

## Project Anisha

### Annual Report for Year One of Project Anisha's Kitchen Garden Project (2016/2017)

#### "AGRICULTURAL SUSTAINABILITY THROUGH CHILDREN'S KITCHEN GARDENS IN RURAL CHAMARAJNAGAR DISTRICT, KARNATAKA STATE, INDIA"



Report prepared for Guru Krupa Foundation and Other Project Donors

Date: April 15, 2017

Prepared By: Marilyn Schirk, Grant Administrator

Project Anisha has completed the first year of a four-year project funded primarily by a grant from the Guru Krupa Foundation entitled "AGRICULTURAL SUSTAINABILITY THROUGH CHILDREN'S KITCHEN GARDENS IN RURAL CHAMARAJNAGAR DISTRICT, KARNATAKA STATE, INDIA". This project was funded under the "social" category of the Guru Krupa Foundation's three categories of funding. This document is the Annual Report for Year One of Anisha's Kitchen Garden Project (2016/2017). It is the result of a collaboration between Susila Dharma USA, the Susila Dharma International Association, and Project Anisha. It is with great pleasure that we submit this Annual Report for the first year of this project.

#### **Description of the Project:**

For a detailed description of the origins of Project Anisha and the Kitchen Garden Project, we would like to refer the reader to two attached documents, the original Grant Proposal to the Guru Krupa Foundation, and the Preliminary Report prepared by the Susila Dharma Team (Marilyn Schirk, Stephanie

Holloway, and Aminah Herrman) for the first four months of the Kitchen Garden Project. This Preliminary Report was based on the Team's two-week visit to Anisha in November of 2016. These two documents give detailed information on Anisha's dedication to its mission - to restore household food security to the Martalli region of Southern India by promoting organic farming and empowering small-scale farmers and landless rural families to gain control of their livelihoods.

Over the course of its four-year Kitchen Garden Project, Anisha intends to teach 1400 middle and high school students enrolled in 23 local schools to grow their own kitchen gardens at their homes for the purpose of improving their family's nutritional and economic health. The project area is set in the remote hills of the Eastern Ghat, which is a degraded forest area. 90% of the land is divided into areas of small and marginal dry land farm holdings, watered only by rainfall and monsoons. The remaining 10% is wetland farmland watered by irrigation systems. Very few regions in the district receive good rainfall during the unpredictable monsoon season.

The targeted students are from a population of small marginalized farmers and the economically distressed landless, members of the most socially and economically disadvantaged castes in India. The development of school and kitchen gardens will result in more organic produce being grown and consumed by families, which can make a significant difference in the lives of people who are struggling to survive in this impoverished and drought-prone area. It is estimated that over 7000 people in the project area (including children, family members, teachers and others involved in the school communities) will benefit directly and indirectly from the project's activities.

As described in our preliminary report, the project is set up on a rolling schedule. In the first year, all students at levels 7, 8, 9, and 10 at the 23 targeted schools (approximately 800 students) will receive Anisha training during the first year of the project. Each year thereafter, all new 7th level students at these schools will be phased-in (approximately 200 new students each year) as the older students move on to the next level. All students trained in the program will automatically continue on for the entire course of the project. In this way, knowledge and skills learned in Anisha's program will be cumulative over the four years of the kitchen garden project. Parents will also be educated in kitchen garden theory and practices during Anisha's monitoring visits to each garden. The entire family will become involved in developing its own kitchen garden.

Gardens will be created and maintained at all school locations and the home sites of each participating child using seeds partially provided by Anisha's newly developed Agricultural Resource Center and its native seed bank. School demonstration gardens will be established at each participating school, and vegetables from these gardens will ideally be used as part of the school lunch for students and staff. Students will learn how to harvest and save their organic native seeds for subsequent years, thus allowing each family to create its own native seed supply for future planting.

Ongoing monitoring of garden maintenance, yields, vegetable consumption, and seed preservation, as well as retained knowledge and attitudes about organic farming by students and their families will be conducted by the Anisha staff and used to assess progress towards project objectives for purposes of reporting and program adjustment. A sample of participating students will annually be provided with postcards to send messages to local governmental and educational officers detailing their positive feelings about the kitchen garden project and organic gardening in general. As the program goes on, it hopes to involve the community in an annual Kitchen Garden Festival where incentive prizes to students will be awarded and local officials and dignitaries will be invited to learn about the program and view student and school gardens.

## **What Was Achieved in 2016?**

The results of the first year of Anisha's Kitchen Garden Project were very positive, especially when considered within the context of the conditions that Anisha is working in. In August, Anisha's staff gathered baseline data on over 1,000 middle school students attending 23 local schools, and went on to complete almost all of the planned activities of the project by February of 2017. The program resulted in 743 established organic kitchen gardens that ultimately produced 5,895.4 kgs. (12,969.88 lbs.) of 10 varieties of vegetables.

In the face of a severely limited and often tightly rationed water source resulting from lack of monsoon rains in 2016, as well as a late start for the project due to factors outside of the project's control, Anisha had a good first year. Although only about half of the gardens produced at or very close to the targeted goal of 10-15 kgs. of vegetables, Anisha still built a strong foundation for its four-year program in 2016, and it is positioned to raise garden production closer to the target goal or beyond in 2017/2018. By the end of the four-year project, vegetable production levels should be considerably higher as students increase their knowledge of and experience in growing kitchen gardens and as Anisha continues to improve its program. In this report, specific remediation steps are planned for next year that should improve garden production for 2017 and they are included below.

In addition to vegetable production each year, Anisha is attempting to educate an entire generation of impoverished and disadvantaged students in their local area to improve their lives and that of their families through learning the importance and potential of organic kitchen gardens. 2016 was the first year of a long relationship between this cohort of students, community members, and Anisha. Students were taught the basic principles of organic gardening and the skills necessary to produce their own garden. This is invaluable life-long learning that can produce increasing benefits over the entire course of these students' lives.

Anisha is in the business of empowerment. By giving students a way to help build the nutritional and economic health of their entire family, they were given the opportunity to experience the pride and excitement that resulted from their hard work. These students demonstrated this feeling at every garden and village we visited. Families full of pride in their children's gardening efforts joined into the visit and expressed their appreciation for Anisha's Kitchen Garden Project. Kitchen garden implementation offers a practical answer to the problems faced by Anisha's families, and Anisha demonstrated this year that it has what it takes to get this job done!

### **Key Elements of the Anisha Kitchen Garden Project:**

The following is a review of the key elements of the kitchen garden project as detailed in our project proposal. It gives more detailed information on specific accomplishments of the program in 2016/2017 with remedies outlined for 2017/2018.

1. Baseline/organic farming knowledge pre- and post-test for all children new to the program each year.

What Happened: Anisha's staff conducted baseline data collection on family background and income levels, vegetable growing and consumption patterns, and gave organic farming knowledge pre-tests to 1,072 students during August. Due to the late start of the project in the summer of 2016, Anisha staff had to compress these activities into fewer steps than planned. Funding was delayed until mid-July, and the anticipated start date in June was pushed into August. July was devoted to obtaining preliminary

permission at both the state and local school levels as well as conducting an inaugural ceremony at one of the schools. The original total of 25 targeted schools was reduced to 23 due to remoteness of geographic location of two of the schools.

Remedies: It is hoped that year two of the project will be able to start on June 1, 2017, with early hiring of staff and data collection activities to begin before that date. That will allow the project to unfold as outlined in the projected 2017/2018 calendar included in the plan for year two. Due to the fiscal calendar of the Guru Krupa Foundation, the Susila Dharma network is confident that it can cover program costs until August 1.

2. Student orientation trainings for all students new to the program each year.



What Happened: All 23 participating schools received a half-day orientation in August. The orientations focused on organic gardening theory and the relationship between kitchen gardens, and health. The orientation trainings delivered the core theoretical information to students on organic farming and kitchen garden practices. This is also when the knowledge pre-tests were actually administered, rather than prior to the orientations as planned.

Remedies: Begin project on June 1.

3. Practical demonstration garden trainings at each school site.

What Happened: Anisha did a full day training and hands-on demonstration garden planting experience for all participating students at 21 of the 23 program schools. This experience anchored the verbal orientation session with practical training. Anisha's resource staff demonstrated the full process of planting an organic garden at each school site. Instructors distributed native seeds and gave instructions on native seed collection and seed preservation techniques. Due to the crowding of the schedule and lack of rainfall, some of the school gardens were less productive than hoped. They were maintained at each school site with varying degrees of success, and vegetables from only some of the gardens were used for student lunches during the school year. Due to local water disputes and school holiday disruptions as well as the late project start, these demonstration trainings actually occurred throughout the months of August through December rather than the June/July window originally planned.



Remedies: With a start date of June 1, 2017, we are confident that Anisha will be able to follow the appropriate schedule of demonstration gardens in June and July as shown on the original calendar for 2017. Anisha will also be able to provide more successful follow-up for the demonstration gardens at the school sites. Anisha will attempt to get data on the quantity of vegetables from the demonstration gardens that go into providing school lunches.

4. Creation of kitchen gardens at participating students' homes following trainings.

What Happened: A total of 743 student gardens were planted, maintained, and monitored throughout the course of the project in 2016. The number of students who grew them were just short of the 800

students projected to be introduced to the program during the first year. Students were trained to record the progress/yields of their home gardens using data cards which were then monitored and recorded by Anisha staff during their home monitoring visits. Because many of the demonstration garden trainings had to be scheduled after the planting season, seeds were distributed early at the orientation meetings at many schools. This meant that many students were given seeds to plant before they had seen the demonstration, and this led to the need to replant some of the gardens.



Remedies: Again, a June 1 start date will significantly improve the progress of the entire project. (See discussion below on vegetable yield data information.)

#### 5. Training for parents of participating students.

What Happened: Anisha found that they were able to conduct parent training more appropriately when they visited each student's home kitchen garden. On each visit, family members inevitably participated in the discussion, and training for parents happened on the spot.

Remedies: None needed. Anisha plans to conduct its parent training this same way next year. There is a great deal of opportunity for training parents over the four years of the project during field visits. This will have a very positive cumulative effect.

#### 6. Ongoing student collection of local native seeds from their own kitchen gardens.

What Happened: Seed collection training was done in each demonstration garden training, and most of the students saved seeds from approximately five varieties of vegetables. These will be used to plant their own kitchen gardens again in year two of the project. (See discussion below.)

Remedies: Continue to focus on the vital importance of seed collection in the Kitchen Garden Project and plan for its implementation during 2017/2018 by using extra field workers. (See proposal for year two below.)

#### 7. Three Environmental Camps for 75 highly motivated students from each panchayat who demonstrate unusual interest in organic farming practices and environmental issues.

What Happened: The environmental camps were held as planned in each panchayat - Ponnachi on Oct. 18, Martalli on Oct. 19, and MM Hills on Oct. 23. The students received detailed instruction on ecology and the environment, further information and instruction on organic farming practices, and developed an identity as a cohort of organic kitchen garden growers.

Remedies: none needed

8. One Regional Workshop for 50 selected students, two selected from each participating school, based on interest shown in the program.

What Happened: On February 4 and 5, 2017, 62 students attended the Regional Workshop at Anisha. They participated in advanced classroom training, and also shared their personal experiences with each other about establishing and maintaining their own garden. The interaction between students from a wider geographic area than their own village was very positive. Anisha has submitted a very interesting report about the Regional Workshop. It contains many quotes from participating students detailing their experience growing their own garden at home. (See supplementary reports below.)

Remedies: none needed

9. Reforestation Effort.

What Happened: Due to the lack of rain last year and the amount of water needed to establish new trees, Anisha discontinued its reforestation effort for 2016.

Remedies: Reforestation is a very important part of organic gardening and permaculture practice. Anisha hopes to include reforestation next year if rainfall permits.

10. Ongoing monitoring of student kitchen gardens.



What Happened: Anisha's two-member field worker staff conducted ongoing monitoring of all student gardens throughout the course of the project with Valli's assistance when she had time. All participating students had monitoring visits approximately once a month. By doing an average of one village a day, Anisha's two field workers could visit all participating students in that village and monitor the maintenance, yield, and consumption of vegetables from the kitchen gardens. Remediation for non- or low-producing gardens was given, as well as monitoring of student journals and yield record keeping cards kept by students. Although Anisha's two field workers had a difficult time getting around to all the gardens due to their need to rely on limited public transportation, almost all participating students received a monitoring visit each month.

Remedies: Hiring two more field workers as outlined in the budget for year two of the project. (See proposal for year two below.)

11. Ongoing kitchen garden contests.

What Happened: Anisha motivated participating students by offering and awarding prizes of new school

bags for the best gardens at all school sites. The cost of the prizes totaled \$300.00.

Remedies: none needed

12. Progress reports will be submitted to donors every six months.

What Happened: A preliminary report dated December 3, 2016, based on the project visit made by the SDUSA team in November of 2016, examined the progress of the first four months of the project. The current annual report was prepared by Marilyn Schirk with the help of the other members of the Susila Dharma team and reviews the entire first year of the project. All reports are prepared in collaboration with Project Anisha and with the help of the professional grant staff of the Susila Dharma International Association. The Susila Dharma network contributed \$2,000.00 in travel funds for the team to visit the project in order to prepare the reports.

### **Specific Program Objectives:**

In the interests of reporting, Anisha and its Susila Dharma partners defined three measurable objectives to be monitored and reported on annually. Reporting is to be based on data gathered from the baseline survey, knowledge and attitude pre- and post-tests, garden monitoring visits, and student reporting cards and journals, as well as student and community focus group information when available. In general, we feel that Anisha's data collection on these 3 objectives is a good beginning, but spotty in places and that it could be improved. We believe that in year two of the project, we need to focus more of our attention on building a clearer common understanding of project objectives and how they can be used to measure the effectiveness of the program.

Our Three Program Objectives:

**1. To improve the nutritional food security of participating students and their families. 80% of participating students will plant and maintain a kitchen garden at their homes for five to six months of the year over the four-year course of the project, with second plantings each year when possible. These gardens will contain five to ten varieties of vegetables and the family of each student will grow/consume 10-15 kgs. (22-33 lbs.) of these vegetables during each of the monitored growing seasons of the garden. Each family will successfully save at least five varieties of local organic seeds from its garden and use them for the next planting season.**

Throughout the first year of the Kitchen Garden Project, 743 home kitchen gardens were planted by students, and vegetable yields were tracked by students and Anisha staff over the five to six-month course of the growing period. The total yield for all of the 743 gardens was 5,895.4 kgs. or 12,969.88 lbs. of vegetables. Based on the data, only 311 students of the 743 participating students (42%) met goal number one of harvesting at least 10-15 kgs. of vegetables from their kitchen gardens (1 kg. = 2.20 lbs.). By adding in the next 132 students who grew from 6-9 kgs., a total of 443 students (60%) were close to or at the target amount of produce.

Given the almost complete lack of rainfall in 2016, we believe that Anisha actually achieved remarkable results in vegetable yield. Most students live in areas completely or partially reliant on stringently rationed water from government tanks. This is a tribute to the highly dedicated and skilled staff at Anisha and the hard work of the participating students. It highlights just how important this project is in this area - in spite of very limited water, Anisha was able to see about half of these gardens through to

the targeted production level. Kitchen gardens are a very significant key to improving life in this area, and Anisha was able to get the job done to an amazing degree!

The following is the data table summarizing all of the vegetable yield data for all 23 schools included in the project. Attached below is the complete data table showing the yield figures for each participating school.

Vegetable in kgs students grown ranging from 0-20+	No. of Students
0	35
1-5 kg	262
6-9 kg	132
10-15 kg	260
16-20 kg	28
20 & Above kg	23
Total of all participating students	743

Based on the total vegetable yield figures for each of 10 varieties of vegetables that were tracked, it appears that close to 80% of all students planted at least 5-10 varieties of vegetables. This is very important because one of the aims of the project is to increase the variety of vegetables that participants and their families are eating. In year two, we will refine data collection on this point.

5895.4 kilograms of vegetables

Varieties Name	Yield in kilograms
1.Radish	746.5
2.Ladies finger	480.1
3.French bean	522
4.Tomato	676.5
5.Brinjal	709
6.Greens	448.3
7.Sponge gourd	845
8.Bottle gourd	461.5
9.Pumpkin	735
10.Field bean	271.5
<b>Total</b>	<b>5895.4</b>

A total of 672 students out of the total of 743 participating students collected multiple varieties of seeds from their gardens in 2016. The table below shows the number of students at each school who saved seeds from the various varieties listed. We can see that it is likely that most students collected at least 5 varieties of native organic seeds from their kitchen garden. This is one of the most important parts of the Kitchen Garden Project. All of these students will be using the seeds they saved from 2016 to plant their kitchen garden for 2017.

**Number of students saved seeds for next season from 23 schools**

	Village	Name of the school	Varieties of seeds saved by number of students										
			Radish	Ladies finger	French bean	Tomato	Brinjal	Greens	Sponge gourd	Bottle gourd	Pumpkin	Field bean	No. of students
<b>Ponnachi Panchayat</b>													
1	Ponnachi	Private- Madeshwara High School	0	22	38	24	19	24	23	11	12	0	48
2	Ponnachi	Government Higher Primary School	0	12	6	4	8	4	7	4	4	0	17
3	Maruru	Government Higher Primary School	0	14	8	6	14	7	5	0	3	0	15
<b>Mahadeswara Bhatta Panchayat – MM Hills</b>													
4	Thulasikara	Government Higher Primary School	0	0	0	0	0	0	0	0	0	0	0
5	Kombudiki	Government Higher Primary School	0	17	15	10	14	6	10	6	5	0	20
6	Odakahalla	Government Higher Primary School	0	23	26	9	14	8	17	23	12	0	31
7	Madeshwara Bhatta	Private- Shantha Mallikarjuna Swamy Pvt.High School	0	29	33	12	27	14	21	4	6	0	65
8	Madeshwara Bhatta	Government Higher Primary School	0	39	31	21	21	16	13	4	17	29	60
9	Gorasane	Government Higher Primary School	0	8	15	4	3	7	11	0	0	5	19
<b>Martalli Panchayat</b>													
10	Bidarahalli	Government Higher Primary School	3	15	26	5	15	16	17	10	16	12	32
11	Kadaburu	Government Higher Primary School	0	16	16	4	8	15	18	5	17	16	22
12	Odaradoddi	Private – St.Charles Rural High School	0	25	40	15	12	29	26	10	5	0	56
13	Odaradoddi	Private-St. Mary's Tamil Higher Primary School	0	12	16	10	9	8	4	2	1	0	19
14	Old Martalli	Government Higher Primary School	0	19	26	15	14	12	19	7	5	0	39
15	Martalli	Private – St. Mary's High School	0	34	27	45	53	30	59	13	22	49	70
16	Martalli	Private – St.Theresa Eng. Medium H.S.	0	4	5	1	0	4	0	0	0	2	11
17	Martalli	Private – St.Theresa Eng. Medium Higher Primary School	0	0	0	0	0	0	0	0	0	0	0
18	Martalli	Private – St.Theresa Tamil Medium Higher Primary School	0	8	4	4	5	1	3	0	0	14	16
19	Suluvadi	Government Higher Primary School	0	16	21	18	14	17	19	6	8	12	23
20	Sandanapalya	Private – St. Anne's Higher Primary School	0	16	20	23	23	19	15	7	20	15	25
21	Sandanapalya	Private – St. Anthony's Rural High School	0	30	49	6	45	38	53	10	38	47	60
22	Nal road	Government Higher Primary School	0	5	3	4	1	0	0	2	2	0	5
23	Anthoniayar Kovil	Government Higher Primary School	0	12	13	13	12	7	4	7	2	8	19
		<b>Total</b>	<b>3</b>	<b>376</b>	<b>438</b>	<b>253</b>	<b>331</b>	<b>282</b>	<b>344</b>	<b>131</b>	<b>195</b>	<b>209</b>	<b>672</b>

**2. To demonstrate basic knowledge over time of the general principles of sustainable organic farming and kitchen garden practices as well as reforestation and ecological issues as provided in instruction by Anisha. 80% of all students in the randomly selected sample of students will demonstrate scores of 75% or higher on a post-test as developed and administered by the Anisha staff each year in time to include in the year-end report.**

Because of the educational nature of Anisha's Kitchen Garden Project, this is very important data to examine. It can show whether the project time devoted to educating students about kitchen garden principles and practices is effective or not. Data collected for this item was based on the lowest 400 pre-test scores from the group, rather than a random sample. We felt that by comparing pre- and post-test scores of the lowest half of students, we could get an idea of how much each of the lowest students progressed. The data is based on a group of 460 students who scored under 70% on their pre-test, and over 70% on their post-test. Although we don't know how low each student scored originally, we can see that the bottom half of students moved up to a score of 75% or higher on the post-test. Refining this bit of data collection next year will give us a sharper picture of student growth in this area and help adjust learning goals for the group.

	Village	Name of the school	No. of students scored above 70% in post test (these students scored below 70% in pre test)
	<b>Ponnachi Panchayat</b>		
1	Ponnachi	Private- Madeshwara High School	30
2	Ponnachi	Government Higher Primary School	10
3	Maruru	Government Higher Primary School	4
	<b>Madeshwara Bhatta Panchayat –MM Hills</b>		
4	Thulasikara	Government Higher Primary School	0
5	Kombudiki	Government Higher Primary School	9
6	Odakahalla	Government Higher Primary School	17
7	Madeshwara Bhatta	Private- Shantha Mallikarjuna Swamy Pvt.High School	48
8	Madeshwara Bhatta	Government Higher Primary School	60
9	Gorasane	Government Higher Primary School	7
	<b>Martalli Panchayat</b>		
10	Bidarahalli	Government Higher Primary School	19
11	Kadaburu	Government Higher Primary School	9
12	Odaradoddi	Private – St.Charles Rural High School	56
13	Odaradoddi	Private-St.Mary’s Tamil Higher Primary School	0
14	Old Martalli	Government Higher Primary School	10
15	Martalli	Private – St.Mary High School	32
16	Martalli	Private – St.Theresa Eng. Medium H.S.	4
17	Martalli	Private – St.Theresa Eng. Medium Higher Primary School	14
18	Martalli	Private – St.Theresa Tamil Medium Higher Primary School	0
19	Suluvadi	Government Higher Primary School	24
20	Sandanapalya	Private – St.Anne’s Higher Primary School	36
21	Sandanapalya	Private – St.Anthony’s Rural High School	49
22	Nal road	Government Higher Primary School	5
23	Anthonyar Kovil	Government Higher Primary School	17
		<b>Total students</b>	<b>460</b>

**3. To demonstrate favorable attitudes among participating students, their families, and teachers regarding sustainable organic farming, kitchen gardens and the importance of reforestation and other ecological issues as included in Anisha's kitchen garden project. 80% of all participating students in the randomly selected sample of students, their families, and teachers will report favorable to highly favorable attitudes towards these topics, with students reporting for themselves and family members, and teachers completing a brief questionnaire distributed at the school sites each year in time to include in the year-end report. Focus groups will also be used to elicit attitude information when possible.**

A group of 419 students and 84 teachers were asked to respond to 5 positive statements about organic gardening. The responses from students indicated overwhelmingly positive agreement on 4 of the 5 statements, with teachers indicating 90% agreement with positive attitudes about organic farming. This group of teachers included individuals who originally showed negative attitudes about the importance of the Kitchen Garden Project. At every school we went to during our Susila Dharma visit, students greeted us with excitement and showed tremendous pride in their gardens. They readily took to participating in the trainings and in planting their gardens. Their pride in being able to help their entire family in such a concrete way was obvious. Next year we will work with Anisha to be sure that we continue to refine data collection on our measurable objectives.

ATTITUDE TEST FORMAT FOR STUDENTS					
	Questionnaire	Agree	Disagree	Not sure	Total
1	Organic farming practice/ Kitchen garden are very important for your family	421	0	0	421
2	Organic farming practice/kitchen garden are very important for our health	421	0	0	421
3	Organic farming practice/kitchen garden is very important and they could help our village income	334	49	37	420
4	Our village could transition to organic farming practices / kitchen garden as its main agricultural practice without too much difficulty.	196	212	13	421
5	I would like to see our leaders of our community promote organic farming practices / family kitchen garden in my village. I think this could help our village	393	20	6	419

ATTITUDE TEST FORMAT FOR TEACHERS					
	Questionnaire	Agree	Disagree	Not sure	Total
1	Organic farming practice/ Kitchen garden are very important for your family	84	0	0	84
2	Organic farming practice/kitchen garden are very important for our health	84	0	0	84
3	Organic farming practice/kitchen garden is very important and they could help our village income	75	0	9	84
4	Our village could transition to organic farming practices / kitchen garden as its main agricultural practice without too much difficulty.	72	2	10	84
5	I would like to see our leaders of our community promote organic farming practices / family kitchen garden in my village. I think this could help our village	78	1	5	84

When the SDUSA team visited the project in November, we were able to arrange for one focus group to meet during our visit, with approximately 22 parents and students from the program participating. In general, feedback was very positive from several parents reporting that they no longer have to make long bus journeys to buy vegetables. They are saving the expense of transportation and having to buy vegetables, and they have found that they have often been able to barter vegetables between families. Several parents expressed that their children are becoming more responsible as a result of having to tend their gardens. Students expressed how much they have liked growing their gardens. We also conducted several meetings with staff at participating schools. Many teachers reported that the Anisha program has been very helpful at their schools and that many teachers have been motivated to grow their own kitchen gardens at home as a result.

Valli has recently sent us three reports that she prepared about various extra activities this past year that resulted from the Kitchen Garden Project and that relate to the issue of participants' attitudes. At St. Charles Rural High School, students organized themselves into the joint Eco-Science After School Club to continue to learn about and promote organic kitchen gardens. This club organized a Science Exhibition at the high school that was a very big success. Another one of the reports included a very



moving narration of a focus group that Anisha conducted with 15 teachers from the "Martalli Cluster of Teachers" meeting on Feb. 18 - 19, 2017. The voices of the teachers are clear and strong about the importance of the Kitchen Garden Project to their schools and the local area. Anisha hosted a two-day visit by children from several neighboring schools in the Mysore area in October of 2016 that is described in the "Vanam visits" report. These reports are very moving to read and open a real window into experiencing the project and its activities through the eyes of teachers and students. (See supplementary reports below.) We encourage Anisha to offer

more of these types of opportunities to seek feedback from its project stakeholders.

### Financial Report

As reported in our preliminary report from December, 2016, our visiting Susila Dharma team can verify that Valli is keeping very accurate and detailed records of her receipts and expenditures for the Kitchen Garden Project. Every receipt is carefully maintained in a receipt book and tracked by hand in two ledgers - a chronological record of daily expenditures, and a breakdown of expenditures according to the budget item it addresses.

Anisha sent us a financial statement for year 2016 of the project (see attached). It shows the expenditures in both rupees and dollars for year one of the project. A total of \$11,396.00 in expenditures are detailed, along with money that was granted to Anisha throughout the course of the project. The financial statement shows a surplus from this year of \$8,106.00 due to an unexpected grant from Susila Dharma Britain and a contribution from a private donor that was specifically earmarked for the Kitchen Garden Project. This surplus will be carried over to year two of the Kitchen Garden Project. (Please see the plan for year two below that indicates extension of the Kitchen Garden project to a 12-month calendar with the increased budget needed to cover this plan.)

Please advise us if more specific financial information is needed for 2016. Anisha pays for complete audited financials for the entire project every year. This report will be available at the end of April. I will forward Anisha's audited financials to all donors after I receive them from Anisha.

### Letter of Agreement - Guru Krupa Foundation and Susila Dharma network

In awarding the Kitchen Garden Project grant to Anisha, the Guru Krupa Foundation requested that Anisha and Susila Dharma comply with 10 assumptions included in the Letter of Agreement (attached below). I believe that we have complied with all of the assumptions as stated in the letter. Attached below you will find the SDUSA Annual Report with a short description of the Guru Krupa Foundation's grant. It is on page 2 of the report. If the Foundation would like a more detailed review of information on our compliance with these assumptions, I will be happy to send it on. (This information was included in the Preliminary Report of December 3, 2016, and in email exchanges.)

### FCRA and 80G Documentation

Since the original documentation for Anisha's FCRA and 80G documentation was submitted to the Guru Krupa Foundation in February of 2016, Anisha's FCRA document expired. Anisha has renewed its FCRA clearance and it is in effect until September 11, 2021. The 80G documentation as submitted in February of 2016 is in effect in perpetuity. The renewed FCRA document is attached.

## Honors:



1. Every year the Bangalore Agricultural University honors innovative local farmers at the state, district and taluk level. This year the Chamarajnagar District Agricultural Department proposed Valli's name for the taluk level. She was selected to receive the "Yuva Raittha Mahile Prashasthi" (Young Farmers Award) at the taluk level. On December 5th, 2016, World Soil Day was celebrated at Bangalore Agricultural University and Valli, along with the other honorees, was publicly honored and given a certificate and cash prize at the event. Valli appears at the far left of this picture.

2. Two schools of Martalli Panchayat honored: The District authorities of the Education Department, Karnataka State Pollution Control Board, along with Karnataka Vignan Parishad and Education Department have honored two schools that are participating in the Kitchen Garden Project - the Government Higher Primary Schools at Anthoniar Kovil and Sulavadi. The honor was for outstanding performance in keeping the school campus green. Although the two schools were not identified this year as the top "Green School" (resulting in a large cash prize), they were placed on the list of 40 "yellow schools" for next year, and they are in a good position to be honored as Karnataka's "Green School" in 2017/2018. From Valli: "The headmasters have already become restless in their pursuit of the Green School award and become very industrious in and outside the class room."

3. An article on Anisha was recently featured in a regional newspaper named Prajavani (Chamarajnagar Edition) spotlighting Valli and her work to improve the lives of women in her local area. It was part of a celebration of International Women's Day. The article included several pictures highlighting Valli and her work as a teacher and agent of change in the local community.