



Ugeafi

Union des groupes d'études et d'actions
Pour le développement de Fizi-Itombwe

REPORT



2024

1. AIM OF THE PROJECT :

Three students' teams have embarked on two impactful projects: environmental protection and agriculture enhancement.

They pursued a dual-purpose mission aligned with the Sustainable Development Goals of Climate Action (SDG 13) and Zero Hunger (SDG 2).

Their aims were to:

- 1 • Mitigate the effects of climate change on their surroundings by combatting environmental degradation, in line with SDG 13.
- 2 • Enhance agricultural productivity through the adoption of sustainable practices, contributing to the goal of Zero Hunger outlined in SDG 2.

2. HIGHLIGHTS FROM THE EXPERIENCES SO FAR

Throughout their engagement in both projects, students navigated through diverse stages tailored to each initiative. For the environmental protection project, students meticulously prepared technical content tailored for implementation in villages, schools, or churches.

They adeptly tailored themes to suit the audience, employing French in educational settings while seamlessly transitioning to local languages like Swahili and Kinyamulenge in villages. Utilizing flyers and photographs, they effectively elucidated their messages, ensuring maximum impact and comprehension.

In the realm of the agriculture project, students undertook comprehensive preparations, meticulously tending to fields, establishing nurseries, and executing the process of sowing seeds and transplanting them into final cultivation areas.



Their efforts spanned from initial groundwork to the meticulous care required for successful cultivation, showcasing their dedication to sustainable agricultural practices.

3. FUNDS OR IN-DONATIONS SECURED :

Despite not receiving monetary funds from external sources, the student teams received invaluable support from their school's administration to facilitate their project activities.

This support included the provision of essential materials such as flyers and photographs to aid in their sensitization efforts. Additionally, they were equipped with a range of agricultural tools essential for carrying out their agricultural activities, including hoes, watering cans, measuring tools like decameters and ropes.

This backing from the school's governance underscored their commitment to empowering students and fostering hands-on learning experiences, enabling the teams to effectively execute their projects without financial barriers.

4. OUTCOMES AND IMPACTS OF THE PROJECTS :

The impact of both projects on the community was profound and far-reaching. Through the environmental protection initiative, a total of 1360 individuals, comprising 748 women and 612 men, were empowered to take action in safeguarding the environment.

Remarkably, 80% of these individuals committed to actively participating in environmental conservation efforts by planting trees and preventing bush fires while preparing their fields. This collective engagement demonstrates a significant shift towards environmental stewardship within the community.

In the agriculture project, students not only gained expertise in vegetable garden cultivation but also effectively transferred these skills to members of their respective villages.

This knowledge-sharing initiative extended beyond the confines of the student teams, empowering community members to enhance their food security and economic opportunities.

Notably, students themselves embraced the idea of establishing vegetable gardens in their own homes, recognizing the dual benefits of ensuring a stable food supply and generating income.

Overall, both projects not only imparted practical skills but also instilled a sense of responsibility and empowerment within the community, fostering sustainable practices and economic resilience for the future.



5. KNOWLEDGE AND SKILLS GAINED BY TEAMS MEMBERS

During the execution of the aforementioned projects, students garnered a wealth of invaluable knowledge and skills. In the realm of environmental protection, they delved into understanding a spectrum of environmental issues.

This included gaining a nuanced understanding of challenges such as climate change, habitat destruction, and biodiversity loss, while also grasping the intricate connections between human activities and their environmental impacts.

In the agricultural domain, students honed practical skills vital for agriculture, land management, and conservation efforts. This hands-on experience equipped them with the ability to effectively cultivate crops, manage land resources, and implement sustainable agricultural practices.

Furthermore, on a global scale, students demonstrated a remarkable aptitude for teamwork and collaboration.

Through collaborative efforts within their student teams, they cultivated teamwork, communication, and interpersonal skills. Together, they navigated towards shared objectives, effectively delegated tasks, and collectively devised solutions to the challenges encountered along the way.

This collaborative ethos not only facilitated the successful implementation of their projects but also nurtured a culture of cooperation and mutual support among the student body.

