

www.AliamoS.org
Empowerment Opportunity
Assessment Form

1. General Details

1.1. Name of the opportunity -: Uganda School Growing Futures Project

1.2. Theme of the opportunity -:

- Food
- Water or Sanitation
- Education
- Health
- Housing
- Economic Empowerment
- Social Empowerment

1.3. Nature of the opportunity -:

- Assisting
- Donation
- Both

1.4. Geographic Zone -:

- Australia
- Asia
- Africa
- Europe
- Latin America
- Nth America
- Oceania

1.5. Political Zone -:

(pick list of countries or region (eg Tibet) in geographic zone chosen)

[Uganda](#)

1.6. Specific Locality.

(Please provide Lat and Long and detailed directions from an international airport so that any person can find the project site) -:

1.7. Project Coordinator (full name and email) -:

1.8. Community Contact (name and nominal position in community) -:

David SSw

In the following sections please consider each question and answer briefly with sufficient supporting information to justify the proposal. Supporting information should include photos and diagrams if appropriate.

2. Empowerment

2.1. What is happening now in the community? What are the immediate concerns? What is missing?

In 1997 Uganda Government introduced the Universal Primary Education [UPE] Programme. This programme which mainly targets the unprivileged children, has observed an overwhelming/ increased enrolment of pupils especially in rural areas. As much as this seems to be an opportunity for such unprivileged communities, less is done by the government and other development partners to provide food and Water to pupils in addition to medical care and enough classroom space. In many UPE schools in Uganda, lucky pupils have their lunch in form of porridge that is taken once in a day of which classes start from 8:00am up to 5:00pm. Though the Government is asking Parents to cost share by providing food for their children at school in addition to buying scholastic materials, many of the parents are incapable of doing this and have eventually given up putting their claims on the escalating levels of poverty in the country that can not allow them fulfil their parental responsibilities. This has consequently contributed to increased school out drops regardless of UPE programme being in place as well as undesirable academic performances for those who manage to persist for awhile. Lubanda and Kanjuki church of Uganda primary schools in Masaka and Kayunga districts respectively, which we have selected for school gardens project, are among the schools experiencing similar problems in the county.

What are the immediate concerns?

Immediate concerns for these schools in Uganda include provision of food and clean/safe water to pupils.

What is missing?

Capacity and resources to meet and fulfil these concerns.

2.2. What empowerment outcomes are proposed? (what is possible from this project) -:

- Establishment of agricultural school gardens to partly provide food to pupils and possibly sell some of harvests to meet other needs such as buying scholastic materials for pupils.

- Installation / construction of water tanks to provide Clean/safe water for domestic use as well as using some of it [water] to irrigate crops in the school gardens.
- Planting of fruit, medicinal and shade trees around school compounds to complement on food, medical and classroom space needs for pupils respectively.
- Children being empowered to teach agriculture in the community

2.3.How will these outcomes be manifest? -:

- By physical inspection of schools where the projects are running
- From photographs taken during the project implementation
- From project implementation progress and final reports,, as well as interviewing communities around, pupils and teachers.

2.4.What other outcomes could be possible from this opportunity? -:

- Improved academic performance of pupils
- Improved social well being and desirable livelihood of pupils at school
- Recognition from both central and local governments for supporting the Government's programme and best of all
- Sustainable future of these pupils.

Resources

2.5.Will materials be needed to support this opportunity? Please describe what the materials will be used for-:

Yes no

- Farming tools
- Educational resources
- Advertising

2.6.Will local assistance (including labour) be needed to support this opportunity? Please describe the roles local people will be fulfilling.

Yes no

- Good will and social support to the project
- Ready market for excess fruits and vegetables
- Copy and replicate practices from this project to their homesteads

2.7. What skills are missing within the developing community and are essential to cause this opportunity? (what outside skills and/or training is required) - :

- Practical organic farming practices
- Making of organic and application of organic manures
- Farm economics [Agri-business skills]
- Food and nutrition trainings
- Food handling and storage skills

2.8. What other outside assistance (including labour) would support this opportunity? (include volunteer opportunities) -:

- Financial support
- Material support
- Moral support

2.9. Will the Empowerment Opportunity require funding in stages?

yes no

Please detail stage when filling out Question 6 Budget Breakdown

In the following section supporting information **MUST** include quotes and testimonials from several members of the target developing community.

3. Community Support

3.1. Is there general support within the community at all levels for this empowerment opportunity? (does the community want empowerment) -:

√Yes no

How? Please provide quotes and testimonials.

Yes. The earlier interactions AEW have had with the selected schools [Lubanda and Kanjuki primary schools] indicate an overwhelming willingness by the schools administration to have such a wonderful empowerment opportunity.

Teacher 1: " We really appreciate this opportunity because our pupils have not been getting lunch at school and we hope if this project starts ,pupils will be able to eat food at school"

Teacher 2: " I hope this project will provide apractical approach to our pupils in regards to organic agriculture"

Pupil 1: "Many of our friends have left school just because could not with

stand staying at school with out food"

Pupil 2: "We do not have drinking water at school and some times we feel thirsty especially after playing and when its too hot, so we think if we get a water tank at school we shall get enough water for us to drink at school".

3.2. Why does the local community want this? (what are the community aims from this project) Please provide quotes and testimonials:-

- From themselves, schools want this project because they have faced it hard for quite along time to get food and safe/clean water for pupils which in one way or another has greatly impacted negatively on the performance of pupils in addition to other accrued social dangers that have been happening to pupils especially girls as they move out of school to look for water and food [in this case fruits from the surrounding villages]. School administrations and AEW assume that once this project arrives in the school, most of these problems will be reduced.

3.3. Does the community have long term commitment to the sustainability of this project?

Yes no

Details

The school administrations expect to charge a small percentage fee from parents in future as a contribution to this project in schools. Also expect if the project is successful to request government's ministry of education and support to make a financial contribution towards this project.

But more importantly, it's assumed by these schools that the surplus products from these gardens once sold to the surrounding communities can fetch a reasonable amount of money to sustain the project.

3.4. What additional environmental or social opportunities (spin off effects) will this project generate for this community, for the surrounding communities, for the world?

In the first place, this project intends to up bring, concerned, responsible and useful citizens of Uganda and the world at large. Since the gardens are focusing much on promoting organic farming practices, we assume that the pupils will come to learn and realise the importance of sustainable utilisation of environmental natural resources for social and economic reasons. The inclusion of fruit, medicinal and shade tree planting activity surely is another commitment and

practical demonstration to the pupils and the surrounding communities that we really need to promote biodiversity conservation, reduce desertification, modify climate and check on the escalating global warming and climate changes at large. So hopefully that the surrounding communities and pupils will copy and replicate these initiatives in their respective localities.

3.5. What are the possible negative environmental or social impacts of this project for this community, for the surrounding community, and for the world? How are they being managed?

- According to the nature and implementation strategies of this project, No negative environmental and social impacts expected. However, in case of any occurrences, immediate action measures shall be instituted.

3.6. What other alternatives have been considered to achieve these outcomes?

- Increased resources mobilisation [both material and financial resources]
- Food aid rather than empowering people to grow food

3.7. Are there any additional empowerment opportunities the community want which could build on this opportunity?

Yes. These include provision of scholastic materials, Medical care services and structural establishments [construct more classrooms.]

4. Coordinators Agreement

Aliamos provides funding that expands local economies by benefiting the recipient community directly. Aliamos will not fund foreign expenses. Please use your personal income, grants, or fundraising to fund your expenses. Disadvantaged individuals may apply to Aliamos for grant scholarships separately.

4.1. Do you agree to provide for personal expenses such as travel, labour, accommodation etc.?

Yes

4.2. In registering your project with Aliamos do you agree to submit quarterly updates and a completion report that details the actual expenditure including invoices and/or expenditure statements together with a photographic journal and testimonials from the recipient community?

Yes

no if no you will be unable to receive a grant from Aliamos

4.3. Do you agree that your report, updates and photos will become the property of Aliamos to be used for any purposes as decided by Aliamos?

yes no

4.4. Do you agree to upload these to the Aliamos website to enable donators to witness and participate in the community empowerment opportunity?

Yes no

4.5. Is the empowerment opportunity receiving or have applied for funding from other sources?

Yes no

If yes please specify organisation applied to and include a copy of the budget with this form.

Japan Water Forum (JWF) unfortunately was not successful.

4.6. If you receive funding for items included in budget from another organisation, do you agree to declare these funds and reimburse Aliamos any paid money?

Yes no

Signature
Ssemwogerere David

date
10th/Oct./2007

Budget Breakdown

1.1. Materials

please consider locally produced materials which the community will be familiar with and be able to repair or replace easily. This applies especially to traditional building materials. Please attach separate justification for any equipment or machinery no

Item		AUD\$	Stage
Seeds		100	
Hoes		25	
Slashers		10	
Wheel barrow		140	
Jeri Cans Pangas		20	
Pangas		4	
Organic manures		60	
Watering Cans		15	
Water tank (5000L)		850	
Gutters		140	
2 roles of Flip charts		16	
2 dozen manilla folders		12	
1 role of masking tape		3	
2.5 dozen Notebooks		5	
2.5 packets Pens		13.5	
Total		1413.5	

1.2. Transport

(please consider locally sourced materials. Also consider the possibility of foreign assisters carrying necessary materials with their luggage)

Item	From	AUD\$	Stage
1 person transport for 1 year		150	
Total		150	

1.3. Local assistance (within the community) -:

Assistance	Days	\$/day	Stage
Total	days	\$	

1.4. Local assistance (from surrounding communities) -:

Assistance	Days	\$/day	Stage
Total	days	\$	

Total Per School AUD\$

1563.5