

Date 20 July 2015

Dear Trustees at The Matthiesen Foundation,

I am pleased to submit an application for a grant of £ 2,000 to support a sustainable agriculture skills and education project in NW Cambodia, coming under Green Shoots Foundation's Food & Agriculture and Social Entrepreneurship (FASE) Initiative.

The project introduces vocational skills using our unique *Training of Trainers* methodology to 42 government-run schools, 46 teachers and 12,398 students from poor family backgrounds.

With your support, they will be able to grow, eat better and earn an additional income (teachers).

I have also attached a copy of our latest accounts, submitted to the Charity Commission for England & Wales.

Thank you for considering our application.

Please do not hesitate to contact me if you have any questions or require further information.

Yours sincerely,

Jean-Marc Debricon  
CEO, Green Shoots Foundation.

## Green Shoots Foundation’s Application to The Matthiesen Foundation

In 2012, Green Shoots Foundation (GS) launched its **Food, Agriculture and Social Entrepreneurship (FASE) Initiative** in Cambodia. We work with local partners that are selected through a due diligence process and we maintain correspondence throughout the year over email and Skype and field visits, if needed.

The initiative has been designed with Three Stages:

**Stage I:** Food & agriculture vocational vegetable gardens in schools and education centres;

**Stage II:** Sponsorship of students for food & agriculture vocational training.

**Stage III:** Investment in rural food & agriculture social enterprises for young entrepreneurs.

***The aim** is to fight poverty and exodus in rural Cambodia by demonstrating to youth that a rural economy can be thriving and help provide for their families.*

### Project Title & Goals

The Agricultural Skills for Public Schools (ASPUS) project comes under Stage I of our FASE Initiative. It consists of setting up and operating vocational vegetable gardens in 42 public (government -run) schools in two districts of Odar Meanchey province, Northwest Cambodia. The roll out period is expected to be three years for a total budget of **£137,000** and an ideal way to earn the trust of locals and transition into Stage II. Our local partner for ASPUS are the reputable Community-based Integrated Development Organisation (CIDO)- In the past, they have secured funding and support from UN organisations such as FAO and the Danish Government.

The Objectives of ASPUS are to:

**Improve** agriculture vocational skills of target students so they stay engaged in the rural economy and provide for families in the future

**Diversify** the skills of target teachers by providing training on cultivating vegetable gardens and help connect them more with the farming population;

**Increase** environmentally sound agricultural practices and reduce reliance on chemical fertilizer and non-organic pesticides for the target population.

Schools have been chosen on the basis of their motivation to be part of this project and also their location. By having them spread out in the two districts, the schools will be able to cater towards and benefit more than one commune/ village.

### Why Cambodia? Why Agriculture? Why Schools?

	Population	GDP Growth	Labour	Dwelling	Nutrition
Country Profile	15 Million	9.5%	70%	80%	37%
	70% of the population is under 35 years old	GDP growth averaged at 9.5% from 1998 to 2008	70% of the labour force is engaged in agriculture (but contributes to 37% of the GDP)	80% of the population lives in rural areas, of which a third live below the poverty line	36% of children under 5 are underweight.

The stats show:

1. The agriculture sector to be labour intensive but also inefficient, as people are unable to earn a decent living from it. One reason for this could be that they are unable to adopt techniques and compete with neighbouring countries.
2. In rural Cambodia, many smallholder farms operate as family set-ups living from hand to mouth. Cambodia has the “youngest” population in SE Asia, and many of them end up in low-paid agricultural jobs with little access to vocational training or they migrate to urban areas or across the border to work in garment factories.

In answer to this, the Cambodian Government wants all schools to have gardens- however, only 10% of have implemented them. This is primarily due to lack of budget, resources and agricultural expertise to manage gardens and train students properly.

The ASPUS project meets this resource gap and, by incorporating sustainable vegetable growing skills within the school curriculum, we maintain a structured approach for learning. We also update and introduce water sources (such as ponds and irrigation systems) for long-lasting and sustained vegetable gardens.

### Our Methodology for providing Training and Technical Assistance

For the ASPUS project we have scaled-up the operations of a yearlong pilot in the same locale. We employ a “Training of Trainers” approach (methodology in the appendix) that involves twelve sessions of training for

teachers along with guidance on how to share this knowledge with student groups.

GS and local partners continue the role of trainers and advisors throughout the course of the project, monitoring performance at the school level, making technical visits and intervening when necessary. Donors and supporters are kept up to date on school performance, at the garden level but also on how teachers and students are participating in the project and taking it to the home level, all performance indicators for ASPUS

### The Project Beneficiaries

- 1 education centre and 42 schools from villages based in this area (35 primary schools, 6 secondary schools and 1 high school);
- 84 teachers and 2,720 students directly involved, which includes 50 students from the pilot project;
- 252 teachers and 8,903 students indirectly involved;
- In total, approx. 13,000 household members will potentially be impacted.

### Core Areas of Impact:

- **Social Development:** this includes education and community capacity building;
- **Environmental Sustainability:** this includes sustainable farming practices, improved soil and water management techniques;
- **Economic Development:** this is an additional, anticipated benefit if students and teachers are interested in setting up gardens at home and selling the produce to increase household income.

GS has devised a detailed **Monitoring & Evaluation framework**, in conjunction with our local partners; it involves a number of qualitative and quantitative indicators to provide a full-circle snapshot of project activity.

### Time Frame and ASPUS Project Financials

Project Activities	ASPUS BUDGET in (GBP 000)				
	%	Year 1 - 2014 to 2015	Year 2 - 2015 to 2016	Year 3 – 2016 to 2017	Total
Framework Implementation	2	1.50	0.84	0.40	2.74
Training & education	14	10.50	5.88	2.80	19.18
Vocational Garden Set-up	11	8.25	4.62	2.20	15.07
Water supply & irrigation	25	18.75	10.50	5.00	34.25
F&A Staff	8	6.00	3.36	1.60	10.96
Teaching Staff	8	6.00	3.36	1.60	10.96
Transportation & other project costs	4	3.00	1.68	0.80	5.48
Weather & misc. risks reserve	9	6.75	3.78	1.80	12.33
M&E and Impact Assessment	13	9.75	5.46	2.60	17.81
Green Shoots overheads	6	4.50	2.52	1.20	8.22
<b>TOTAL</b>	<b>100</b>	<b>75.00</b>	<b>42.00</b>	<b>20.00</b>	<b>137.00</b>

### About Us

**Green Shoots Foundation's mission is to foster Sustainable Development by promoting holistic programmes that combine Economic Development with Food & Agriculture, Education or Medical Aid.** By working with local partners, we implement synergistic/multi-purpose programmes to break localised poverty cycles. The foundation was established in October 2010 and is led by one full time staff, a CEO and a number of interns and volunteers.

Despite its size, GS has managed to implement three programmes in six countries (Myanmar, Vietnam, Kyrgyzstan, India, The Philippines & Cambodia) in under five years of operation, with minimum monetary investment. This success can be accredited to the following principles:

- Focusing on sustainability for the charity and its programmes by keeping overheads low and recruiting skilled volunteers;
- Relying on well-established, trustworthy and efficient partners;
- Introducing best-practice project management for each programme.

#### Our total income (published)

In 2013: £157,698

In 2014: £231,318

#### Our total expenditure (published)

In 2013: £116,369 (89% charitable expenditure)

In 2014: £219,205 (93% charitable expenditure).

**Appendix: Training of Trainers Methodology**

