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| Danish organisation   | DIB  |
| Partner organisation(s)   | CHILDREN-Nepal   |
| Title of the intervention   | Food for thought - better nutrition for children and youth |
| Amount applied for  | DKK 499,999  |
| Country(ies)  | Nepal  |
| Period (# of months)  | 01.10.2023 - 31.07.2024 (10 months)                        |
| If re-submission or in continuation of a previous intervention, please insert journal number. |  |

## Summary

The purpose of the intervention is to engage school children in sustainable farming and through school garden activities give them practical knowledge and tools to increase food supply and improve children's nutrition. The intervention also aims at making the rural municipalities aware of the need of implementing local curriculums on environment, climate and sustainable farming to create practical learning opportunities for children and youth. The school gardens will become a new learning space and parents will be invited to knowledge sharing events to learn from their children. CN will arrange kitchen garden community demonstrations for parents and support them in setting up their own kitchen gardens. Teachers, children and parents will together organise advocacy campaigns to share knowledge on the benefits of organic farming and put pressure on the rural municipalities to initiate the development of local curriculums.

### 1. Purpose and relevance

DIB and CN have throughout the partnership been working towards the long-term objective of reducing poverty among poor and marginalised families in rural areas by enhancing their capacity and capability to create more sustainable livelihood and local sustainable development. This intervention will also feed into this long-term objective. The expected outcomes of the intervention are:

1. Children, youth and their families increase access to organic and nutritious food
2. Rural municipalities initiate the development of local curriculums on environment, climate and sustainable farming. (There is a provision in the education policy of the local governments, where schools can develop and teach 20% of the syllabus inspired by the local needs and context).

Through this intervention the partners want to introduce sustainable farming to eight schools located in three districts around Pokhara. CN will train teachers and school children in organic farming methods and support them in establishing kitchen gardens in the school grounds. The intervention also focuses on establishing a link to the children's parents to engage them in kitchen garden activities, build their capacity through events in the school gardens and with community kitchen garden demonstrations support them in setting up their own kitchen gardens at home. With active involvement of the parents, the new knowledge and learnings will be able to spread to the whole community. Moreover, the intervention also wants to address the need for a local school curriculum on environment, climate and sustainable farming. This will be done through advocacy activities arranged by teachers, children and parents in the schools and their local communities. With implementation of a local curriculum children and youth will get the opportunity to learn about their local context, agricultural and environmental opportunities and challenges. 66% of the population in Nepal is dependent on agriculture and there is a need for children and youth to learn about these subjects to be better equipped for future environmental challenges, climate change and food supply.

By establishing school gardens and kitchen gardens at home the target group will increase its knowledge on organic farming practices, increase the access to organic and nutritious food and become more self-sufficient which in the long run can reduce malnutrition. Practical school garden sessions in the schools

will create a better learning environment for children, while vegetables from the school gardens can be used for cooking meals in the school kitchen or as a healthy snack in between lessons. If there is a surplus of vegetables, the children will sell the vegetables at the tree plantation event.

The intervention will contribute to strengthening civil society and civic organising by creating new learning opportunities for children, parents and schools. Children will work together in the school garden and bring home new knowledge to their parents and communities. Parents will also be able to engage more in school activities by participating in school garden events and share their farming experiences with children and teachers. Children and parents from the target group will together advocate for implementation of a local curriculum, which will bring them together as a group. They will organise dialogues and meetings with the school management, rural municipality representatives, political leaders and local government officers.

The partners have worked together on several projects including *Enhancing rural livelihoods in Nepal (ERL)* (17-2112-UI-sep, 2018-2022) and the latest *Increasing the participation of women and marginalised groups in sustainable livelihood activities* (21-3563-CSP-MI, 2022-2023). Through these interventions CN and the target group have increased their knowledge and skills within sustainable development, organic farming and environmental-friendly technologies. The target group has increased income through sale of organic products, and they have received financial support from the local rural municipalities. The latest project specifically focused on increasing the participation of women and marginalised groups in marketing activities around the established cooperatives. The intervention successfully used Alternatives to Violence Project (AVP) and social forum theatre as methods to tackle and raise awareness on caste and gender inequalities. These methods give the participants a space, where they can communicate openly and share their opinions in a non-violent way. It gives them the opportunity to reflect on their own behaviour and together in a group solve different issues. Forum theatre will also be used in this intervention and work as a tool for children to discuss nutrition, organic farming, environmental protection, climate-related issues, gender and caste-based discrimination. As one of the first activities it will make a good foundation for the children's cooperation in school garden activities. CN's previous experiences with organic farming practices and establishment of kitchen gardens in a context with changing weather conditions is a clear advantage in this intervention. CN has during previous interventions kept record of farming challenges and its solutions, resilient seeds and plants and farming methods which have worked for previous target group members. The partners also have in mind that the crops should be satiating, have a high nutritional value and not be too fragile since school children will take care of the school gardens.

In this intervention the partners want to involve new target groups - school children and teachers. CN has since its establishment worked closely with schools, teachers, children and their families. Through CN's extensive knowledge and experience working with the target group, the project represents a great opportunity for CN to further combine its knowledge within sustainable development and organic farming with the organisation's other areas of work. As a part of the capacity building of teachers, CN will bring the teachers to the previous project sites to learn from the cooperatives established in the ERL project. A number of the schools are also located in short distance to the ERL project communities and children from these areas will be a part of the target group of this intervention. This means that there is already knowledge and skills in the local communities, which will also benefit the implementation of the intervention.

Schools have already expressed interest in participating in the project and the partners see the establishment of school gardens as a powerful tool to improve the quality of food and education for children in the local area. There is an opportunity for children to gain new practical and theoretical knowledge, learn about responsibilities when taking care of the garden as well as working together in teams with other children. The new learning space outside the classroom will also affect children's ability to learn in a positive way and make them physically active. Moreover, it is likely that the children will develop a positive attitude towards working with soil, plants and environmental protection. The school gardens will

inspire children and their parents to start a kitchen garden at home, which can affect families positively in terms of self-sufficiency and health.

During the intervention CN will establish contact to other NGOs and schools who have experience working with school gardens, organic farming and environmental-friendly technologies. CN staff members will go on a study visit to Kathmandu to learn from other organisations, who are successful within this area of work.

1.1 Describe the context of the intervention through a problem- and context analysis.

According to the latest information from Nepal National Micronutrient Status Survey (2016), only 48% boys and 43% girls aged 10-19 years meet the recommended minimum dietary diversity on national level. This number is lower in the rural context. A study conducted by Indian Academy of Paediatrics in Nepal reported that 55.33% boys and 35.80% girls are suffering mild malnutrition, 23% boys and 46.3% girls are suffering from moderate malnutrition, and 4.3% girls are suffering from a severe type of malnutrition. Many children from rural villages go to school without sufficient food from home and stay 7-8 hours in the school before they return home. They also have to walk 30-40 minutes on average to reach their school. Recently the Government launched a school meal program to improve nutrition among school children. However, due to the lack of organic and nutritious food, schools are buying conventionally produced vegetables and junk food. Schools usually serve biscuits and noodles for the children, which is not specifically nutritious and satiating.

CN conducted a situation study and focus group discussion in April/May 2023 in the three rural municipalities. 71% of people expressed that they have experienced a decrease in agricultural production. This is one of the biggest concerns among people in the area. Because of the lack of irrigation facilities and reduced rainfall, people are losing their motivation to cultivate their land and engage in farming. Food security is a big problem and agriculture cannot meet the growing food requirement in the country. Nepal's agriculture is no longer self-sufficient, as the lack of knowledge and skills keeps people away from engaging in farming and producing their own food. Therefore, Nepal is forced to import food products from India, which schools, families and children buy. For some people it creates an unhealthy lifestyle because they buy and eat cheap junk food.

From the Government of Nepal there is a provision in the school curriculum to study agriculture, health and environmental science as an optional subject. There is also a provision in the education policy of the local governments, where the schools can develop and teach 20% of the syllabus inspired by the local needs and context. Because of the low level of awareness of the teachers, the local government and policy makers are not prioritising the development of a local curriculum including agriculture and environment as a part of the syllabus. There are also no practical learning opportunities within the subject for children. The establishment of school gardens could complement agricultural courses effectively and provide hands-on experience for children, which would be beneficial for their learning ability and health. It would also provide the schools with fresh vegetables which could be used to cook nutritious school meals for the children. An updated syllabus could also teach children how to take care of the environment and how to adapt to climate change.

An issue in Nepalese society is the practice of social and structural disadvantage over Dalits and women despite being illegal since 1963 (Civil Code). In the schools, children experience caste and gender-based discrimination. Dalits are especially victims of discrimination and other children hesitate to interact with them since they are considered unclean and impure. This creates challenges in the classroom - for both children and teachers. The intervention's use of forum theatre will create awareness on social inequalities, promote cooperation between children of different backgrounds and start a dialogue in the classroom.

The political situation has been unstable for a long time both before and after the restructuring of the political setup in 2015. The last elections, local in May 2022, federal and province level in November 2022

went well and there could be a more stable period on the way. Importantly, there is support from the rural municipalities to implement the project.

## 2. The partnership

**DIB** is working to support the development of a strong civil society in the Global South and democratic planning processes, with the aim of supporting poor and marginalised people in achieving sustainable livelihoods and resilience. Focus has especially been on those who are affected by natural hazards, climate change and environmental degradation. DIB's approach is, through partnerships with local civil society organisations, to provide necessary tools, knowledge, and knowhow to the local population so they can improve their living conditions while respecting social, economic, and environmental aspects of life. Human settlement, local planning and sustainable development are among DIB's core competences together with appropriate technology transfer adapted to local conditions. DIB's core activity is capacity building of the local partner (technical, organisational, and administratively), project implementation and monitoring. The DIB Nepal project group is a diversified group of people with different backgrounds having extensive knowledge and experience from Nepal, experience within project implementation and monitoring as well as sustainable development and livelihood.

**CHILDREN-Nepal (CN)** was founded in 1995 and the overall objective of the organisation has been to help children and their families through a holistic approach by improving their situation and livelihood as well as their school and community. CN has been working to empower children and parents living under difficult circumstances through organising regular interactions, dialogues, training, counselling, and self-help group initiatives. CN has been practising a right-based working approach in its social work, and that transparent and neutral role has proven to be beneficial and successful in its social work initiatives, even during political conflicts in the country during the last decade. CN has developed its organisation throughout the partnership with DIB and has gained knowledge and experience on global and local environmental issues and has increased awareness on possible solutions. CN has a great knowledge and practical experience with organic farming methods, certification of organic products, cooperative management, sustainable livelihood, and possible solutions for sustainable community development. CN has capacity to carry out advocacy activities and has together with the communities succeeded in receiving financial support from the local authorities. CN will have two field staff, who will stay close to the target group and monitor the implementation closely.

### 2.1 Describe how the intervention has been developed between the partners.

DIB and CN have collaborated since 2016 on three interventions and developed a great partnership where the two organisations complement each other very well. For this intervention CN's knowledge and experience working with the specific target group and the network of schools and teachers was a good starting point. The partners saw an opportunity to replicate some of the learnings from previous projects, i.e., organic farming and sustainable development to a new target group. The project development process has been coordinated by DIB and has included discussions between the partners, shared writing responsibilities and input from the target group and rural municipalities.

### 2.2 Describe how you expect the intervention will contribute to strengthening you as organisations

The partners expect to gain new knowledge on school gardening from study visits, network and contact to other organisations. DIB also plans to do a project development workshop for CN during a monitoring visit with the aim of strengthening CN in project development, so CN can take the lead on future applications. Moreover, the DIB project group has welcomed new volunteers and aim to build their capacity within project management, monitoring and communication during this intervention.

## 3. Target groups

CN has selected 8 schools for the intervention: two in Modi Rural Municipality of Parbat District, three in Annapurna Rural Municipality of Kaski District and three in Myagde Rural Municipality of Tanahun District.

| Primary target group  | Number      |
|---|-------------|
| School children, age 11-18, grade 6-10  | 1220        |
| School teachers (facilitators and HM)   | 24          |
| Parents of the school children (grade 6-10)   | 852         |
| School management committee members   | 56          |
| Local government officials (chief admin officer, department of Education, Finance and Local Planning, Agriculture, Livestock, Health, Forest and Environment) | 30          |
| Local political leaders   | 46          |
| Government officials  | 135         |
| CBOs and community groups   | 15          |
| Media representatives   | 15          |
| <b>Total</b>  | <b>2258</b> |

| Secondary target group                               | Number      |
|--|-------------|
| Local community members                              | 2000        |
| School children, grade 1-5 and 11-12                 | 1352        |
| School teachers                                      | 205         |
| Parents of the school children (grade 1-5 and 11-12) | 383         |
| <b>Total</b>   | <b>3940</b> |

#### Primary target group

Eight schools have been selected for the intervention. CN has made the selection based on following criteria:

- Government school located in a rural setting
- Basic and secondary level schools
- High interest and commitment to set up school garden or work for the promotion of organic farming and eco-friendly solutions
- Commitment and willingness letter from the school
- Recommended by the respective Rural Municipality

School children: School children and youth are between 11-16 years and in grade 6 to 10. Appr. 60% are girls. They are from rural and poor households and belong to different castes and ethnic groups:

| District     | Dalit      | Ethnic     | Brahmin/Chetri | Total       |
|--------------|------------|------------|----------------|-------------|
| Kaski        | 117        | 26         | 48             | 191         |
| Parbat       | 94         | 28         | 214            | 336         |
| Tanahun      | 218        | 345        | 130            | 693         |
| <b>Total</b> | <b>429</b> | <b>399</b> | <b>392</b>     | <b>1220</b> |

The intervention will provide the school children with new knowledge and skills, practical lessons and hands-on experience with organic farming in the school, which they can bring back home to their families. The activities also give the children the possibility to work together with their classmates in the school gardens. The children will also participate in study visits to learn from others and organise tree plantation events in the school where their parents are invited. The children will arrange awareness raising campaigns in the schools/communities and carry out advocacy activities with their parents.

School teachers: 24 teachers will become facilitators of the school garden activities. 2 teachers (one female) from each school will be responsible for the school garden and the contact with CN. The selected teachers will receive training from CN and enhance their capacity and skills within facilitation of children in groups, forum theatre, organic farming methods, school garden design and management, crop calendar, waste management and various environmental-friendly technologies. The teachers will arrange training for other

teachers in the school and motivate them to participate in the school garden events. The capacity building of the teachers is important since the teachers will be the key mediators of knowledge between the schools and the children.

Parents of the school children: 852 parents of the school children will participate in the organic farming training and other events related to the school garden. During these events, parents will have the opportunity to share their farming experiences with teachers and children. The parents participate voluntarily in the school garden events which also is a way to promote parents' participation in school activities. Through the inclusion of parents in school activities, the parents will gain knowledge of new organic farming methods which they will be able to replicate at home. Especially mothers will be encouraged to participate in the school activities to strengthen their self-esteem and increase the overall participation of women in school, home and community decisions. Parents will also have a role in organising advocacy activities together with the children. The number of parents is low compared to the number of children since there are siblings among the children.

#### School management committee members

56 school management committee members will be involved in school policy decision making and develop local curriculum on environment, climate and sustainable farming by creating practical learning opportunities for children in the schools. They will be a part of the advocacy activities, sharing good practices with the local and province level education policy makers.

Local government officials: 30 government officials from the rural municipalities of Modi, Annapurna and Myagde RM will be directly involved in information sharing meetings and advocacy events as well as monitoring the project activities organised by the schoolteachers, children and parents.

Local political leaders: 46 local political leaders will participate in knowledge sharing and advocacy activities hosted by schoolteachers and parents, who will be sharing information on the benefits of organic farming and the need for developing practical learning opportunities for children by implementing a local curriculum on sustainable farming. They will also be involved in project monitoring on behalf of the respective RM.

Government officials: 30 government officials from the three rural municipalities will be involved in information sharing meetings and advocacy events organised by the schoolteachers, children and parents.

CBOs and community groups: 15 local CBOs and community groups such as mothers' groups, forest and water consumers' groups, and youth clubs will participate in information sharing meetings, networking, collaboration and organising advocacy events to promote organic farming and a local curriculum.

Media representatives: The schools will invite local and national media for advocacy events.

#### **Secondary target group**

The secondary target group consists of local community members from the communities, where the schools are located. They will observe different activities in the schools and communities, i.e., awareness raising events, establishment of kitchen gardens and forum theatre activities. They will be able to learn from others and replicate the learnings in their own home. The target group also includes school children in grade 1-5 and 11-12, who will observe and learn from students from grade 6-10, when they work in the school gardens.

#### 3.1 Describe the partners' relations to the target groups

CN and DIB have together been working in Annapurna and Myagde rural municipalities since 2016. CN has a good relationship with the target group and the local governments, and DIB representatives have visited the area many times since 2016. CN is already actively involved with five of the selected schools in terms of establishing different programs including child clubs and child self-help groups. Furthermore, CN has also since 2012, assisted the schools in developing child protection and participation policies. CN has established contact to the other selected schools through visits to the schools, and representatives from the schools

visiting CN's office. Through these visits a shared interest for cooperation has been expressed.

### 3.2 Inclusion of the target group in the planning of the intervention and feedback during implementation

CN has shared project information and received commitment letters from all schools to ensure their interest and participation in the project. During the project implementation, CN will visit the schools to carry out activities and support teachers and children in setting up school gardens. CN and teacher facilitators will visit the local communities to arrange community kitchen garden demonstrations and support the school children's parents to set up their kitchen gardens. CN will conduct two visits to the communities. CN field staff will continuously collect learnings and provide feedback to the school children and parents on a monthly basis.

## 4. Description of the intervention

The outcomes, outputs, and activities of the intervention are:

| Outcomes  | Indicators   | Outputs  | Activities   |
|---|--|--|--|
| Outcome 1:<br>Children, youth and their families increase access to organic and nutritious food | School meals include a greater variety of vegetables                               | 1.1 MoU with 8 partner schools have been developed   | 1.1.1 Meeting with schools and rural municipalities to share project information and develop MoU<br>1.1.2 Project approval from Social Welfare Council (mandatory from Government of Nepal)<br>1.1.3 Development of questionnaire and collection of base- and endline data   |
|   | 80% of families have set up kitchen gardens at home and produce organic vegetables | 1.2 Two awareness raising events have been arranged in each community by children's forum theatre groups | 1.2.1 Orientation training and formation of school children's forum theatre groups<br>1.2.2 Training of school children and teachers in practising forum theatre on nutrition, organic farming, environmental protection, climate-related issues, gender and caste-based discrimination<br>1.2.3 Support school children and teachers to carry out awareness raising events in their communities   |
|   |  | 1.3 One school garden has been established in each school  | 1.3.1 Training of school teachers in organic farming, environmental-friendly technologies, school garden management and facilitation methods<br>1.3.2 Support schools to set up school gardens, practise different farming methods such as raised bed, vertical farming, rooftop kitchen gardening, natural farming and installation of environmental-friendly technologies<br>1.3.3 Training of school children in organic farming methods and school gardening<br>1.3.4 Organise study visits and knowledge sharing meetings for school teachers and children to different organisations who are successfully practising organic farming, school gardening and environmental-friendly technologies |
|   |  | 1.4 Parents have participated in school garden events and  | 1.4.1 Organise training on kitchen gardening and organic farming for parents in school gardens with participation of children who present knowledge and  |

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|---|--|-----------------------------------|--|
|   |  | initiated kitchen gardens at home | techniques to parents. Families receive a small 'starting package' with seeds etc. to use at home.<br>1.4.2 Support school children to organise tree plantation events for parents. Children present knowledge and benefits of different productive trees (medicinal, herbal, fruits, oxygen trees)<br>1.4.3 Organise community kitchen garden demonstrations and support parents to set up kitchen garden at home |
| <i>MoV: Base- and endline data, observations by partners, photos.</i> |  |                                   |  |

**Strategy of the intervention**

|   |   |  |   |
|---|---|--|---|
| Outcome 2: Rural municipalities initiate the development of local curriculums on environment, climate and sustainable farming | 90% of the partner schools have introduced organic farming as a co-curricular activity. | 2.1 Two awareness campaigns have been held in each community/school and representatives from rural municipalities have participated  | 2.1.1 Support children and teachers to carry out awareness campaigns and rallies in their schools and communities<br>2.1.2 Support school children and parents to organise advocacy events at local, municipal and provincial level to ensure practical learning opportunities in schools on environment, climate and sustainable farming |
|   | Rural municipality representatives have participated in meetings and events.            | 2.2 CN staff have increased knowledge on school garden management, organic farming, environmental-friendly practices and technologies, which they have shared with RMs and schools | 2.2.1 Organise knowledge sharing sessions with other organisations and study visits for CN on different farming methods, environmental-friendly technologies, school and community gardening<br>2.2.2 Arrange knowledge sharing meetings with rural municipalities and schools  |
| <i>MoV: base- and endline data, official documents, list of participants and meeting minutes.</i>                             |   |  |   |

The strategy of the intervention is to work with schools, teachers and children to strengthen their knowledge and skills within organic farming, environment and climate and to reach the wider community and local governments through the schools. The intervention will use forum theatre as a method to raise awareness and foster critical thinking on climate, environment, sustainable farming and social issues among school children and teachers. Discussions on gender, caste and discrimination are crucial for the children to be able to work together and strengthen the cooperation between children of different backgrounds in and outside the classroom. The capacity building of teachers is an important part of the intervention to make teachers capable of facilitating children in groups within new topics including practical management of the school gardens. The training of teachers will also ensure that teachers can transfer their knowledge to parents and other teachers, so the learnings and knowledge will spread to the local communities. Furthermore, visiting places and organisations who are successful within organic farming is also a method to inspire, motivate and teach children, teachers and CN on new sustainable farming methods and environmental-friendly technologies. A part of the strategy is also to use local knowledge from farmers and cooperatives who have participated in previous interventions through visits and meetings. The advocacy activities give children, parents and teachers a chance to meet with local authorities and express their



concerns and opinions. Parents and children will, as a part of the training, learn how to prepare for meetings with the rural municipalities and how to present their needs and demands in a constructive way.

The outcomes and outputs will be met through the following steps:

**Outcome 1:**

1.1 MoU with 8 partner schools have been developed

When the intervention starts, the first step is to meet with schools and rural municipalities to develop MoUs. CN will also get in contact with SWC to get the project approved. While the partners wait for approval, they will develop a questionnaire and collect baseline data from the target group.

1.2 Awareness raising events have been arranged in each community by children's forum theatre groups

Forum theatre will be one of the first activities for teachers and children to create awareness and make space for critical thinking and discussions in the classroom. CN will support them in arranging awareness raising events in their communities to present knowledge on environment protection, organic farming, climate-related issues, gender and caste-based discrimination.

1.3 One school garden has been established in each school

CN will arrange training for teachers and children in organic farming, environmental-friendly technologies, school gardening etc. and support schools in establishing school gardens. CN will also strengthen the teachers' facilitation skills, so they are better equipped in the facilitation of children in groups working in a more practical manner than they are used to in the classroom. CN will organise study visits for teachers and children so they can learn from others who are successfully practising organic farming. This will include visits to the cooperatives established during the ERL project, since they have a lot of practical knowledge on organic farming methods, kitchen garden management and use of environmental-friendly technologies.

1.4 Parents have participated in school garden events and initiated kitchen gardens at home

School teachers and children will arrange events for parents to share their knowledge on how to do organic farming and the benefits of planting different productive trees. Children will present their learnings to the parents and show the parents around in the school garden. At the first event each family will receive a starting package they can use at home to set up their kitchen garden. CN will also arrange community kitchen garden demonstrations.

**Outcome 2:**

2.1 Two awareness campaigns have been held and rural municipalities have participated

CN will support schoolteachers and children in arranging campaigns and rallies in schools and communities to raise awareness on the need for a local curriculum on environment, climate and sustainable farming. CN will also involve parents in events at local, municipal and provincial level to advocate for implementation of a local curriculum with practical learning opportunities.

2.2 CN staff have increased knowledge on school gardens, organic farming and environmental-friendly practices and technologies, which they have shared with rural municipalities

CN will visit other organisations in Nepal to learn about school gardening and further increase their knowledge on organic farming and environmental-friendly technologies. CN will gather learnings and knowledge and arrange knowledge sharing meetings with rural municipalities to push for the implementation of a local curriculum.

4.1 Describe how you will monitor the intervention

CN and DIB will develop a baseline survey and collect information from the target group in the beginning and end of the intervention. CN will also collect significant stories from the schools, children and parents to monitor the project impact at the end of the project. In the first half of the intervention, DIB will organise a monitoring visit to Nepal to visit the schools and target group members. CN will share project progress monthly with DIB through online meetings and submit quarterly narrative and financial reports.

4.2 Describe the partners' and any other actors' areas of responsibilities and professional contributions

**DIB** is responsible for the project coordination and monitoring, following up and giving feedback on

different lines of work. DIB will organise a project development workshop for CN during a project visit to Nepal to strengthen CN's skills within project development for future interventions. DIB is also responsible for the coordination and submission of final reports to CISU.

**CN** is responsible for the implementation of activities in the schools and communities and the contact to the rural municipalities to make sure that our work is in line with theirs.

#### 4.3 Describe how the intervention will contribute to creating lasting and sustainable improvements

The partners expect that the schools will continue the school gardens after the project ends and inspire other schools in the future to set up school gardens too. These expectations are built on: 1) thorough training of teachers, who will be able to continue educating children in school garden practises, 2) yield of the school gardens, which will improve meals served in the schools, and 3) a practical learning environment and hands-on experience, which will improve children's learning ability/engagement and add extra value to the general education. The parents who participate in the training and set up kitchen gardens at home will increase access to organic food and increase their self-sufficiency, which will also affect the target group positively when the project ends. The partners also expect that, if not all, then some of the rural municipalities will implement local curriculums on environment, climate and sustainable farming, since the opportunity is already there, but not utilised. The intervention and CN will inspire and guide the rural municipalities in the right direction. CN's experience working with schools and children, and their good relationship to the rural municipalities is a good starting point in the process towards developing local curriculums and getting everyone on board.

#### 5. Cost level (max. half a page)

Activity 1.3.2 relies on demonstration materials for setting up school gardens in eight schools. The amount may seem high but is needed to ensure proper training and implementation.

There are allocated funds for the Social Welfare Council (SWC), a government unit, which is responsible for the monitoring and evaluation of projects implemented in Nepal. It is mandatory to register and get a project approved by the SWC before implementation.

The total payroll costs for DIB takes up 87.880 DKK of the budget. Besides the overall coordination and monitoring of the intervention, activities also include input to baseline survey and capacity building of CN in project development. Under project support costs, DIB has 30 hours for final reporting, which may be considered high, but the partners have learned from previous interventions that the process of writing and finalising these reports takes a lot of time. One reason is that DIB wants to involve CN as much as possible to strengthen their skills within reporting.

#### 6. Intervention-related information work in Denmark

DIB will continue informing and attracting young professionals from relevant university programs into development work by giving lectures about the project or engaging in network activities for students. DIB will also give a presentation on the project at DOKK1 in Aarhus and Forsamlingshuset in Copenhagen in cooperation with Dansk-Nepalesisk Selskab. Information materials for web and social media will be developed during the intervention period to share project progress with DIB's members.