



Sustaining Growth Over Time

Center for Sustainable Rural Livelihoods

2017 DONOR IMPACT REPORT

IOWA STATE UNIVERSITY
College of Agriculture and Life Sciences

A Message from the President

At the timing of this writing, I am busy making a transition from the Dean's Office in the College of Agriculture and Life Sciences to the President's Office at Iowa State University.

On October 23, it was with tremendous pride and humility that I was named the 16th president of this great university. On November 20, I begin my responsibilities from my new office in Beardshear Hall, after 11 years in the dean's office in Curtiss Hall.

As president, one of my main messages is to continue to strengthen Iowa State's reputation as a global university, whether it's preparing students to start their careers in Iowa or in any country around the world, or exporting our land-grant mission of education, research and extension to different corners of the globe.

Towards that goal, the Center for Sustainable Rural Livelihoods is one of Iowa State's great success stories — a story that continues to inspire young people here and in Africa to take head-on the challenge of hunger and poverty. As this 2017 report outlines so well, the center's programs in agriculture, nutrition and education continue to touch thousands of lives in a positive way.

Three years ago, in 2014, to help celebrate the center's 10th anniversary, we published a book of text and photos of sustainable rural livelihoods in Uganda. The images touch the heart; they remain striking and memorable. But what I remember most about the book is its one-word title — Hope.

Hope is more difficult to measure than the facts, figures and stories you'll find in this year's report. But it's present. It's what the center, the college and the university can help bring about in collaboration with people and communities who are literally hungry and also figuratively hungry for new opportunities to improve their lives.

That all this has been made possible by the philanthropy of alumni and friends of the college is also an incredible story. You'll read about one of our donors, Rose Boughton, on the next page. The generosity of Rose and many others transformed the idea of sustainable rural livelihoods into the reality it is today. I cannot thank all our donors enough for what they've done. Lives have been changed, and are changing, thanks to you.

As president, I will continue to follow the progress of CSRL. I look forward to traveling to Uganda in 2018 to help dedicate the new training center, and I will avidly await next year's report.



Wendy Wintersteen

“WHAT’S MOVED ME IS SEEING THE RESULTS . . . ”

A self-described “shy farm girl from Illinois” and 1958 ISU graduate, Rose Boughton enjoyed a successful career in nutrition services management for a multi-hospital system before retiring in 2006. Her first gift to the Center for Sustainable Rural Livelihoods was in memory of her parents. Over the years she has become one of the center’s most generous and loyal donors.

Given her farm background and career field, Boughton’s primary CSRL area of interest is no surprise. “What means the most to me is the school nutrition program,” she says.

“In the beginning, if children didn’t bring wood for preparing meals to school, they didn’t get a lunch. Since then, with the school gardens and the poultry program, the children now are getting much better sources of protein, and the outcomes are measurable,” Boughton says. “What’s moved me is seeing the results. What has been achieved since the program started is just amazing.”

Boughton’s perspective as a contributor who has watched the CSRL’s influence over time is reflected in some of the stories in our 2017 impact report. From two young boys — now accomplished young men — who were introduced to the Iowa State University-Uganda Program (ISU-UP) in fourth grade, to a long-time CSRL participant whose son is in graduate school at ISU, these stories are testament to the fact that, thanks to you, the CSRL is not only improving daily life in Kamuli, but altering the course of generations.

The achievements that so inspire Boughton would not have been possible without the support of our donors. To all of you who have made a lasting difference in so many lives, we extend our deepest gratitude and our pledge to sustain the positive change fueled by your generosity.

“In the beginning, if children didn’t bring wood for preparing meals to school, they didn’t get a lunch. Since then, with the school gardens and the poultry program, the children now are getting much better sources of protein, the outcomes are measurable.”

— Rose Boughton, 1958 ISU Graduate



2017 QUICK FACTS

2,752

**PRIMARY SCHOOL STUDENTS
IMPACTED BY SERVICE-LEARNING
AND SCHOOL GARDENS PROJECTS**

314

**CHILDREN
AND ADULTS
ASSISTED IN OBTAINING
NECESSARY MEDICAL CARE**

479 CLIENTS

**SERVED BY NUTRITION EDUCATION
CENTERS (NEC) PROGRAM**

RESIDENTIAL TRAINING CENTER

COMPLETED!

29

**SERVICE LEARNING
STUDENTS**

79

**YOUTH
ENTREPRENEURSHIP
PARTICIPANTS**

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Ensuring a Healthy Start:

INFANTS AND CHILDREN

Crafts project evolves and expands its reach

Sales of the mats, baskets and other items created in CSRL's crafts project have improved the standard of living for numerous Kamuli women and families. But crafts and tailoring aren't for everyone. "Apart from the skills, you also have to have talent," explains Masinde, and not everyone is similarly gifted.

So the program has adopted a new name — **Community Innovation for Income Generation** — and is looking for new income-producing ideas. "I recently met with a group in Ghana that makes and sells cakes of bath soap," says Masinde. "Now we're seeing if we can identify and train some of the women here to make and sell soap, and earn an income that way. Pay day is such an exciting and empowering day for all of these mothers!"



NUTRITION EDUCATION CENTERS: A RECIPE FOR SELF-RELIANCE

Betty Kagoya's youngest daughter was so small at birth that Kagoya named her Miracle. But in the Kamuli District, where poverty is pervasive and families have little access to proper nutrition, Miracle's long-term prospects were uncertain.

By age 18 months, Miracle was severely malnourished. Kagoya, who was then pregnant with her fourth child, had become malnourished as well. At that critical moment, Kagoya came into contact with Paul Mudhasi, host of the Kiwungu Nutrition Education Center (NEC).

Kagoya and Miracle were quickly admitted to the NEC, where both began receiving its nutrient-dense porridge. Miracle started to improve within a month's time. Kagoya grew stronger, too, and soon gave birth to a 10-pound boy named Timothy.

At the NEC, Kagoya began learning about proper nutrition, sanitation and farming practices. Today, thanks to the training she received, Kagoya is able to raise

the ingredients to make her own porridge and better feed her family. She was one of 131 NEC graduates in 2017 and plans to join the CSRL crafts program to begin generating household income.

"My daughter, Miracle, was so tiny, her leg didn't even look like a leg. But now she is a big beautiful girl," says Kagoya, who eagerly tells others about the assistance and instruction she received at the NEC. Through her involvement in the Nutrition Education Center and other CSRL programs, Kagoya's future, and that of her family, has been nourished and transformed.

Between 2014 and 2017, according to Associate Director Dorothy Masinde, the Nutrition Education Centers served 243,396 cups of nutrient-rich porridge, averaging around 1,000 calories per client each day. Children attending NECs recorded average weekly weight gains of between .3 and .4 pounds. In addition — because proper nutrition is only one component in achieving and maintaining good health — the centers helped 2,298 children complete age-specific immunizations.



Betty Kagoya (center), Miracle (left) and Timothy (right)

NUTRITIONAL PORRIDGE (6-LITER BATCH)

- | | |
|------------------------------------|----------------------|
| 4 kg millet | .3 kg grain amaranth |
| .2 kg soya beans | .1 kg maize flour |
| .03 kg dried and ground silverfish | .43 liters milk |
| .14 kg sugar | 6 liters water |

Mix dry ingredients, add silverfish, sugar and liquids. Heat, serve and watch healthy mothers and children grow. This recipe makes 15 cups, enough daily servings for five children.



WHAT YOU MADE POSSIBLE IN 2017

- Improved the lives of 479 NEC clients, 131 of whom became graduates
- Completed one NEC facilities project (kitchen) and began three more (kitchens and latrine)
- Enabled 35 NEC graduates to complete 1,186 individual income-producing craft items
- Helped the craft project launch a Village Savings and Loans Association (VSLA)
- Continued exploration of new income-producing activities beyond crafts and tailoring
- Assisted 123 children and 191 adults in obtaining medical care

WITH YOUR CONTINUED SUPPORT

- Continue to focus on health and nutrition behavior change through education and training
- Expand nutrition and health communication programs
- Increase nutrient-specific interventions and nutrition rehabilitation
- Present more food preparation demonstrations
- Expand microcredit and entrepreneurship for income generation





Feeding hungry minds

In 2017 — the CSRL school garden and school lunch programs' 12th year — the school gardens program helped teach and nourish students in four primary and two secondary schools in the Kamuli District. The gardens furnished produce for school lunches that were served in all six locations, varying in frequency from one to five days a week. Poultry programs also were offered at two of the primary schools.

SCHOOL LUNCH AND GARDENS: CULTIVATING SUCCESSFUL FUTURES

Three years ago, Caroline Mudondo and her friends were searching for firewood in the fields surrounding their Namasagali Primary School. Walking along the paths, Mudondo admired the beautiful vegetables in the school garden, which were used to feed students through the school lunch program and had been planted and managed by the school's agriculture club.

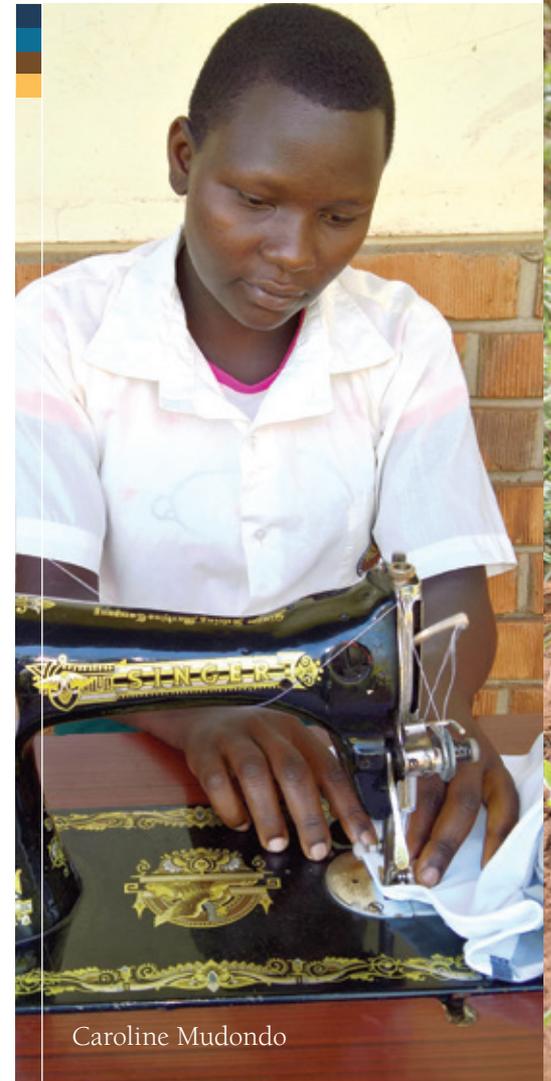
That was the moment, she says, when she knew she had to be part of the club. When the new-member recruiting period opened, she didn't hesitate to join. Although she wanted to learn how to grow vegetables at home for food, she also hoped to sell vegetables to earn money, which would open so many more opportunities.

Through the school garden program, Mudondo learned to grow eggplants, collards, grain amaranth, maize, tomatoes, lablab beans, bananas, pawpaws and orange-fleshed sweet potatoes. She learned how to pot trees and make nursery beds. During school breaks, she planted vegetables in her mother's garden in Baale, using seed she received from the school garden master.

Mudondo completed her primary level education at Namasagali Primary School in 2016 and, with generous financial assistance from Iowa State service-learning students, she enrolled this year in a tailoring certificate program at St. Joseph Vocational Center in Kamuli.

With her newly acquired tailoring skills, Mudondo plans to get a job after graduation, raise capital and run her own tailoring business alongside vegetable growing. She is thankful to the school garden program for teaching her how to use the garden to generate income. And the program helped her stay in school. "Without it," she says, "I would be married with a child like other former classmates of mine."

"I have developed so much and I have so many skills," Mudondo says. "Now I think I can never fail in life."



Caroline Mudondo





When Caroline Mudondo showed the agriculture class at St. Joseph Vocational Center how to make a vegetable nursery bed and banana holes, the students could hardly believe she had such skills and wondered where she had learned them. “It was thanks to the school garden program,” she proudly replied.

WHAT YOU MADE POSSIBLE IN 2017

- More than 2,700 students served through the school lunch and school gardens program
- Expanded vegetable, grain and livestock production in four primary schools
- Improved water quality and sanitation in several schools

NAMASAGALI PRIMARY SCHOOL

- Installed borehole, water catchment system and cisterns
- Constructed school kitchen, latrine and dormitory
- Completed poultry facilities

NAKANYONYI PRIMARY SCHOOL

- Installed borehole, water catchment system and cisterns
- Constructed school kitchen, teachers' house and small latrine
- Completed poultry facilities

NAMASAGALI COLLEGE STAFFS' PRIMARY SCHOOL

- Installed borehole
- Completed tool storage and grain storage projects

WITH YOUR CONTINUED SUPPORT

- Construct a teachers' house kitchen at Nakanyonyi Primary School
- Kitchen retrofit at Namasagali Primary School
- Purchase nyoyo pans for two school kitchens; nyoyo is a traditional dish from neighboring Kenya made of maize and beans cooked with salt, oil, vegetables and sometimes eggs or meat

Empowering Emerging Leaders:

YOUNG ADULTS



THE YOUTH ENTREPRENEURSHIP PROGRAM (YEP)

focuses on engaging young people in entrepreneurial activities at a critical point in their lives, typically in secondary school. Now that the center has been active in the Kamuli District for more than a decade, it is instructive to look at how ISU-UP is encouraging young entrepreneurs — like David Mwami (left) and Edwin Wakiita (right) — from a much earlier age.



A timeline of growth: From primary school through university

2005

Participatory meeting in Kamuli District to assess potential of service learning and school garden program; third grade at Namasagali Primary School

2006

First year of school garden program; in fourth grade

2009

Mwami is Agriculture Prefect; Mwami and Wakiita graduate primary school (seventh grade)



2010

They enroll in secondary school

2013

Mwami leads Youth Entrepreneurship Program at Namasagali College (11th grade)

YOUTH ENTREPRENEURSHIP: A TALE OF TWO LEARNERS

David Mwami and Edwin Wakiita have a lot in common. Their fathers passed away when the boys were young. Both were raised in female-led households dependent on agriculture for their livelihoods, and both attended Namasagali Primary School.

It was there, when the boys were in the fourth grade, that the ISU-UP school garden program was first introduced in 2006. As Wakiita describes it, he and his fellow students were taught how to raise different types of vegetables and also received seedlings to plant and raise at home.

At the time, recalls Mwami, “I thought garden work was punishment and that school land was for teachers to grow their own crops.” He soon came to a different understanding about the potential of agriculture, and the boys’ involvement with gardening continued until their graduation from Namasagali Primary School in seventh grade. By that time, Wakiita was able to use the proceeds from his home garden to pay his school fees, and Mwami served that year as the school’s Agriculture Prefect, or student leader.

They proceeded in 2010 to Namasagali College Secondary School, where Mwami became leader of the Youth Entrepreneurship Program when it was launched in 2013. After their secondary school graduation, Mwami and Wakiita enrolled in the Arapai Agriculture College of Busitema

University, where they are on track to graduate next May with diplomas in Crop Science and Management.

This past summer, their agricultural education came full circle: While serving as Industrial Training interns at several farms in the Kamuli District as part of their college coursework, Mwami and Wakiita helped supervise service-learning students from ISU and Makerere University (MAK).

“My negative perception about gardening started changing when the ISU and MAK students introduced practical agricultural skills at the Namasagali Primary School,” says Mwami. “I can now teach proper agronomic practices to others, and I plan to implement what I learn in college to sustain myself.”

Wakiita echoes these sentiments. “I appreciate Iowa State University and all those who helped me continue my higher education,” he says. “With the skills I have gained in college and through my internship, I look forward to becoming an extension worker in a government or non-governmental organization.”

Looking back, what took root in Mwami and Wakiita all those years ago were the seeds of a better future, and an enduring commitment to agriculture, community knowledge and self-sufficiency.

WHAT YOU MADE POSSIBLE IN 2017

- Supported four YEP groups and two secondary school clubs with 79 active members
- Introduced peer-mentoring program; seven peer mentors now working with in- and out-of-school mentees
- Initiated new YEP club at Butansi Sub County school
- Sponsored one-day leadership camp for two secondary school YEP clubs to discuss income-producing entrepreneurial activities
- Built connections with suppliers and marketers, including market analysis by youth
- Integrated activities with ISU-UP NECs, livestock and crop production efforts
- Provided inputs such as seeds, chicks and piglets based on each youth’s business plan, to be repaid with product sales

WITH YOUR CONTINUED SUPPORT

- Expand the peer-mentoring program
- Host YEP leadership camps, training and other YEP events in the new CSRL training facility
- Develop craft-associated projects for Namasagali College participants with disabilities (e.g., blindness)
- Establish more YEP clubs in secondary schools
- Continue to increase the capacity of youth in enterprise management and agriculture entrepreneurship

2015

Mwami and Wakiita graduate from secondary school at Mt. St. John’s College

2016

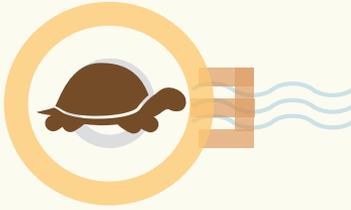
They enroll in two-year Crop Science and Management diploma program at Arapai Agricultural College, Busitema University

2017

Mwami and Wakiita complete summer internships, working with ISU and Makerere University service-learning students

2018

They graduate college



The lesson of the turtle

During her 2017 internship in Uganda, Sydney Beurivage, an ISU senior double majoring in global resource systems (GRS) and environmental studies, focused on borehole use. She soon understood why groundwater is so much safer than surface water, which is often contaminated by humans and animals.

One Water User Committee meeting was particularly memorable. “After the meeting the chairman gave me a carved wooden turtle,” she says. “He said it was a gift from the community to serve as a reminder that because of their borehole, they no longer need to share their water source with the turtle. I found this so touching, and every time I look at the turtle I think of all great things that ISU-UP has done for Kamuli.”



“Service learning leaves a big mark. It is at times uncomfortable and it hurts. But it is in this discomfort that change happens. Change within a community, change within a collective mindset, change within yourself.”

— Jace Hadish, ISU senior in animal ecology and global resource systems

SERVICE LEARNING: MAKING HUMAN CONNECTIONS

When Jace Hadish heard about ISU's service-learning program in Uganda, he was drawn to the multifaceted nature of the program.

"Being able to learn about a different culture, about development and about myself within a different culture, was quite appealing," he says. "I knew it was an experience through which I could grow a lot, and that made it an experience I wanted to have."

Hadish's service-learning assignments in Kamuli included working in the school gardens and teaching an agriculture class at the Nakanyonyi Primary School for three days a week. He also was part of a bi-national team with Makerere University students that worked to expand the poultry project at Nakanyonyi.

For the latter project, the student team prepared the newly constructed addition to the poultry building to house 102 chicks that would cycle in as the new brooder stock. They also vaccinated chickens, cleaned poultry houses, collected eggs and interacted with pupils involved with the school's poultry club.

The school garden work included nursery bed construction, transplanting collard greens and eggplants, building sweet potato mounds and harvesting grain amaranth. And weeding. Lots of weeding.

"It seemed endless," Hadish says, "but it was quite rewarding when a section of weeding was completed for the day. Using an African garden hoe for just about every task, it gave us a real sense of what agriculture is like for most people in Uganda."

As is true for most service learners, it was the people Hadish met who've had the largest and most lasting impact.

"This program really gave me an appreciation for the human connection," he says. "Even though there are many cultural differences and sometimes even language barriers, I was able to form deep bonds with many Ugandan people. I have been touched by the relationships that I have made, inspired by the difference I know that this program makes by being there for and with the people year-round, and humbled to learn from and with people who have a completely different life story."

WHAT YOU MADE POSSIBLE IN 2017

Nearly 30 service learners from Makerere University and ISU taught primary school and worked in binational teams to further development projects in:

- Agroforestry and irrigation
- Beekeeping
- Composting and soil fertility
- Grain storage
- Health and sanitation
- Poultry management
- School lunch and nutrition

Eight GRS students completed their Kamuli internships on these issues and projects:

- Clean drinking water sources
- Eye examinations
- Food security
- Forestry
- Health practices and food utilization
- Grain storage

WITH YOUR CONTINUED SUPPORT

- Begin occupancy of new residential training center
- Expand and diversify the service-learning program
- Increase the number of university student participants



Improving Livelihoods:

ADULT FARMERS

Hermetic grain silos sustain bodies and minds

- Students in Kamuli often pay their school fees with maize, which is brought to school to be dried, stored and used in the school lunch program.
- Hermetic storage makes this a safe process, thanks to plastic silos introduced by the ISU-UP team that are sealed to eliminate oxygen and asphyxiate weevils.
- In July 2017, participating schools preserved more than 2,400 kg of maize in this way, helping to feed hundreds of students hungry for education.

“By understanding what farmers know and also some of their misconceptions, the ISU-Uganda Program can create training programs based on those needs, so farmers can decrease the amount of grain lost to post-harvest handling.”

— Rachael Barnes, 2017 global resource systems, biological systems engineering, Uganda program intern



CROP MANAGEMENT: EXPLORING POST-HARVEST SOLUTIONS

Small farmers in the Kamuli District face multiple challenges when it comes to post-harvest grain handling. Tom Brumm, ISU associate professor of agriculture and biosystems engineering, says post-harvest losses of up to 50 percent are not uncommon, primarily due to mold and weevil infestation.

“Often, farmers don’t have a good way to dry their maize, they don’t have a good way to tell when the grain is dry enough to store, and they don’t have a good way to store it,” he says. Compounding those problems is a lack of understanding among farmers about the risks posed by mold often found in grain that has been improperly dried or stored.



Learning more about how farmers perceive those risks was among the assignments tackled by Rachael Barnes, an ISU senior studying biological systems engineering and global resource systems, during her eight-week internship in Uganda in 2017. Barnes had been a service-learning student in 2016 and was eager to return to the Kamuli community.

Her internship activities included surveying more than 100 farmers and community members about post-harvest practices and knowledge of mold, implementing a maize management plan to promote safe grain storage at primary schools where maize is fed to students and improving post-harvest handling training.

“Maize serves as a staple crop globally and as a means of food security for many communities, including Kamuli,” Barnes explains. “By focusing on the community’s perception of mold and aflatoxins in maize, the Uganda Program can enhance the district’s health and well-being.”

Barnes found that most farmers have heard about aflatoxin, a toxin that can be created by mold. However, farmers seldom avoid moldy maize because they don’t understand its causes or effects. Barnes also found notable differences in the understanding of mold and aflatoxins based on gender, education, age and involvement with the Nutrition Education Centers.

In addition to a deeper appreciation for the value of community education, Barnes says her internship experience also gave her a better understanding of development work. “Every decision must be thought out to ensure it is a sustainable practice and aligned with what the community wants and needs.”

WHAT YOU MADE POSSIBLE IN 2017

- Hermetic storage containers purchased and used in schools and ISU-UP stores
- All maize and beans now stored hermetically
- Teachers and cooks trained in proper maize drying and storage
- Maize management plans implemented at schools
- Schools supplied with low-cost maize moisture content measuring devices
- Construction of a portable dryer for drying maize and other products
- Smallholder farmers being trained in proper post-harvest practices
- All maize and maize products monitored to ensure food safety

WITH YOUR CONTINUED SUPPORT

- Hire a full-time post-harvest technology specialist to oversee maize-handling and other crop storage initiatives
- Test portable maize dryer and integrate into other crop programs
- Continue to monitor for aflatoxin and mitigate potential problems
- Continue to improve maize quality at the schools
- Further develop community outreach programs for improved post-harvest practices
- Build feed and grain programs into CSRL’s new training center in Kamuli

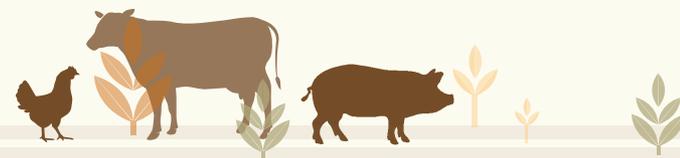


WHAT THE GOATS BEGAT

When Christine Lubaale invited fellow farmer Elizabeth Ntansi to take part in CSRL goat-raising training, Ntansi was eager to learn more. She quickly mastered goat-keeping and her success multiplied; she now has six goats and three cows. In addition to using the proceeds from livestock sales to pay her children's university fees, Ntansi was able to purchase her land title — all of which would have been unthinkable before CSRL goats came into her life.



The CSRL livestock program — closely integrated with school gardens, NECs and individual farmers — is a model of sustainability at work. After more than a decade in Kamuli, the program is helping to build sustainable families as well, nourishing and inspiring young adults determined to continue the cycle of livelihood improvement.



LIVESTOCK INTEGRATION: IMPACTING FUTURE GENERATIONS

Christine Lubaale has been a leader in her Kamuli District community for many years. Widowed in 1992, she trained as an HIV counselor in 1999, and began working with the CSRL in 2004 to train community members on modern agricultural practices.

Through the CSRL, Lubaale was among an initial group to receive two piglets — a male and a female. She also received help with housing for her pigs, on the condition that when the sow gave birth, Lubaale would give four piglets to four members of her training group, thereby spreading the program and generating more income for the community.

Lubaale's pigs not only delivered their income-producing offspring; they made possible dramatic improvements in Lubaale's life and the lives of her eight children. She used the initial proceeds from her piglet sales to pay her children's school fees. Next came a better house, then the purchase of a cow, expansion of her piggery, input loans from the CSRL and more plans for the future.

In 2016, Lubaale joined the crafts project and has become a leader there as well, serving as the group's chairperson and training others on how to weave better baskets. "I am known now as a designer," she says. "I am famous and popular, and I no longer belong to the class of people who suffer."

What makes Lubaale most proud is her son, Samuel Ikendi, now 30. In a recent report charting his scholastic achievements, Ikendi listed the profound changes in his life after his mother was introduced to the livestock program in 2004: "No more hunger. Malnutrition gone. Rise in income. Attend school. Excel in exams. Attend university. Increase in assets. Taste of happiness."

Ikendi graduated from Makerere University in 2012 with a degree in agricultural management, an interest he credits to his mother's piggery and garden. Three years later he joined CSRL as a volunteer working with service learning students.

And then in 2016, Ikendi applied to graduate school at ISU, where he was accepted into the master's degree program in community and regional planning and sustainable agriculture. He is one of 17 former service learners in graduate school or who have completed graduate school at ISU. Today Ikendi is happily adjusting to life in Ames and hoping to use his advanced training to further benefit the Kamuli community.

WHAT YOU MADE POSSIBLE IN 2017

- Increased family income through more cattle ownership
- Higher standard of living due to better-constructed houses
- Success in poultry programs in schools, NECs and individual farmers
- Growth in the ISU-UP piggery program
- Community-based breeding program for goats established in Kamuli
- Introduction of new goat breeds from Western Uganda
- Seven of 12 livestock watering tanks completed
- Plans completed and bids received for livestock demonstration facility

WITH YOUR CONTINUED SUPPORT

- Continue investments in livestock and poultry programs
- Expand farmer-livestock interaction and training
- Strengthen goat program with new breeds
- Expand water catchment and retention projects
- Complete work on livestock demonstration farm

Christine Lubaale



Building a Sustainable Future:

INFRASTRUCTURE AND STAFF

Building blocks

Knowing the CSRL's commitment to using local materials and labor, the training center architect suggested partnering with a local nonprofit to build the facility's boundary wall. Workers from the Haileybury Youth Trust (HYT), which has been operating in Uganda for a decade, used clay blocks shaped on site for the wall's construction.

In all, 30,000 sun-dried building blocks were made by HYT youth and other workers, using soil on the property and saving approximately 42 tons of firewood. "We were delighted to connect with the Haileybury Youth Trust," says Acker. "We have similar goals for youth development and sustainability, and it was great to involve such a large group of young people in the construction project."



"Having our own premises is making the statement that we are here to stay, hence strengthening the sustainability of the program in the community."

— Caroline Nambafu,
ISU-UP community nutrition specialist

NEW RESIDENTIAL TRAINING CENTER: FROM VISION TO REALITY

When ground was broken last year for the center's new multi-purpose training facility, architects' renderings helped staff, students, community members and contributors envision how the structures might appear. Now that vision has become a solid reality built of brick, stone and growing aspirations.

The first ISU students who move into the new dormitory building in January 2018 will discover a multi-purpose facility designed to safely accommodate groups of ISU and Ugandan university students and staff.

Just as important, the facility will serve as a training and demonstration center for the many rural community groups served by the CSRL: farmers, nutritionists, teachers, entrepreneurs, other non-governmental organizations and more. Beyond creating a more pleasant living and learning environment, the new facility will improve overall safety, efficiency and program effectiveness.

There is great anticipation about what the new facility will enable CSRL participants to accomplish. David Acker, associate dean of the College of Agriculture and Life Sciences and

Raymond and Mary Baker Chair in Global Agriculture, shares that sense of excitement, and is equally enthused about the environmentally-friendly principles used in the project's construction.

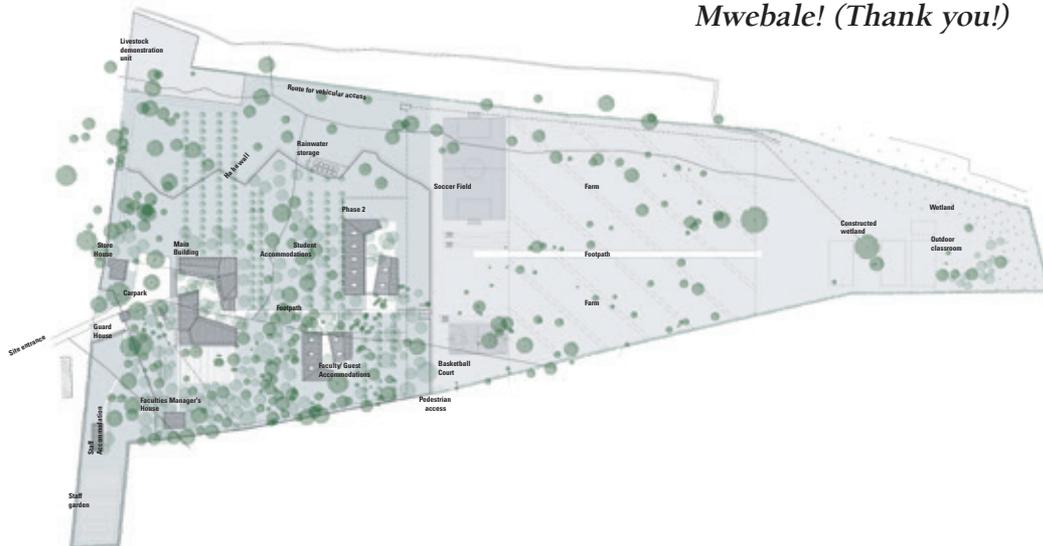
"It's relatively easy to construct a building, but it's more complicated to do it in a way that's a little greener and a little nicer to the planet," says Acker, who hopes the new facility will become a model in Uganda.

Among the building's sustainable design features are rainwater harvesting, solar water heaters, solar panels to generate electricity, natural passive ventilation, shade trees in place of air conditioning and waste water recycling including two constructed wetlands. Acker also is proud of the project's reliance on all things local, from technical expertise and labor, to building materials, furnishings and artwork.

None of this would have been possible without the generous support of several lead donors, in addition to many service-learning alumni and other contributors who responded to a successful crowdfunding campaign through the Iowa State University Foundation. ***To all of you, we say Mwebale! (Thank you!)***

KEY FEATURES OF THE NEW TRAINING CENTER INCLUDE:

- Large multipurpose room for training sessions, meetings and dining
- Library and lounge
- Dormitory for 48 trainees/students, with facilities for disabled trainees
- Rooms for up to 13 visiting faculty, staff and guests
- House for the facilities manager
- Sleeping accommodations for up to six staff
- Kitchen facility (75-person capacity), dishwashing and food storage areas
- Kitchen garden
- Laundry facilities
- Drinking water purification system
- Open office area for staff plus conference room for 12
- Store house
- Mudroom for storing boots and field tools
- Livestock, grain handling, crop and woodlot demonstration areas
- Basketball court and junior soccer field for community outreach
- Security wall with lighting, guard shelter and a security gate





“THE TRAINING CENTER WILL MEAN SO MUCH TO THE CITIZENS OF KAMULI . . .”

As the new residential training facility neared completion, we asked students and staff to offer their thoughts about what the new center will mean to their work and to the communities they serve.

“We are excited to be at the permanent location that is spacious and with all the accommodations at one site.”

— Gideon Nadiupe, national director, ISU-UP

“I will have the opportunity to carry out demonstrations in soil and water conservation, water management, production of high-value horticulture crops and seed multiplication. Every day will be learning day.”

— Dennis Lutwama, service learning and school gardens project officer, ISU-UP

“As a livestock extension specialist, my daily work life will change for the better due to the cool environment characterized by trees that bring fresh air in the compound.”

— Yvette Nikuzi, livestock extension specialist, ISU-UP

“The new training center will provide a collaborative environment, for not only Iowa State and Makerere University students to live and work together, but also a space for community members to learn from and teach one another.”

— Stephanie McMillan, 2017 GRS student intern

“The training center will mean so much to the citizens of Kamuli — a place for education and for the bond between Iowa State and Makerere University students to grow even stronger.”

— Alena Whitaker, 2017 ISU-UP service-learning student

“I could spend hours thanking CSRL donors for what they have done for me. However, after returning from Uganda, I now understand that this goes far, far beyond me. The donors are heroes for what they have done throughout the Kamuli District. They have saved lives, improved livelihoods and helped create sustainable systems. They’ve brought smiles, life and color back into so many lives.”

— Jesse Matt, 2017 ISU service-learning student



“The new facility will improve how our clients understand and take in extension information, giving trainees from the local communities a better idea of what innovations and modern practices in agriculture they should strive to implement to improve their incomes.”

— Lukwata Martin Roy Kagoye, youth entrepreneurship specialist, ISU-UP

