



### Experience by Agency For Integrated Rural Development- AFIRD)

In Uganda, Central Region, Wakiso District

**Background:** Most of the youth in Uganda drop out of school without alternative life skills hence keeping them unemployed. Majority of them become farmers with limited knowledge and skills thus employ poor farming methods leading to low production and environment destruction. There is a widespread negative attitude towards farming.

The **solution** was the promotion of **PERMACULTURE** using the **participatory ILUD** (Integrated Land Use Design) approach creating ownership and diffusion into surrounding communities.

### Experience description

Permaculture is the development of an agricultural eco systems intended to be sustainable and self-sufficient. Permaculture practices are organic farming, natural building, and composting, recycling and renewable energy.

To promote permaculture, school stakeholders like teachers, pupils parents and small-holder farming households were introduced to the **ILUD approach** using the following **5 steps**:

- 1) **Grounding:** re-connecting to culture, history and environment, 2) **Situation analysis:** identification and inventory of existing resources at school compound,
- 3) **Visioning:** collectively design vision for school, 4) **Integral design:** based on vision, develop a written design for the school and 5) **Implementation and Monitoring:** work plans, participatory monitoring team.

*(fixed point pictures of the same school, 2014 before and 2017 after ILUD approach)*



### Other characteristics



#### IMPACTS

- Learning environment of school improved
- Increased enrolment
- Some improvements in nutrition at school and pupils' homes.
- Changing mind-sets of teachers, pupils and parents about agriculture.
- Schools are serving as a learning centre and a source of planting materials for other community members.



#### CHALLENGES

- Academic education system not supporting agriculture education
- School gardening is seen as a form of child labour.
- During long holidays school gardens are abandoned.
- This approach is only practiced among schools but also need to be promoted among small-scale farmers.



#### LESSONS LEARNED

- Identify most committed head-teacher and relevant school-stakeholders.
- Actively engage all teachers to avoid overload on the lead permaculture teacher and to keep institutional memory.
- Responsibility for monitoring during holidays to parents, pupils and teachers who stay near the school.