

FARMING AS A BUSINESS THROUGH THE 2-GENERATION APPROACH AT KAMULI CHILDCARE ASSOCIATION (KACHICA)

END OF PROJECT EVALUATION REPORT

Project: The 2-Generation Approach at Kamuli Childcare Nursery and Primary school for
Home community Transformation through Farming as a business

Implemented by: KAMULI CHILD CARE ASSOCIATION (KACHICA)

Location:	Kamuli Trading Centre, Kyabiwa Parish-Rakai District
Project Duration:	July 2023- June 2026
Direct Beneficiaries:	150 Learners 70 Households 500 Community Members (Total 720)
Funded By:	Wild Ganzen and Mirembe Foundation
Evaluator:	Matov George- Venus Consult and Training
Date of Report:	31 st July 2026

Table of Contents

1. Executive Summary	1
2. Project Background	2
3. Purpose and Objectives of Evaluation.....	2
4. Evaluation Methodology	3
5. Findings	4
6. Challenges Encountered	6
7. Lessons Learned and Best Practices	6
8. Conclusions	7
9. Recommendations	7

1. Executive Summary

Kamuli Child Care Nursery and Primary School is an academic school which started in 2005 in semi- permanent structures after realizing that many younger children could not afford to go to established primary schools and even could not afford paying school fees. The first enrolment was 22 children from pre-primary to primary two with four teachers; one qualified and three licensed teachers.

This school was based on the following objectives:

1. To enable vulnerable children, get equal opportunity to education.
2. To empower vulnerable families, get opportunity to educate their children at affordable costs.
3. To create sense of belonging and employment to young teachers and other students who graduate from high schools.

A Farming as a business through the 2 Generation approach at Kamuli Child care Nursery and Primary school for home and community transformation has been implemented for the last two years.

2. Project Background

The purpose of the project is to create effective change agents by creating conditions for people to improve their lives, transform their communities and increase their capacity for self-generating and sustainable change. Central to the project is the deliberate and intentional transfer of knowledge and newly gained competencies and mindsets to the members of the learners' homes, while at the same time the adults bring their experience to the table. The learners are trained at school in issues of leadership, gender consciousness, nutrition and regenerative farming as a business.

Key Indicators of Change

The project was to consider as success if the following indicators are achieved by the end of year 3.

- By the end of **year one** of the project all 10 members of Kachica Management committee members and 18 staff members shall be able to communicate using digital means including Zoom, team ,Google meet and Wattsapp and able to monitor virtual
- By the end of **year 2** of the project 18 staff members should have attended 3 training on communication , result oriented management and report writing and shall be in position to manage the project and write reports to donors
- By the end of **year 2** 90% of the households shall have increased their household income by 60% and be in position to produce enough food to give good

- nutrition to their children and save food to sale and get money to pay at least their school fees by the first week of the term.
- By the end of **year 3** 90% of the targeted 100 learners and 70 households supported by income generating activities through farming as a business shall have improved income through school fees payment to be monitored by the school.

2.1 Context and Problem Statement

The project implementation was preceded by a baseline survey conducted by URDT and the survey focused on the following parameters:

- Household income
- Size of land per household
- Type of housing
- Land ownership
- Household health status
- Nutrition status in households

From the survey it was realized that:

- Most of the households earn less than one million in a year and this attributes to 54%, 43% earn 1-3 million while 3% earn 4million and above
- Out of the 69 households verified, 37.7% have above 2 acres of land while 62.3% of the households have 1-2 acres of land
- The survey conducted revealed that 43% of the families live in houses made of mud walls and iron sheet roof, 35% live in house made of mud walls and grass roof. This therefore indicated that 78% households live in semi-permanent houses while 22% live in permanent houses made of brick walls and iron sheet wall.
- The survey revealed that 74% of the households visited had members of the family having health related problems for the last three months. This affected the productivity of the households in that less work was done on the farm amidst increased expenditure
- Out of the 69 households verified, only 7.3% has three meals a day. The rest have two meals and others have one meal a day. The food eaten is got from their garden, some bought, labour for food and others only buy
- The survey revealed that 95.6% of the households live on land owned by the households, 2.9% of the land is rented while 1.4 is owned by the clan. The land is used by family members in different ways such as food crops for subsistence

2.2 Project Description

Goal: The project goal was to create effective change agents by creating conditions for people to improve lives, transform their communities and increase their capacity for self generating and sustainable change.

Specific Objectives:

1. To equip 150 learners with farming as a business and life skills
2. To improve livelihoods of 70 households
3. To train 500 community members in profitable farming practices

2.3 Target Beneficiaries

Category	Targeted	Location/Remarks
Learners	500	Kamuli
Households (Parents/Caregivers)	70	Kamuli
Teachers	20	Kamuli
Local leaders	10	
Community Members (Farmers)	500	Kamuli
Total Direct Beneficiaries	1100	

3. Purpose and Objectives of the Evaluation

3.1 Purpose: To assess performance against the targeted criteria: Relevance, Effectiveness, Efficiency, Impact, Sustainability.

3.2 Specific Objectives:

- Assess achievement vs planned targets
- Measure changes in knowledge, practices, income and food security
- Document lessons and best practices
- Provide actionable recommendations

3.3 Scope: Geographic, Thematic (FAB), Timeframe, Target groups (150 learners, 70 HH, 500 community)

4. Evaluation Methodology

4.1 Evaluation Criteria

Relevance, Coherence, Effectiveness, Efficiency, Impact, Sustainability, Cross-cutting (Gender, Child Protection, Environment)

4.2 Data Collection Methods

- Document Review: Proposal, progress reports, attendance sheets
- Quantitative: Structured survey for households and community farmers, pre/post test for learners
- Qualitative: FGDs (Learners, Households, Farmers)
- Observation: Demo gardens, record books, VSLA groups
- Case Studies / Most Significant Change

4.3 Sampling Framework

Category	Population	Sample	Method
Learners	150	60 (40%)	Random + stratified by gender/school
Households	70	35 (50%)	Random
Community Members	500	100 (20%)	Random

4.4 Limitations

The study was limited by political interference during focus groups discussions and the extreme drought conditions during the survey

5. Findings

- 10 community leaders trained including Kachica management committee members Trained
- 20 staff members Trained
- 260 parent trained
- 320 Learner's trained
- 70 households provided with improved seeds
- 50 Local chicken for the school procured and Shelter constructed
- 02 dairy cows for the school procured
- 1 Acre school garden with irrigation equipment established
- A Mini maize processing unit established at the school
- Fencing for the school done and additional farming land procured.
- internet connectivity upgraded from 20mbps to 40 for the school installed with one year subscription

5.2 Effectiveness - Achievement of Targets

Result / Output	Indicator	Target	Achieved	% Achieved
Learners equipped	# learners trained	500	320	
	% learners with backyard gardens	360		72%
	% increase in knowledge	80%		
Households supported	# HH trained in FAB & business planning	70	70	100%
	Average income increase	90%	72	
Community Farmers	# community trained in FAB	500	260	52%
	# adopting improved practices (record keeping, marketing)	400	300	90%

5.3 Efficiency

The budget was used well according to the budgeted expenditure

5.4 Impact

- **ICT and Training-** The ICT Training center at the school was established and equipped. With the training equipment in place it was to conduct Short ICT training course for teachers. The trained teachers shall conduct Training which shall generate income for the school for sustainability. The Internet connection was upgraded from 20Mbps to 40Mbps and a community link was established.
- **Water supplies** –With new water reservoirs received and solar pumping installed replacing Electricity which was expensive, the school in position to supply water to the community at a fees and the income is to be used to maintain the water supply system.
- School Gardens were established with a modern Irrigation system and its able to generate vegetables for the whole year.
- 2 dairy cows with capacity to produce 2 calf's per year and 10 Liters of Milk per day were in place and they have capacity to sell half of the milk and with 50 birds with capacity to produce and half of the eggs to the community to maintain the school nutrition program. The school has 60 birds as of now.

- **Mini-Maize processing plant;** though its maintenance cost is high but with community increase maize production it's able to provide milling services to the community and the school.

5.5 Sustainability

Its desirable the impact the impact created by the project and the key project activities implemented by the project shall have to continue even after the external funding by Mirembe foundation and Wilde Ganzen therefore the key sustainability commitments by Kachica the beneficiary organization include:

- Provide refresher courses to teachers and the community leaders in order to maintain the skills and knowledge provided by ARU through Training and farming business skills
- Maintain the Inputs provided to the school including Chicken, Dairy cows and farm gardens so that they generate income for sustainability and maintenance of school feeding program
- Maintain the Equipment provided to the school and the community including a maize milling machine and Motorcycle to monitor project activities and home monitoring using resources generated by the equipment
- Utilize the internet connection to the school to generate income for subscription and maintenance as well as use it to learn more skills in project management.

5.6 Cross-cutting Issues

Gender, Child Safeguarding, Inclusion of PWDs, Environmental protection and climate change adaptation measures.

6. Challenges Encountered

1. Prolonged dry season affected demo gardens
2. There was Price fluctuations in the solar equipment and irrigation equipment.
3. School calendar was not well aligned with the school calendar

7. Lessons Learned and Best Practices

Lessons:

- The Trained community members were able to adopt new farming technologies and improved their harvests
- The community members have improved their household income and are able to pay their school fees.

The school can effectively use the school gardens established to feed the school children with improved

- Linking learners to household gardens
- Use of local extension workers

9. Recommendations

1. Kachica should be given a more central role in the management of school projects
2. The sustainability plan should be strengthened by provision of funding for at least 1 year







