and run CBO activities, and managing of income generating projects, for example mushroom growing,

After training 35 men, women and youth in the above CBOs on mushroom growing, they are now training more people on

this enterprise and the project is now taking place in other CBOs and other communities from neighboring districts in Masaka.

Community groups appreciate the information they have received on mushrooms as plants during the trainings e.g. the plants being tasty and nutritious and they stimulate the immune system of the body. They lower cholesterol levels in the body and present a pesticide

free alternative to other vegetables. Mushrooms can be grown by anyone and anywhere on extremely minimal land to serve as a project site and independent of the natural weather with no soil required. The capital investments are low compared to the potential income levels from the project. The farming techniques are easy to learn and mushrooms have a ready market right from farm to open market.



Isandara Community In Kyenjojo District, Uganda Embarks on Irrigation for Food Security. The community in Isandara village in Kyenjojo District have embarked on various projects to ensure food security in the area.

They have developed irrigation practices, a new outlook towards farming and conserving the environment as a means of developing the area as well as avoiding famine.

At the fore front is a group of 18 men and women known as Isandara Community Group on Isandara Village who started surface irrigation by use of trenches from the hills and last year grew 10 acres of maize 5 millet, and sold some in the district. The surplus of the millet was kept in granaries as way of securing food during the dry season. Other crops have been adopted especially crops and vegetables like cowpeas, cabbages,

and tomatoes. The Isandara community group is an outreach group of St Augustine Butiiti group under LVCEEP.

Mr. Erick Ruhwaire is the chairperson of the group, he has embarked on an 8½ acres of irrigation scheme growing mainly banana plantations, maize, millet and last season he netted Uganda Shillings 800,000 from his banana plantation, whose variety, he says has a readily available market in Kyenjojo and Fort Portal towns on the foothills of the Ruwenzori. He multiplies banana suckers to supply other farmers and cassava cuttings for sale to other communities as well.

He has also benefited from bee-keeping which helps in the high yielding of his plantations. He keeps 15 bee hives and the honey is processed, packed and sold at a stop-shop in Kyenjojo Town.

“Water of this irrigation system runs from the hills and never dry up and I have continued expanding it every year since 2004 when I started digging it manually” Eric explained. As a result he is also able to keep 40 cross breed cattle on his farm.



Mr. Ruhwaire displays his honey products to Mrs. Zipporah Musyoki – Webola, LVCEEP Coordinator & Mrs. Ada N. Lesale, Project Executant, LVCEEP Uganda at his farm in Kyenjojo.

Gayaza Kyanga Leader sets example. Mrs Margaret Mutyaba, the Chairperson of Gayaza Kyanga group, joined LVCEEP ever since 2005, and since then they never looked back.

“ We have grown with LVCEEP through Nature Uganda , and we have been able to achieve many goals , because of our hard working , putting all our energy on what LVCEEP is training” she says with a smile.

Members in this group have different types of projects. Mrs. Margaret Mutyaba owns a demonstration farm where the community come to learn modern methods of agriculture, and demonstrations on different crops grown in the area. She is also engaged in vegetable growing, has a zero grazing unit and banana plantations.

Mrs Mutyaba has been participating in many of LVCEEP National and Regional Exchange visits. She says that the Exchange visits helped her

so much to improve her farm, where she has also assisted her group to carry out similar projects and were among the best farming practices category winners of the Education for Sustainable Development (ESD) Day 2010 competitions.

“Farming in Kisumu, Kenya and Musoma, Tanzania was not very different but personally I learnt so much on vegetable growing, maize production, energy saving stoves and dairy farming ” she says.

Since she started farming she has not got credit from any organization but she has been ploughing back what she gets at the end of the year. “I have been getting technical assistance, and training from LVCEEP through Nature Uganda, which has really helped me to improve on many

methods of farming and conserving the environment.” The WWF-LVCEEP through Nature Uganda office Masaka has been supportive to our CBO especially by bringing seedlings and seeds to the CBO” she adds.

As a leader she encourages communities men, woman and youth not to take farming for consumption alone but to do it also as a business.

“However most women lose interest in farming when their husbands sell off the produce and spend all the money elsewhere,” she commented. She is trying very much to live by example and adds that for the moment she is a leader as well as trainer for her group members.

Mrs. Margaret Mutyaba owes her success in farming to her CBO members. “They have been very supportive and I have enjoyed farming because we do it with joint efforts from one member to another.” She says.

She looks for market for her produce and the CBO produce when they pool together their produce to one centre where buyers come to buy, and the surplus is sold on open market. This system minimize the exploitation by middlemen from neighbouring towns.

Her wish is that all out reach CBOs and individuals adopt pooling of produce and sell their produce jointly in order to capture reasonable prices which can enable them improve their conditions of living.



Margaret Mutyaba training on her vegetable garden

In the 2010, during the first farming season LVCEEP Masaka conducted on farm trials with different seed varieties in the Bisanje Community, Kisojo Primary School, Masaka Community Model and Outreach Schools.

The trials were aimed at educating pupils and communities on the importance of using improved seeds, use of better farming methods and manure especially farm yard manure on their farms.

In these trials 14 men 24 women 15 pupils cultivated trial plots for traditional seeds and improved seeds. The plot size varied according to crop varieties. Groundnut (Red Beauty) plot size was (10mx10m) and for Maize Longe 1 trials, the plot sizes were 10mx10m and 5mx5m for K132 Beans seed variety.

The schools/ patrons and community leaders were supervisors of the plots. LVCEEP Project Executant Mrs Ada Nshemereirwe Lesale and core team member Mrs Joyce Nanjobe Kawooya monitored and co-ordinated the exercise.

On farm trials were also done by Bisanje at Mr. Jjumba Joseph's demonstration farm for beans, while Bakasimbi Development Projects planted Maize.

Kaswa Education Centre , Kaswa Parents Primary schools, Cowo Kaswa Zinda Centre community and Nabulago villagers planted both maize and beans.

Result of the on form trials, indicate that improved seed varieties ripened earlier and had better yields than indigenous seeds in Bisanje community.

They results show good prospects for increased production on beans and maize in Kisojo school and community if improved seeds and farming systems will be adopted and applied by the majority of the people.

In view of Climate Change, in the lake Victoria Catchment it is planned to have farm trials continue in order to improve on yields for increased incomes. Other objectives include experiments on the possibility of tree/ plant uses in fertilizing soil for improved production.

Having gotten these results the LVCEEP team say that more farm trials in different schools and

communities will be emphasized so as to mobilize as many people as possible to participate on such improved farming in order to reduce some of the general problems encountered by many people which include unfavourable weather conditions, pests and diseases mainly aphids that attack mostly beans, lack of follow up and poor supervision by the growers, some farmers don't plant fearing dry seasons, lack of proper record keeping therefore, some results are just estimated. Sometimes schools and communities complain about the shortage of certified seeds and wonder whether there are possibilities of multiplying their own seed and treating it. Army worm attacks also pose a threat to crop production.

To overcome the above problems communities will be continuously sensitised and those who perform well in on farm trials demonstrations will become trainers of other communities

	Traditional		Improved	
	Plot	Ha	Plot	Ha
Maize longe 1 - average for each plot	25 kgs	2500kg	48kgs	480kg
Beans k 132 - average for each plot	12kg	4800kg	15kg	600kg
Ground nuts red beauty - average for each plot	10.5kg	4200kg	17.5kg	7000kg

Face to face with Mrs. Sarah Waligo, of Gayaza Municipal Community Group. “Craft Making Is Profitable”

Mrs. Sarah Waligo, chairperson of Gayaza Municipal Community Group on a one on one interview with LVCEEP Core Team Member, Uganda, Mrs. Joyce Kawooya:

Q: “Can you tell us how you make the craft and from which material?”

A: “Together with my group members we harvest papyrus with which we make craft like table mats, carpets and hats”

Q: “How often do you go out for the papyrus?”

A: “Time drives us and the demand for the items”

Q: “How long does each item take and how much does it take?”

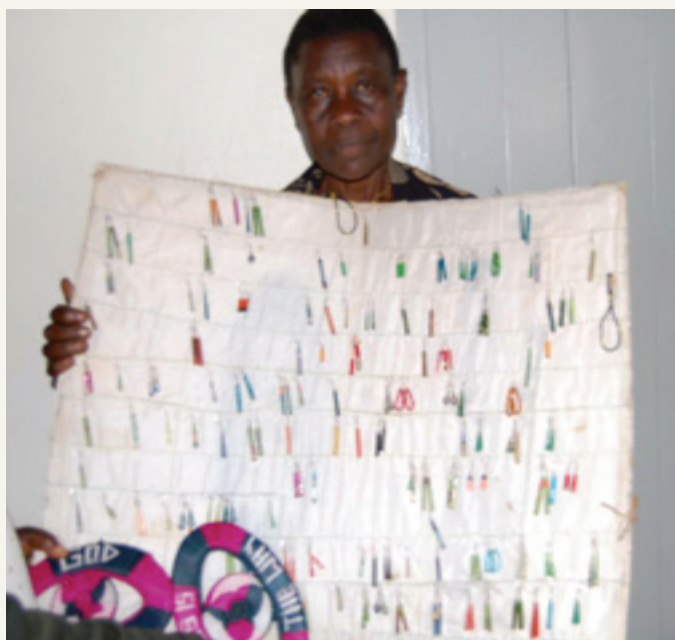
A: “Table mats take 35 papyrus which are split into two. Raphier are used for binding and one raphier per table mat”

Q: “How long does it takes to make a table mat?”

A: “It takes one day for a 2ft table mat. Carpets depends on the size needed, one day for a 2 and 1/2 ftx2ft. For the size of the room 10 x10 ft, it takes 3-4days to make one carpet.”

Q: “Do all members make carpets and what is the cost of carpets?”

A: “It depends on the markets but all members make carpets one carpet cost between UGShs 8000-10000/= each. I table mat coast UGShs. 3000/-. One person can make 8 carpets during peak seasons, when many people buy the carpets eg during grasshopper season, carpets sell like hot cakes for roofing, sealing, fencing, for rooms as carpets, and bathrooms, because grasshopper harvesters stay in certain stations for 2 months. Baskets and hats also are on market each cost 5000/= and it takes 2 days to make a basket. When we are in a group we make dozens of baskets. The papyrus is free from the swamps and we go as a group and harvest on just boundaries of the swamps. We also make handbags from backcloth and palm leaves in all sizes and small money pass. Earrings are made from recycled papers.”





VOICES OF THE CHILDREN IN LVCEEP SCHOOLS

My School

“Butende my school
An ESD school
Very educative
Our education considers
Environmental conservation

As you enter our school
A nice round about welcomes you
Full of ‘Entutunu’ yellow berries
Making all the young love school

Along the classes
Good practices of Agriculture
Such as drip irrigation
Using local materials eg banana stems

Reuse practices everywhere
Such as sack farming
Bottle irrigation and
Potting tree seedlings in old plastic cups

Butende my school
Natural as you see it
Talking compound
With clear paths

I thank Nature Uganda
For the ESD trainings
Which has made our school nice
And a visitor centre too”

By: Babirye Nalubega Rita Primary 6, Head Girl 2010.

Cooperation at Butende

“Cooperation at Butende
Promoted by iour teachers
Who guide and work with us
In all activities

In class, they put us in group discussions
Outside activities, they demonstrate to us

As you see us in the picture
Working together with teacher Bbale and Steven

All the activities we do
Are put in action at home
Which makes us share experience
With our parents and earn a living”

By: Nakye'gwe Paulina, Primary 7.



Schooling at Butende

“Schooling at Butende is enjoyable
Our teachers use good teaching methods
Everything we learn, they put in class
Our classes are so good

You can see my class Primary 5
With our teacher John Paul
Teaching us social studies
With very interesting charts

We understand what our teachers teach
Because they teach what we see

They ask us questions
On things that we see in our compound

So bring your children to Butende
And learn with us
ESD in practice
Come one come all”

By: Namusu Josephine, Primary 5



Why we are here

To stop the degradation of the planet's natural environment and
to build a future in which humans live in harmony and nature.

Design & production: Kimunya Mugo