Progress Report

Project: Anjali House garden project

Project Reporting Dates: From : January 2017 To: June 2017

Project Leader: Samrith – Anjali House's young adult Coordinator

Summarize Project – Include what the deliverable is and who is key in making sure it is achieved

Context and background: The purpose of Anjali House garden project is to use the produce from the garden as part of our nutrition program and offsetting the cost of buying vegetables and fruits from the market for the two free meals a day we provide to our students. The garden will be maintained by a group of Anjali House's young adults. Other students will assist in the garden. All the students will learn about sustainable farming practices, protecting the environment, how to grow food organically and valuable lesson in team work, leadership, agriculture and community service.

Progress - List steps which have been achieved and to what end up to the date of this report. List issues that have arisen which may have (or maybe will occur) which will impact, either positively or negatively the outcome of the project.

Please refer to log book document (Excel sheet attached) detailing the progress made and challenges faced in the garden project from January 2017 till June 2017

Staffing - Account for staffing which has affected the project: who is involved, what needs are going unmet, if any, and the dollar cost of any additional personnel required.

The leadership of the project has not changed and is still with Samrith, Anjali House's young adult Coordinator.

Budget - Attach a copy of the original budget and account for what portion has been used on each item . While the 'burn rate' is sometimes heavier at the start of the project, please flag any items which are creating risks for the project or if there has been a need to reallocate funds within the project.

Please refer to the document attached with budget breakup updated till June 2017.

Other Funding - If there are any problems with other sources of funding for the project at this time that should also be noted here.

No.

Milestones Current - Discuss milestones and/or actionable items which have been achieved at the writing of this report. Flag issues, if any, which came up in achieving this goal.

Milestones:

- Upgrade the garden with the 1,000 square meter back land
- Make the back garden land operational to be able to grow vegetables (Prepare land, Rise beds, produce compost, set up the irrigation system, plant seeds, etc.)
- Train the young adults into organic gardening technics including the organization of a ceremony when the young adults received their certificates from CIDO.
- Harvesting of the first vegetables used to cook the daily lunches.

Here are the links to two articles and one video about the garden project describing some of the progress made over the last 6 months:

- Article: "We're all a bit crazy about gardening": https://anjali-house.com/were-all-a-bit-crazy-about-gardening/
- Article: "Organic vegetables for lunch": https://anjali-house.com/organic-vegetables-lunch/
- Video: https://www.youtube.com/watch?v=5xd8uYIG46c

Issues:

- 5 of our students dropped out due to a lack of interest. Our decision was to let them go rather than keeping them as we did not want them to negatively influence the other students.
- The weather has been a problem at times. For example, there has been too much rain for the lettuce and cabbage and not enough for the long green beans.

Milestones Future - List milestones and/or actionable items expected to be completed by the next reporting period. If any complications are expected, raise them here as well as any possible resolutions.

- Continue planting seeds and harvest more and more vegetables and fruits.
- Monitor the money saved due to the produce of the garden and understand by how much the garden project has reduced our expenses on food (after 1 year)

Opinion - The project leader should include his/her analysis on the overall progress of the project, weigh in with any issues or variations which have occurred or are expected to occur. Include the next date of reporting due, if applicable. Photo inclusions are encouraged whenever possible.

- The garden project is very strategic for Anjali House. Indeed, the garden project has taken an instrumental part of our educational program and especially with the young adults leading it. Through it, they learn about leadership skills as well as organic gardening technics which will be very useful for their future life.

- In addition, we have now harvested plenty of vegetables and the produce of the garden is used for our lunches. Therefore, we will be able to decrease the cost of food spent on the daily lunches we provide to our students.

- The above observations have led to our decision to run the garden project as a long term project and involve more students in the coming months.

Next reporting: Beginning January 2018.

Photos are attached with the email along with this report. Moreover, please refer to links of articles published on Anjali House's website about the garden project in the content above.

This report should be received within 5 days of the end of reporting period.

S/N	Activities	Unit Type	(USD)
Training cost for project			
a	Trainer's fee from CIDO	person	30
b	Trainer's travel cost	person	15
c	Training refreshment (snack and water)	persons	1
d	Training materials/handouts	persons	5
e	Closing ceremony (certificate award, gifts and refreshment)	persons	3
Training total			
1. Setup vegetable gardens (plot-1, 2, 3 and 4) for 1st step- (will happen while training is takir			
1.1	Prepare land/rise bed for plot-1, 2, &3	lumpsum	25
1.2	Refill soil for plot-4 and prepare land	lumpsum	40
1.3	Purchase vegetable seed	lumpsum	0
1.4	Purchase nets and trellis	lumpsum	25
1.5	Produce early compost	lumpsum	40
1.6	Produce liquid compost	lumpsum	40
1.7	Produce dry compost (Plot-5)	lumpsum	300
1.8	Water pipe system and irrigations	lumpsum	50
	Set up total		
1. Technical advisory cost for step 1			
1.9	Travel cost for technical visit	persons	15
1.1O	CIDO advisor lunch	persons	6
1.11	Materials for student activity	persons	5
	tech advisory sub total		
	Sub total (Step 1) (lines 18+23)		
2. Clearing of land in the back(plot 5 +6 + 7)			
2.1	Labour to breakdown and rebuild back ga	lumpsum	100
2.2	Materials to install a new gate and wall		180
2.3	Clear garbage, plants, trees and cement		120
2.4	Add dirt (25 trucks)		750
	Clearing land total		
2. Setup vegetable garden (plot-5) for 2nd step			
2.5	Prepare land/rise bed	lumpsum	30
2.6	Plastic mulching and garden materials	lumpsum	100
2.7	Vegetable seed	lumpsum	20
	Set up total		
2. Technical advisory cost for step 2			
2.8	Technical support from CIDO staff (fee)	persons	30

2.9	Travel cost for technical visit	person	15
2.1O	CIDO advisor lunch	person	5
2.11	Student activity handouts	persons	5
	Technical advisory total		
	Sub total (step 2) (lines 30+35+41)		
3. Setup vegetable garden (plot-6 &7) for 3rd step			
3.1	Prepare land/rise bed	lumpsum	80
3.2	Plastic mulching and garden materials	lumpsum	120
3.3	Vegetable seed	lumpsum	30
	Set up total		
3. Technical advisory cost for step 3			
3.4	Technical support from CIDO staff (fee)	person	30
3.5	Travel cost for technical visit	person	15
3.6	CIDO advisor lunch	persons	5
3.7	Student activity handouts	persons	5
	Tech advisory total		
	Sub total (Step 3) (lines 47+53)		
	Buffer (3% of $3565)		
		Total cost	
TOTAL COST REQUESTED FROM THE FORIX FOUNDATION FOR G			
Management by Young Adult Program			
a	Young Adult Program Coordinator Salary	person	250
b	Garden Tools (wheelbarrow, shovels, hoe	lumpsum	150
c	Materials to package produce	lumpsum	50
d	Land rent	monthly	75
e	YAP teaching materials	lumpsum	50
Management total			

GRAND TOTAL REQUESTED FROM FORIX FOUND

Quantity	Time	Total (USD)	Expenditures
			Oct 2016 - Jun 2017
1	10	300	300
1	10	150	150
15	10	150	100
15	1	75	15
30	1	90	50
		765	**615**
ng place)			
1	1	25	27
1	1	40	60
1	1	0	5
1	1	25	20
1	1	40	40
1	1	40	40
1	1	300	250
1	1	50	60
		520	**502**
1	9	135	30
1	5	30	
15	1	75	50
		240	**80**
		760	**582**
		100	100
		180	150
		120	120
		750	800
		1150	**1170**
1	1	30	20
1	1	100	83
1	1	20	25
		150	**128**
1	2	60	

1	6	90	
6	1	30	
15	1	75	50
		255	**50**
		1555	**1348**
1	1	80	
1	1	120	90
1	1	30	10
		230	**100**
1	2	60	
1	6	90	
1	6	30	
15	1	75	
		255	0
		485	**100**
		107	0
		3,672	**2,645**
ARDEN SET UP (50%)		**1,836**	1322.5
1	12	3000	1500
1	1	150	55
1	1	50	
1	12	900	450
1	1	50	15
		4,150	**2,020**
ATION: $5,986			**3,342.50**

Description
Finish training. 10 sessions in total
Certificate ceremony attende by 20 students along with CIDO and Anjali House's staff
fill soil in for the pond
We spend a very small amount of money on seeds.
CIDO followed up with the students in charge of vegetales planting
Money used for students' breakfasts who are coming early morning during weekedns look after th
All cost dedicated for the big garden
cost for planting vegetables in the big garden

Gardening tip book for students and snacks for students

ıe garden.

Expected Outputs	
1	A vegetable garden at Anjali House
2	Responsibility and Ownership among the Young Adult Progra
3	Better training on Vegetable garden skills
4	A diverse diet, more food variety

#	Indicators
Objective 1: Growing vegetables at Anjali House	
1.1	How much area of land has been prepared for gardening?
1.2	How many types of vegetables were planted?
1.3	How many **did not** survive the harvest?
1.4	Where did Anjlai House buy the seeds from?
1.5	How many meals are prepared at Anjali House?
1.6	What is the current food expenditure of Anjali House?
1.7	Has the diet of the students varied in the last three months because of the vegetable garden. (have they been able to eat something not usually cooked at the centre)
1.8	Number of months of production this quarter
Objective 2: Raise awareness among youth to give them a sense of res	

2.1	How many students are actively involved in the garden?
2.2	What sort of activities do you think they enjoy the most?
2.3	How many hours do they spend in the garden/ week?
2.4	How many students have tried out vegetable gardening activities at home?
2.5	Observations on team work among students? For example do the older students help the younger ones. Is there a separation between boys and girls. Are they working “as a family”
2.6	Observations on involvement in planning activities for the garden. (deciding what to grow, where things should be planted)
2.7	How are the responsibilities for the garden distributed?
2.8	Who is looking after the vegetable garden during holidays/ long vacations?
2.9	Do the students talk about what they want to grow/ how they want to eat the produce?
Objective 3: Access to (agriculture) Education	
3.1	How many students received training on vegetable gardening?
3.2	How many training sessions were provided?
3.3	How long is each session?
3.4	List the types of skills they have learnt
Objective 3: Promote Sustainable Farming Techniques	

4.1	What sort of fertiliser is used in the garden?
4.2	How many tonnes of fertiliser was prepared and used?
4.3	What irrigation technique is being used?
4.4	How much nutritious liquid was prepared and used at the centre?
4.5	Were there any pests encountered?
4.6	How many litres of pesticides were prepared and used?
Miscellaneous Factors that Impact the Garden	
(I)	Weather conditions in Siem Reap?
(ii)	Did you add any new soil from outside?
(iii)	Any incidents that may have impacted vegetable plants?
	Anjali House Vegetable Garden Targets (TBC)
1	Area of land prepared
2	Number of students getting training per session
3	Number of students working in the garden at one time
4	Number of hours per week spent by students
5	Number of training sessions by CIDO per quarter
7	Number of vegetables being grown at one given time
8	Number of Kg of compost prepared by the students

9	Litres of nutritious liquid prepared by the students
10	Kg of compost being used by the centre

Assumptions	
Weather conditions stay favourable, plants stay free from pest and disease	
School curriculum allows time for vegetable garden	
Good quality resources are available	
Availability of donors/ funding	
cooperation with local partners/ stakeholders	
Justification/ Reasoning	**Response/ Answer**
size of the plot	The whole plot is approximately one acre
the variety of plants- diversified diet	Five
this shows us how many were eaten at the centre. What is growing better.	None
this will show the source of the seed. (list all sources i.e. Market, CIDO, from last year, from farmers etc)	Donated by USAid
this shows self-sufficiency, adoption of environmentally sound practice and ensures good quality seed is used.	Breakfast and Lunch
We can monitor if this is reduced over time because of the vegetable garden.	
this will tell us about nutritional changes but also availability of food / range of food items	Eaten long beans for lunch as snacks. Cook has used morning glory and cabbage in the lunch.
aiming to smooth out food production throughout the year	N/A

sponsibility.

to find out more about student participation and involvement. Are all students active or only a few.	30 involved in training, 30 students that attend gardening workshops
What are their interests	Students enjoy seeding and seeing the final result and cropping the vegetables.
Their involvement in the garden. For example one hour a day= 7 hours/ week	12 hours a week, 7 hours on Thursday and 5 hours of workshop
Transfer of skills and impact on the wider community	20
How the students work together	Students work as a family.
This shows sense of responsibility and ownership of the garden.	Students have discussed what they will grow and have formed groups with team leaders to organise various parts of the garden.
Groups per week/ per day.	There are 4 groups of 8 students with one team leader in each.
Just to know what happens while students are away	Kosal and Moni
diversified diet- connecting growing of food with intake/ nutrition	Yes they discuss their favourite foods and what they would like to eat.

This will show how many students were taught skills.	30 students
This will show how much time was spent.	4
This can allow us to calculate the hours of training in total/ per student.	Each session lasted a total of 7 hours in one day.
To find out what they are learning and what skills are transferable.	How to make: dry compost, organic fertiliser, organic pesticide, preparing the ground, preparing seeding soil, irregation system, seeding, planting, taking care of the vegetables.

This will allow to observe an increase in natural fertiliser or if a chemical fertiliser was used. Or if both were used.	Organic fertiliser
Amount of fertiliser needed by the soil= indicates soil quality. We want the students to be making the "minimum" amount of fertiliser- so would like to keep track of what is being used	N/A still in training.
This will indicate how water was managed	Drip system and watering
in litres	Approximately 200 Litres
This will account for any loses.	Yes
This will indicate use of pesticides and if any precautionary measures need to be taken at the Evaluation stage	50 Litres

too much rain/ not enough rain/ too dry- this will indicate impact on garden (out of EDMs control)	Current situation: Dry/Hot season
This will show that soil quality.	Yes
for example eaten or picked on by chickens	No
138.5m2	N/A
40	30
10	15
7	12
2	4
5	5
500kg	500kg

130 l	approx 200L
500kg	N/A

Source of Information	**Comments (Jan 2017)**	**Date**
Samrith/Annie	No land from the plot prepared yet-still training in small garden.	1/16/2017
Samrith/Annie	Cabbage, morning glory, eggplant, tomatoes, long beans	1/16/2017
Samrith/Annie	All survived harvest	1/16/2017
Samrith/Annie	There is a big supply of seeds donated, but If we need more, can purchase from the food	1/16/2017
Samrith/Annie	Meals are prepared twice daily for 120 students	1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie	Still under training, when the back plot of land has been	1/16/2017

Samrith/Annie		1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie	Students asked for seeds to take home and grow. Long beans,	1/16/2017
Samrith/Annie	Students will quite often assist Annie in the garden during their break times of their own accord.	1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie	Former Young Adult students who are still involved at Anjali House.	1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie	30 students were selected from the Young Adult Programme and Bunthorng's class.	1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie		1/16/2017

Samrith/Annie		1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie	Pumpkin flies ate tomato flowers. Small caterpillars ate the cabbage leaves.	1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie	Weather conditions have been balanced. Enough rain and sun.	1/16/2017
Samrith/Annie	Compost was bought and soil was added to elevate beds.	1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie		1/16/2017
Samrith/Annie		1/16/2017

Samrith/Annie		1/16/2017
Samrith/Annie	Still developing	1/16/2017

Updates March 16th, 2017

We have added one extra land of 1000 Square meter (we call it the " back garden")

Cucumbers, winter melon, lettuce, new set of eggplants, tomatoes, morning glory and long beans. First set of vegetables were harvested.

Cabbage was not growing very well
Local market, some seeds are left from the USAID donation.

Meals are prepared twice daily for 120 students

On an average $70 per meal

The cook is using the vegetables for the lunches. However, the students are used to eat the kind of vegetables we are currently growing in the our garden.

3 months

25 students are involved in the garden from 14 to 19 years old (5 of our older students found a job and had to discontinue their involvement into the garden project). However, younger children are also learning gardening and helping in the garden

They enjoy seeing the new back garden space and the new baby plants growing out of the ground.

4 hours from Monday to Saturday + 8 hours on Sunday, 2 more training sessions (2 full days)
Approx 10 students are still asking for seeds to plant at home
Boys and girls are separated into different groups of 4. They enjoy doing it and they are motivated. They still work as a family.

Students are still discussing with each other about what they want to plant and how they will organise the work
There are 3 groups of 3 students and 4 groups of 4 students + 1 leader in each

Kosal and Moni are no longer involved in the garden project as they are busy with their jobs. During holidays (long and short), our current students take turns and take care of the garden.
Same

25

8

Each session lasted 8 hours (We have a new teacher)

How to make and use compost, how to organise and set up rows/plots of vegetables, How to take care of all the different kind of vegetables we have planted, how to set up an irrigation system.

Organic fertiliser

Drip system and watering

Approximately 200 Litres

Big caterpillars ate the eggplants leaves

50 litres

Hot and humid

Now we use our own compost but the quantity is not enough so we still have to buy "fumier". We also bought some soil for the back garden

There has been unusual rainy days which resulted into 1 flooding of our garden once. All OK now.

We now can use the back garden with a dimension of 1000 square meter

25

25 (now we have a bigger garden to take care so all students are working at the same time).

4

30 eggplants, 20 tomatoes, 70 cucumber, 70 winter melon, 80 long beans, 4 rows (10 meters) of morning glory, 60 lettuces, 20 spring onions

1,300 Kg

Same, approx 200L

700Kg

Update June 7th, 2017

Same as last time

Casava, Cucumbers, winter melon, lettuce, eggplants, tomatoes, morning glory, pumkins, sponge and long beans.

Issue with the pumkins because of insects. Protect the seedlings with nets so insects cannot get in. There were also insects on the beans but they survived. The ground was also too dry.

Local market and USAID donated more seeds (Pumkin, wintermelon, sponge, etc.)

Meals are prepared twice daily for 120 students

We started to harvest a large volume of vegetables at the beginning of May using our back garden (1,000 square meter). It is therefore a bit too soon to clearly evaluate how much our food expenses have reduced.

Same as last time

3 months

20 students. 5 of our students dropped out due to a lack of interest. Our decision was to let them go rather than keeping then as we did not want them to negatively influence the other students.

They like planting and of course, see the end result. It is rewarding.			

5 hours/week + some extra time spend in the garden when watering and planting was needed

5 students asked for seeds to plant at home

Same as last time

Same as last time

4 groups of 5 students. We had to re organising the groups as we had 5 drop outs.
Our students still take turn

Same

20 students who got their certificate from CIDO

10

Same

Seeding, how to make organic fertiliser, how to look after the vegetables and fruits when they start growing

Organic fertiliser

We haven't measured but it was a considerable amount of fertiliser due to the soil quality (poor).

Piped water system

Approximately 200 Litres

Golden fly which ate the pumkins and cucumbers and a black insects which attacked the long green beans

Hot and humid

Yes

Too much rain for the lettuce and cabbage and not enough for the long green beans

1,000 square meter

20

15

5

10

20 kg cucumbers + 360 Winter melon + 1 kg tomatoes + 6 kg of green beans. (Note: We started harvesting the big garden by the end of April).

1,300 kg (size of the container)

200 liters

All the 1,300 kg