

**SCHOOL GARDENS PROJECT  
SEMI-ANNUAL REPORT  
1<sup>ST</sup> BI-ANNUAL NARRATIVE AND EXPENSE REPORT FOR 2025**



**MAY 31, 2025**

**Introduction:**

The School Gardens Program is progressing well as per the specified timelines. This report covers the narrative and financial report of activities done from December 2024 to May 2025.

**Program objectives for the period:**

1. Central Farm Maintenance
2. Request authorisation from the Kampala and Wakiso district administrations to engage schools
3. Engagement of stakeholders in the Luwero District
4. Recruitment and training of the District Model Farm Managers and Coordinators, and Farm Assistants
5. Project launch in the District Model Farm host schools
6. Set up District Model Farms in the four-phase one districts
7. Purchase and delivery of planting materials
8. Train Champion Teachers from the participating schools
9. Prepare a financial expense report

**Achievements:**

**1. Central Farm Maintenance**

The farm has all the learning farm features and is ready to host learners.

The animal section includes dairy, goats, sheep, piggery, hens, ducks, turkeys, geese, and rabbit units.

**A TABLE SHOWING THE PRODUCTIVITY OF LIVESTOCK**

CATEGORY	BREEDING STOCK	OFFSPRINGS	TOTAL
Cattle (Josephine)	1	1 (sold)	1
Goats	3	3	6
Rabbits	4	0	2
Sheep	2	1	3
Pigs	2	0	2
Geese	2	0	2
Ducks	3	18	21
Turkeys	3	2	5
Chicken	8	9	17

It is important to note that the farm culls off some of the animals through selling to keep the animal population manageable.

The crop section comprises vegetables, legumes, tubers, cash crops, creepers, orchards, a banana plantation, pastures, herbs and spices.

**A TABLE SHOWING THE DIFFERENT CROPS GROWN AT THE FARM.**

VEGETABLES	TUBERS	CREEPERS	CASH CROPS	ORCHARDS	PASTURES	CEREALS
Sukuma wiki	Cassava	Passion	Sisal	Pomegranate	Centrosema	Maize
Swiss chard	Sweet	fruits	Sunflower	Soursop	Luceana	Sorghum
Egg plants	potatoes	Sponges	Vanilla	Tamarinds	Sesbania	Millet
Tomatoes	Irish	Cucumber	Cotton	Oranges	Russian	Barley
Lettuce	potatoes	Butternut	Coffee	Lemons	comfrey	Wheat
Cabbage	Beet	Pumpkins	Bananas	Guavas	Alfalfa	Rice
	root	Strawberries	Cocoa	Pears	Green leaf	
	Carrots		Tea	Apples	desmodium	
	Radishes			Avocados	Guatamala	
	Yams			Jack fruit	Elephant	
					grass	
					Guinea	
					grass	
					Nandi grass	

Swiss chard and Sukuma wiki are the most marketable in the crop section, alongside the seedlings. Many of these crops are utilised as animal feed because the monkeys do not allow them to mature to the marketing stage.

We also have a pollination garden, a biogas system, space-saving gardens and a manure site. All these units demonstrate all the different categories of the National science and agriculture curricula of Uganda schools, and will improve the teaching and learning experience of both teachers and learners.

The farm is also open to the community, and farmers come for technical advice as well as to purchase seedlings and vegetables. Over 145 individuals have so far visited the farm for consultation.

We have also hosted one special needs learner from The International School of Uganda for a two-week project internship on gardening and photography as a course unit.

**Challenges:**

- The 50,000-litre rainwater harvesting tanks are not sufficient for the long dry spells. Mulching and gabions are being used to conserve soil moisture.
- We also struggle with monkey invasions, which are a protected species in the area. We keep changing the repelling approaches.
- Being an organic-based farm that is growing a variety of crops at the same time, we have strains of pests and diseases that do not respond to our organic remedies. Many of the crops grown have a very short life span, which also explains why we do not make a lot of money in crop sales.

- Nonetheless, various strategies and remedies have been applied, research and learning on the job, to determine what works for our setting, to see that we sustain the farm to serve its sole purpose of improving learning and teaching in Uganda.

## 2. Request authorisation from the Kampala and Wakiso district administrations to engage schools

The central farm team has met with the Wakiso district heads to seek permission to work with the schools. BKB met with the district Chief Administrative Officer (CAO), Deputy CAO, District Schools Inspector and District Education Officer (DEO).

Permission was granted, and the team has visited and introduced the project to all the municipalities within Wakiso district, i.e. Entebbe, Kiira, Makindye Ssabagabo and Nansana municipalities, taking advantage of the headteachers' meetings. So far, Entebbe and Kiira municipalities have responded positively, and schools are excited to get the technical support from Bega Kwa Bega.

Teachers from Entebbe Municipality requested a physical farm visit and training before we introduce their learners to the project. We have so far had two sessions, one with the head teachers (March 28, 2025) and the other with their respective champion teachers (April 4, 2025).

23 schools within Entebbe Municipality have reached out. The Central Farm team has developed a calendar where all confirmed schools will be scheduled for proper planning and to avoid double-booking. Schools are being encouraged to bring their learners to the farm for a full curriculum study tour.

**Below is a table showing action points from the Entebbe Municipality Headteachers' and teachers' visits and feedback/results.**

Action points from the Headteachers' visit to BKB farm	Feedback/results one week from the Headteachers' meeting	Action points from the teacher's visit	Feedback
The science day exhibition will be held at the BKB Central Demonstration Farm.	It is being planned	To do clubs for agriculture, food & nutrition, plus Hygiene and sanitation	To be implemented in Term II
Handwashing training to be part of the School Gardens Program		To conduct hygiene and sanitation practical sessions during school visits	This is already being implemented

Two science teachers from each of the 18 government schools to visit the farm	Science teachers came for a visit, headed by the Inspector of Schools		
My plate (schools to provide fruits at least twice a week)	Most of the schools have a fruit day once a week	Emphasise a fruit every day. Schools that cannot afford to provide fruits should encourage learners to bring a fruit from home.	Fruit day/s to be continued this term
Deworming to be done in all schools (Nsamizi P/S was requested to give other schools a hand concerning that matter)			
Boost water intake in school, service water purifiers, each child should have a bottle, and supervise water intake for the lower section.	Improvement in the children's water intake	More supervision for children to take water	Good improvement
Schools should have school gardens with a clear menu for the kitchen	Most of the schools set up nursery beds for vegetables & fruits, others planted banana suckers. Seedlings were purchased from BKB farm, and seeds from shops.  Some schools have allocated land to classes for gardening.	Teachers to set up gardens together with children	Gardens are being set up in most of the schools
BKB to present Nutrition information at Parents' meetings		Emphasis was put on this point	Schools are planning to do it in Term II during the parents' meeting
No child should come to school without food.			

BKB will be invited to the municipality's technical planning committee to discuss school gardens further			
Teachers to ensure that children bring tins, jerrycans/bottles for making urban gardens	Some schools collected bottles and sacks for the urban gardens	This point was emphasised in the schools	Items for Urban gardens are being collected in most schools



Entebbe Municipality Headteachers' training



Wakiso District Headteachers engagement and children setting up sack gardens in one of the schools in Entebbe Municipality

### 3. Engagement of stakeholders in the Luwero District

While permission to work in the three districts was granted and inception meetings were done in 2024, we experienced delays in onboarding Luwero as the fourth district. Permission was finally granted, and a baseline survey was conducted in February in 71 schools, 51 primary and 16 secondary schools. A total of 40 primary and 10 secondary schools were selected to participate in the program.

An inception meeting was held on March 25, 2025, at the district headquarters, during which the BKB team introduced the program to the district stakeholders and shared the baseline survey report. Selected schools were discussed and agreed upon by the district stakeholders. The District Chief Administrative Officer flagged off the project, and the district was fast-tracked to the level of the other three participating districts.

The inception meeting included the Resident District Commissioner, the Chief Administrative Officer, the District Community Development Officer, the District Education Officers, the District and Municipal Production Officer, the District and Municipal Inspector of School, the District Health Officer, the District Headteacher Chairperson (primary and secondary schools), the District Internal Security Officer, the District Chairperson, and the Municipal Mayor/Town Clerk.



Luwero District inception meeting

#### **4. Recruitment and training of District Model Farm Managers, Coordinators and Farm Assistants**

The District Model Farm Managers were selected by the respective headteachers from the school agriculture department, while the district coordinators were selected by the district agriculture production teams. The District Farm Managers were empowered to hire the casual farm assistants, and these are being trained on the job in the respective districts.

All the District Model Farm Managers and Coordinators were invited to the Central Demonstration Farm for a three-day residential training program. The training included the following:

##### **Agriculture**

- I. Background of Bega Kwa Bega as an Organisation
- II. Background and the objectives of the School Gardens program and its footprint
- III. Factors to consider when setting up a farm, sample farm designs and layouts
- IV. Principles and practices of organic farming as the BKB School Gardens' backbone
- V. Urban agriculture practices

- VI. Beneficiaries and importance of school gardens, support and resources needed
- VII. Current position and challenges in schools using feedback from the baseline survey
- VIII. Requirements and features of a successful school garden
- IX. Basic tools required
- X. Managing school garden tours and methods of content delivery
- XI. Qualities of a good Farm Manager/Garden Educator
- XII. Farm records, calendar and the project calendar
- XIII. Practical engagement included managing a compost pit, pest management and control, urban bottles and sack gardens
- XIV. Roles and Responsibilities of the District Farm Managers and Coordinators

### **Nutrition**

- I. Basics of nutrition
- II. Malnutrition in school-going children
- III. Food hygiene, preparation and preservation
- IV. Practical demonstration of possible nutritious food combos using produce from the school garden



Training of District Model Farm Managers and Coordinators at the Central Demonstration Farm





Central Demonstration Farm Tour



Compost and organic pest management demonstration



Demonstration of space-saving techniques



Demonstration of food combos from the school gardens

### 5. Project Launch in the District Model Farm Host School

The School Gardens Program was officially launched in the districts at the respective district model farm hosts. During the launch, the Bega Kwa Bega team addressed the learners, communicated the goal of the District Model Farm and the student roles, officially introduced the Farm manager and district coordinators to the learners and handed out the farm toolkits. Planting of fruit trees was done to commemorate the launches.



Meeting the District Demonstration Model Farm teaching staff before introducing the project to the learners



Learners' engagement during the project launches



Handover of the farm toolkits



Planting of fruit trees to commemorate the launch

## 6. Setting up of District Model Farms

Due to rain delays, the District Model Farms set-up started in March 2025, with the crops section in all 4 districts. Construction of animal structures began with Buikwe and Mukono (completed in the first week of May), and is currently ongoing in Luwero and Mityana. Napier grass for the cows and goats has been planted and will take six months to be ready for harvesting. While pigs and poultry will be delivered to the schools in June, cows, goats and sheep will only be handed over to schools in six months, when the Napier grass is ready.

All the crops have been planted, and schools should be in a position to harvest produce from the farms this term.



Clearing and ploughing of the farmland in preparation for plotting and planting



Plotting and nursery beds



Learners sowing seeds under the guidance of the BKB team



The BKB team and the Farm Assistants planting



Mityana Farm Manager planting with learners and setting up a nursery bed



Transplanting



Animal structures and vegetable gardens

## 7. Purchase and delivery of planting materials

Seeds and seedlings, as per the science and agriculture curricula, were purchased and delivered to the schools for the crop section. The Bega Kwa Bega team has worked with the respective farm managers to clear the bushes, plot and plant the seeds and seedlings.

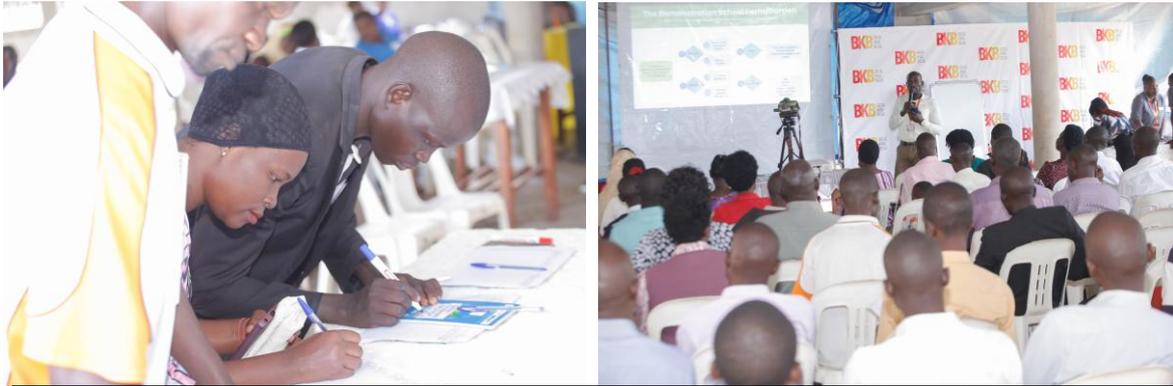


Delivery of planting materials to the District Demonstration Model Farms

## 8. Train Champion Teachers from the Participating Schools

With the completion of the District Model Farms, our next step is to engage the 49 schools where we are to set up vegetable gardens. We started with the Luwero District Model Farms. With the constant change of teachers by the government, participating headteachers were requested to appoint two champion teachers per school.

The champion teachers' training topics will be similar to the District Farm Manager and Coordinators' training, but with special focus on learner participation in the set-up and maintenance of the vegetable gardens, and boosting the school meals using produce from the gardens.



Champion Teachers' registration and School Gardens Session by the BKB team



Nutrition sessions



Luwero District Coordinator conducting the integrated pest management session, and Champion Teachers setting up a sack garden



Luwero District Demonstration Model Farm tour by the Champion Teachers

### Challenges faced:

- I. Acquiring capable farm assistants has been a challenge. The project design was to recruit locally to avoid accommodation and full meal costs, which is not working well. We have engaged the host headteachers and requested accommodation and meals from the school, which has been accepted. The District Farm Managers have been empowered to recruit from upcountry, train and ensure that they have a team that will deliver to the expectations.
- II. In the beginning, some of the District Model Farm Managers did not take their work seriously. This could be because many NGOs launch projects but do not do serious work on the ground, and this was taken to be the same. The culprits have been engaged and given a warning, and if they do not improve, we will engage the headteachers for replacement.
- III. Inconsistent rainfall. The season has been inconsistent, and Mityana and Luwero have not had sufficient rainfall, which has affected some of the crops. If the budget allows, we propose to install water harvesting tanks that will be dedicated to farms. In the meantime, the team are using mulches to maintain soil moisture.
- IV. We have also faced a challenge of pests and diseases, especially for the maize and beans, which is a district-wide problem. Monkeys are also destroying the maize gardens. Spraying of bi-rationals (organic pesticides) is helping to manage this challenge.

### 9. Finance Expense Report

This is a summary of the finance expense report to date. A detailed expense report from December 1, 2024, to May 31, 2025, will be shared in a separate file.

## **Conclusion**

The project has been warmly welcomed in the participating districts, and learners are actively involved. The head teachers are providing full support to ensure success. The headteacher of Kojja Senior Secondary School installed a mesh fence to protect the farm from animals and humans that can damage or steal the crops. We have received the same commitment from Mityana and Luwero (for the animal sections). The teaching and non-teaching staff visit the farm regularly to monitor and support the teams.

The Buikwe district sent the production team to monitor the projects, and we scored 100% on project goals against implementation.

Training champion teachers at their District Model Farm is very powerful. The tour of the District Demonstration Farm brings the objectives to life.

Children are enthusiastic and willingly participate in the development of the District Model Farms.

## **Next Steps:**

1. Completion of the Champion Teachers training in Buikwe, Mityana and Mukono districts.
2. Setting up the 49 school gardens per district.
3. Deliver animals to the District Demonstration farms.
4. Delivery of learn home kits
5. Continued support to the District Model Farms and the schools