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1. Cover page

THE CIVIL SOCIETY FUND SMALL-SCALE DEVELOPMENT PROJECT (budget up to DKK 400,000)

Project title		Promoting ecostrategies – GEN Ghana			
Danish applicant organisation		Landsforeningen for Økosamfund		E-mail: sekretariatet@okosamfund.dk	
Contact person for the intervention		Name: Camilla Nielsen-Englyst		E-mail: camilla@okosamfund.dk	
Local partner organisation(s): GEN Ghana			Country(-ies): Ghana		Country's GNI per capita: USD \$1760
Commencement date	1.7 2016	Completion date	31.6 2017	Number of months	12
Amount applied for (DKK)		204.549 DKK			
Is this a re-submission?		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, please note the ref.no.(j.nr.):			
Is this	<input checked="" type="checkbox"/> a new project?				
Do you want a response letter in (choose one)				<input type="checkbox"/> Danish or <input checked="" type="checkbox"/> English	
Do you want the Assessment Committee's notes about the application in (choose one)				<input type="checkbox"/> Danish or <input checked="" type="checkbox"/> English	
Synthesis (maximum 10 lines – must be written in Danish, even if the rest of the application is in English)					
GEN Ghana er en ny bevægelse, der skal ud at vise, at den kan noget – både overfor omverdenen, men også overfor sine medlemmer. Derfor har dette projekt et tre-dobbelt fokus: 1) At lade GEN Ghana medlemmer, repræsenteret ved nylige EDE graduerede, beskæftige sig med et fælles projekt. 2) At lade District Assemblies og skoleautoriteter vide, at GEN Ghana er på banen. 4) At afprøve metoder til at introducere øko-strategier på skoler. Én skole i 7 regioner bliver udvalgt, folk bliver trænede og skal så implementere en skolehave på deres respektive skoler, med hjælp fra en GEN Ghana frivillig. Der udvikles en manual, til replikering. Men vigtigst er, at skolerne får et projekt, der er godt for dem (næringsrigt for børnenes skolemad), men også kan samle både lærere, børn, forældre i et fælles projekt, som de alle kan lære noget af. GEN Ghana lærer samtidig en masse om, hvordan man kan bruge GEN Ghana som netværk til at promovere en særlig dagsorden.					

31.3 2016

Date



Person responsible (signature)

Ringsted

Place

Camilla Nielsen-Englyst

Person responsible and position (block letters)

2. Application text

Structure:

A. THE PARTNERS

A.1 The Danish organisation

LØS (the Danish Association of Ecovillages) is the umbrella organisation for around 40 eco-communities and likeminded projects in Denmark. The association was established in 1993 and aims to promote a way of life that cares for and respect all living beings and natural resources, through the establishment of eco-communities. The working methods of LØS are composed of networking meetings, courses, publications and the creation of virtual communities. Increasingly, LØS focuses on more external activities including adult education, wider networking and increased visibility, advocacy and policy reforms. Recent phenomena like the financial crisis and climate change lead to an increased focus on the transition to sustainability and ecological projects can reply with its practical examples of transition initiatives and the building of sustainable human communities. Education and training is therefore a priority growth area for LØS and LØS carries with it a strong network experience and a proud tradition of adult education based on 'learning by doing' experiences and dialogue, promoting participatory methods and innovation in capacity development initiatives.

LØS has faced similar challenges to what the GEN Ghana (Global Ecovillage Ghana) is facing. These challenges include trying to mobilize members in the national networks, while the member organizations are occupied with other commitments as well. To address this challenge, LØS representatives from the member organisations form committees on specific topics. For example, an educational committee, handling the capacity building of the members, and an international committee. The international committee represents LØS in international meetings, European projects and working groups etc. and is also responsible for this application. This committee involves LØS in international development activities, and also encourages strong engagement in the Danish civil society. Part of this process is being a member of CISU. Being a founding member of Global Ecovillage Network Europe, great interests in working internationally exists in LØS. Furthermore, LØS is one of the founding members of the Baltic Ecovillage Network and ECOLISE, which stands for a stronger networked and advocacy oriented approach. Currently LØS is engaged in the Erasmus+ scheme primarily through mobility grants (capacity building), and in two strategic partnership projects, one about building stronger national networks and another about Transition to Resilience training. The involvement of LØS in such activities is anticipated to build upon existing partnership interventions and projects with GEN Ghana.

This small project will serve as a concrete project with GEN Ghana, that is not a partnership project, but a pilot. As such, partners in Ghana and in Denmark can learn from each other's experiences and build stronger organisations and networks. The project seeks to build on the already existing partnership between LØS and GEN Ghana, thereby making the partnership sustainable and resilient in longer terms.

A.2 Other Danish partners (to be filled in if several Danish organisations are forming an alliance)

A.3 The local organisation

GEN Ghana: In consultation with networks of civil society organisations involved in ecological agriculture and environmentalism, including the Ghana Permaculture Network and KITA, the Ghana Ecovillage Network – GEN Ghana - was established and registered in 2013, by 7 founding

members. The current aim of GEN Ghana is to utilize its network of members to spread ecovillage strategies across Ghana and to form a joint and strong advocacy platform. GEN Ghana is today a registered network of 80 members including community leaders and civil society organisations from all regions of Ghana that believe in and work for environmental sustainability, environmental governance and sustainable development. GEN Ghana members include established/emerging institutions/organizations, individuals, eco-communities (eg. Mognori Ecovillage) etc.

The purpose of the ecovillage movement in Ghana is to enable villages and communities to become more sustainable and resilient through eco-strategies like increasing local food production, renewable energy integration into communities as well as advocacy in sustainable development issues at the local, regional and national levels. GEN Ghana is formally part of the Global Ecovillage Network (GEN) in Africa and is therefore involved in co-creating the growth and emergence of GEN Africa, with technical, moral and financial support from GEN Europe.

Throughout the first partnership project between LOES and KITA, representing GEN Ghana, an interim Board is formed and is now to set up a GEN Ghana secretariat at KITA and MTA (Mim Technical Academy), respectively. These two institutions have kindly offered to host secretarial services for the network, KITA on organizational matters and MIM in the project managing field. This is a great move for GEN Ghana and shows that member institutions are really in favor of the organization to fly.

The GEN Ghana Council includes representatives from member organisations and community leaders to ensure accountability in the management of the interventions and secure alignment with GEN Ghana objectives. Lately, two NEXT Gen Ghana (youth wing) representatives has been added to the council.

Paul Yeboah, GEN Ghana Vice Chair. Managing director of the Ghana Permaculture Institute which is a founding member of GEN Ghana and GEN Africa, currently a member of the council of GEN Africa. The Permaculture Institute is established for the common good of all Ghanaians and Africans, especially the rural dwellers, low-income and peasant farmers. Paul has provided leadership at GPI to achieve a secure, stable food system in conjunction with the restoration and care of local ecosystems while improving quality of life for all inhabitants. The methods used at GPI are based in Permaculture Design, which will help to make GEN Ghana a leading example in good environmental practices. The experience Paul has gained at the Institute actively training people in local communities in the development of strategies for earth restoration, food security systems, economic stability, and care of people using Permaculture Design ethics and principles is a great asset to GEN Ghana.

Lovans Owusu-Takyi, GEN Ghana, Secretary. Lovans, the associate director of Kumasi Institute of Tropical Agriculture (KITA), a non-profit agricultural institution Ghana, is a founding member of GEN Ghana and GEN Africa. KITA was established in 1984 to provide training, consultancy, research and rural extension in tropical agriculture to practicing farmers. Lovans has been working at KITA since 2004, and has focused on building the capacity of local organisations and civil society organisations to be involved in advocacy and decision-making processes at district, regional and national levels regarding food security, environmental conservation, renewable energy and sustainable development. Since KITA targets training youth, women and peasant farmers at the grassroots level, the platform offered to GEN Ghana via KITA is relevant to deliver the skills and training needed to build capacity in GEN Ghana. The experience Lovans has gained at KITA is relevant to accomplishing the GEN Ghana goals of building alternative sustainable communities and more resilient livelihoods based on a pro-ecology economy. Lovans has also been involved in building networks including the Ghana Clean Cooking Alliance, the Ghana Youth

Environmental Movement, the Youth Volunteers for the Environment and the Ghana Climate Change Adaptation Network.

Other relevant members of GEN Ghana council include the following:

- Fati Bamba, GEN Ghana, Vice Secretary. Financial Secretary for the NGO Devudy Foundation, which trains youth. Fati also works at the Youth Authority in Ejisu Municipal District Authority.
- Professor Seth Abang Laryeah, GEN Ghana, Chairman. Prof.Laryeah is the former vice chancellor of Valley View University, where he had an important role in the Center for Sustainability. He is a renowned educationist with influence on national policy in Ghana.
- Linda Lemba Dega, Ghana Permaculture Institute and Next GEN youth Representative
- Akwensi Selase Costant, GEN Ghana Council Member, Farmer, Artist, Food Sovereignty activist and Next GEN youth Representative
- Charity Boateng-Minta, GEN Ghana Council Member. Former Valley View University Administrator, participated in an EDE in Germany 2007
- Llord Titus Amdome, GEN Ghana, Council Member. Is an advocacy and deveopment professional with extensive experience in community development.
- Gifty Atia, GEN Ghana Council Member. Leader of the Bongo Women Shea Butter Processing Cooperative. She is a strong advocate for women empowerment.

A.4 The cooperative relationship and its prospects

The partnership of the LØS and GEN Ghana began in August, 2012 when two members of GEN Ghana, Cosmos Ankamah Yeboah of GPI and Lovans Owusu-Takyi of KITA attended a 4 week EDE training in the ecovillage Hallingelille in Denmark. Over the last four years several other Ghanaians have attended EDE trainings abroad, in which they were exposed to the curriculum to develop ecovillages using ecostrategies. The history of collaboration in community projects between the Ghanaian attendees of EDEs in Europe laid the foundation for a GEN Ghana project team to organize Ghana's first 4 week EDE. GEN Ghana, represented by KITA in a CISU partnership with LØS, collaborated on this EDE, March 2016, and two GEN Ghana conferences held in November 2015 and March 2016. Hosting the GAIA Education Curriculum adapted to Ghana's needs helped to prepare participants to have meaningful experiential learning outcomes at the GEN Ghana Conference. This includes shared planning and dialogue etc., to build GEN Ghana further. In short, the first project between LØS and KITA paved the way for not the birth of GEN Ghana, but for the first steps of GEN Ghana to be a real, functional organization with a strong membership base, strategies, constitution developed and soon fair elections to take place. LØS has been an integrated part of that process, especially during the EDE and the last conference, where three LØS members were part. LØS has therefore been instrumental in the facilitation of the EDE, together with GEN Ghana members, and especially the organizational development part of GEN Ghana, like the inclusion of youth representatives. During the last conference, the head of GEN International and the secretary of GEN Africa came to join GEN Ghana and LØS, celebrating the big step for GEN Ghana. The story of LØS and GEN Ghana and their partnership is now used to showcase how two such networks can collaborate and bridging the North/South divide, by shared challenges and a shared search for solutions, despite the different contexts.

There is no doubt that the partners will continue the cooperation and that going into real project activities, even small like this one, is a necessary step for GEN Ghana and thereby the partnership with LØS to grow.

B. PROJECT ANALYSIS

B.1 How has the project been prepared?

This project has been prepared in collaboration between GEN-Ghana members and LOES members. From April 1st, 2015 to March 30th, 2016, GEN-Ghana and LOES have embarked upon a partnership interventions funded by The Civil Society Fund, building the network of GEN Ghana. The project included a mapping study of ecovillage projects across Ghana, two National Ecovillage Conferences, and a four-week Ecovillage Design Education (EDE) course. The EDE and Conferences brought together new and old GEN-Ghana members from across the country, as well as LOES members and participants from Germany, South Africa, Senegal, and Cameroon.

The EDE was the first time GEN-Ghana members were brought together for such an extended period of time, and many positive outcomes were realized. These outcomes include an increased capacity of members in facilitation, leadership and teamwork surrounding ecovillage strategies, a strengthened network of members, and a broader membership base. As the EDE was drawing to an end, the thirty participants wanted the network of GEN members to remain strong, but were uncertain how this could be possible as the network is scattered across many geographic regions and there was not a unifying activity planned for the near future. This Project Proposal was selected and prepared by the thirty EDE participants to be the unifying activity that would bring them together again to further build the capacity of members and strengthen the network.

The EDE participants involved in the preparation of this partnership intervention come from a variety of backgrounds, many of them are youth and many are women. Most of them are either founders, employees or students of environmental organizations, groups, and institutions across Ghana. This collaborative project will bring together GEN-Ghana members from seven regions of Ghana to coordinate Moringa School Garden Projects in their communities, exposing the youth of Ghana to organic agriculture and permaculture practices, as well as leadership training.

The GEN-Ghana members will benefit through enhancing their capacities to facilitate and coordinate practical environmental projects with youth, as well as benefit through the opportunity to form stronger ties with other GEN-Ghana members. This partnership will harness the GEN-Ghana members' diverse and unique skills sets for the purpose of raising environmental and nutritional awareness among the youth of Ghana.

One of the key GEN-Ghana members to help plan this collaboration, Motherland International Relations (MIR), has contributed knowledge and experience from three years of a pilot program on School Gardens in Ghana called P.L.A.N.T. (Permaculture, Leadership, Agriculture, Nutrition, Transformation) in the Central Region, which was showcased as a best practise example at the EDE course. The data, student evaluations and participant input (from students, teachers, administrators, teachers and other stakeholders) garnered during this pilot was instrumental in guiding the design model of the proposed intervention.

Both men and women were active in brainstorming and planning this collaboration. Additionally, the views of teachers from various levels of education in Ghana have also been integrated into this proposal, adding for instance the importance of consulting school authorities in the districts, to better chances of support and replication.

As a fact, this project proposal is to be seen as a result of a 30 days course, where people did not want to end in a vacuum, but urged to find something to hold on to, that would make sense, for them, the target groups and GEN Ghana. For LØS it is a pleasure to witness that devotion and the need for a practical and applicable project is well understood and embraced.

B.2 In what context is the project placed?

Geographical

This project will take place in Ghana, West Africa. Seven regions will be involved, including the Western Region, Brong-Ahafo Region, Central Region, Greater Accra Region, Ashanti Region, Volta Region and the Upper East Region. There is a common phrase that "seeing is believing" and distributing the various demonstration gardens across Ghana will ensure that more people in each region will witness this project in order to believe the benefits, potentially leading to local replication. Having a visible and practical project in many regions will also help disseminate the beliefs of GEN-Ghana to a wider audience.

Political

Ghana is a country which has seen progressive economic growth, with a relatively peaceful and democratic political system. But the Government of Ghana (GoG) is weak in terms of implementing environmental policies and practices. It is the NGOs and CSOs that have taken the lead in promoting sustainability and environmental initiatives in Ghana, without any political direction and/or support. What could be needed is government adoption and dissemination of the NGO initiatives, and close cooperation between academia, NGOs and government institutions.

Economic

Post-independence Ghana has been integrated into a world food economy where the terms of trade are not in their favour. Raw food products, with no value added, are exported from the country, while value-added processed foods are imported back into the country at much higher prices. Ghana lacks food security and food sovereignty, relying heavily on imported goods and foreign exchange from exported goods. Ghana's focus on export-oriented agriculture creates vulnerability to international market prices, currency fluctuations, and creates a lack of subsistence food to fall back on in times of emergency. A "Grown in Ghana" movement has begun, but is currently spearheaded by impassioned individuals, NGOs and CSOs, not the Government.

Social

Over the past generation, many well-meaning development and aid projects, at both the national and local levels, have adversely affected the mindset of many Ghanaians. Many of these aid projects were based on giving "hand-outs" to the participants involved, whether that be in the form of money or physical resources. This expectation of "hand-outs" has become engrained in the psyche of many youth and is disempowering. As these youth transition to adulthood, they have not been equipped with the knowledge and skills needed to create their own job opportunities or take initiative.

The rate of youth unemployment in Ghana is high. The situation needs immediate resolution in the form of capacity/skills building and the creation of relevant employment opportunities. Additionally, the youth of Ghana need exposure to eco-entrepreneurial career pathways

Cultural

The diet of most Ghanaians is heavily based on a limited selection of carbohydrate-dense staple foods, such as rice, maize, wheat, cassava etc. Although these foods are relatively inexpensive, readily available, and calorie dense, they do not provide sufficient levels of vitamins and nutrients. Vegetables and green foods are expensive in comparison to these staple foods, and consequently do not make up a large component of the average Ghanaian's diet, which can be especially detrimental to the proper development of young bodies and minds. Furthermore, when vegetables are eaten, they are often very overcooked, reducing the nutritional quality of the raw product. This overcooking stems from the belief that overcooking will sterilize the harmful chemicals used in production, which are often over-applied and at improper times, such as immediately before harvest.

There is a culture of conservatism in Ghana when it comes to trying new foods and ingredients. This culture makes nutritional interventions, wherein a new food is introduced, highly unlikely to succeed. However, Moringa has started to catch on in the country as awareness campaigns spread, and due to the fact that it can be used in similar dishes to Kontomire, a traditional leafy plant common in Ghanaian dishes.

Environmental

The agricultural industry of Ghana is transforming from subsistence/organic farming to industrial farming, making it difficult for rural farmers to compete and sustain themselves. This transition in agriculture is also accompanied by excessive use of synthetic pesticides, herbicides, fertilizers etc.

There is a need to promote a sustainable local economy in Ghana, by localizing the production of ecological food products, and by promoting local economies. Many farmers in Ghana have the perception that “modern” agriculture must include synthetic pesticides, herbicides, fertilizers etc. in order to be profitable. However, many of these farmers are not able to afford (or to access loans for) these expensive inputs, or they have encountered health problems from the application of the exact same chemicals. This creates an opportunity for permaculture to deliver alternative ways to farm sustainably or generate income from alternative sources, which will be highly embraced.

Moringa School Gardens

The *Moringa Oleifera* tree is valued for its high nutritional value, sustainable agricultural uses, and its use in making innovative products, such as soaps, ointments etc. Moringa leaves can be used fresh or dried/crushed into a powder. The powder and fresh leaves are highly nutritious, containing large doses of many vitamins and nutrients, including Iron, Potassium, Vitamin A and Calcium. Moringa can be added to soups, stews, beans, porridge, etc. Just one teaspoon, per meal, per child, of Moringa powder in school lunches is enough to drastically improve the nutrition levels of students, especially the cognitive and physical development of the youngest children. Many peer-reviewed scientific studies exist on Moringa, and it is widely cited as the most nutritious vegetable ever found. Moringa is being sold across the world as a health supplement, but integrating Moringa into school lunches in Ghana is a unique concept.

In addition to the nutritional benefits of Moringa, the Moringa School Gardens will demonstrate to students sustainable agricultural practices which do not rely on synthetic chemicals. Moringa leaves can be used as a nitrogen-rich fertilizer for other crops, as animal feedstock, and as a plant-growth enhancer for other crops. If inspired students and teachers wish to expand their school garden to growing other vegetables or tree crops, the Moringa can be used to support the other crops through the above-mentioned practices, and can also provide income (from selling Moringa powder, seeds, soap etc.) to fund the inputs for additions to the school garden.

Local Conditions Within Sector

This is an experiential education initiative that counters the current education system present in Ghana. Ghana’s education system is predominantly theory and exam based, lacking emphasis on participatory or experiential learning approaches. Both teachers and students are often disengaged in the learning process, and are not encouraged to step outside the classroom, conduct experiments, or make lessons exciting and hands-on. For example, in many schools across Ghana, agriculture curriculum is taught, but the students are not engaged in practical projects to put the theory they learn into practice. Trends in education show the importance of integrating hands-on learning and environmental awareness to balance theoretical teaching.

Other Interventions by Local Authorities or Donors in Sector

Many GEN Ghana members are actively carrying out interventions in the sectors of experiential education, improved nutrition, permaculture, and environmental leadership. However, the efforts of GEN-Ghana members are often small-scale, and there is a lack of coordination and unification amongst GEN-Ghana members working in the same sectors. As a result, many members are working on similar projects independently and must each start from scratch in doing so, when they could benefit greatly from lessons learned previously from other members.

Members such as the Ghana Permaculture Institute, Kumasi Institute of Tropical Agriculture, Motherland International Relations, the District Assembly of Ejisu-Juaben District, Alma Mater Education and more, have each undertaken Moringa and School Garden Projects. These projects are in need of replication and wider dissemination, drawing from the body of knowledge possessed by each organization.

The Ghana Youth Authority is mandated to engage youth around leadership, creative solutions for civic engagement, skill development and job training. However, they are currently not living up to their potential nor achieving their mandate.

Stakeholders in favour or against project

With three years of Organic School Garden and Leadership training in Ghana, Motherland International Relations serves as an advocate for and facilitator of curriculum development and best practices in this field.

The Ghana Permaculture Institute is a leading actor in conducting trainings around Moringa cultivation, permaculture, eco-entrepreneurship, and transformative education. This organization will act as a key stakeholder and consultant in the process of expanding GEN-Ghana's capacity to transform the Ghanaian education system starting at the grassroots level.

The Kofour Foundation has shown commitment to climate change and environmental awareness, and Food Sovereignty Ghana's work toward protecting agricultural heritage place them as potential collaborators for future phases of this project.

The Kumasi institute of tropical agriculture has also worked with schools clubs to integrate agroforestry in their school's compound through work with Trees for the Future's Treepals program. The Youth Volunteers for the Environment - YVE Ghana also promotes tree planting, climate and energy education among school clubs in the greater Accra, Ashanti and Brong Ahafo regions. In 2012, two officials from KITA and GPI visited a number of schools clubs in Denmark undertaking school gardening project, which served as an inspiration to start working with school clubs in Ghana. For LØS it is a pleasure to see this inspiration bear fruit.

Any opposition to this project will be alleviated by respectfully making all stakeholders aware of the many benefits associated with the project, and taking into account their concerns during the planning and implementation stages.

There is potential for the Ministry of Social Welfare, which oversees school feeding programs, to display reservations against the validity of the project. This can be mitigated by discussing the scientific literature and success stories of Moringa being incorporated into the diets of children.

There is also potential for the Ghana Education Service (GES) to perceive children "working" in the gardens as "Child Labour". However, this fear can easily be absolved by inviting the representatives of GES to visit an existing school garden and witness first-hand the enjoyment of the students and the education value of such projects.

B.3 Problem analysis

No Practical Projects to Unite New GEN-Ghana Members

GEN-Ghana is a new network with a large representation of youth. The cohesion of the network over the next year is a determining factor of whether GEN-Ghana will ultimately thrive or collapse. To this date, most GEN-Members have only met each other through the EDE, the Conferences and occasional meetings. Although several founding members collaborate occasionally, there has been no practical activity to unite the new GEN-Ghana members. If GEN-Ghana members only reconvene to during "talking events", the younger and newer members are likely to grow impatient, lose interest and disengage from the network. If the youth leave the network, a vital component of the network will be lost and the efforts of the older-generation of members will not be passed down. A practical collaborative project is needed to ensure the participation of youth who are eager to use eco-strategies in their local communities, and feel the urgent need to act.

New GEN-Ghana Members Lack Capacity to Facilitate/Coordinate Projects

Some GEN-Ghana members, especially from the younger generation, lack the experience and skills necessary to facilitate or coordinate projects. By training these members in how to facilitate school garden projects, they will build their capacity for public speaking, youth mobilization, leadership, and experiential learning etc. These skills will be vital in raising awareness amongst children of environmental problems and eco-strategies to mitigate them.

Most GEN-Ghana members are actively promoting eco-strategies in their communities. However, they lack the financial resources in order to travel and reconvene with other members to strengthen the GEN-Ghana network and share best-practices.

Poor Nutrition in School Feeding Programs

The School Feeding Programs across Ghana provide meals to students which are based on carbohydrate-dense staples, lacking the vitamins and nutrients needed to support the development of children's brains, bodies and immune systems. This contributes to malnutrition and underdevelopment, and is not conducive to a proper learning environment. Vegetables are often difficult to afford within a limited budget. Moringa, if grown on school grounds, can provide an extremely low-cost nutritional boost to meals.

Lack of Experiential Learning in Ghanaian School System

Formal education in Ghana relies heavily on lecture, memorization, and examination. Students are not actively encouraged to question what they are learning or contribute to the learning process. This leaves little room for students to develop critical thinking skills, problem-solving skills, and creativity. There is a lack of co-creation, where students and teachers create something through a sense of shared responsibility. This style of teaching and learning has been revealed to be less effective in long-term retention of information, and heavily stifles the energy, creativity and critical thinking of which both students and teachers are capable..

The Ghana education system is knowledge-acquisition oriented rather than skill oriented. This post-independence education system was built on the paradigm that solutions to problems will be brought from outside the country, rather than from within the people of Ghana, leading to a disengaged citizenry.

Lack of Eco-Entrepreneurial Career Training

The environmental conditions of the world are changing rapidly due to climate change, environmental degradation, energy crises etc. In this rapidly changing world, there is a need for eco-entrepreneurs to help mitigate these environmental problems and create new employment opportunities for youth transitioning to adulthood. Because many environmental careers did not

exist until this generation, it is not common knowledge in Ghana which career pathways exist within the environmental sector. From a young-age, students need to be exposed to eco-entrepreneurship and environmental role models.

Unsustainable Agricultural Practices

If action is not taken immediately, Ghana's agricultural industry will follow the same mistakes the Western World has made in agriculture: depleting the land of nutrients, polluting the air/water/soil, contributing to greenhouse gas emissions and climate change, depleting non-renewable fuel sources, exposing people to harmful chemicals, and creating production systems more vulnerable to pests, diseases, climate shifts, fluctuations in oil prices etc.

The wealth of knowledge that the original organic farmers of Ghana possessed one hundred years ago is being lost. There are not readily available and accessible resources on organic farming in Ghana. There is also a lack of knowledge and examples of how to harness underutilized natural resources available in Ghana. Additionally, the idea of purchasing or producing "Grown in Ghana" foods is not widespread amongst Ghanaians.

Gender Imbalance

When participating in on-farm practical activities, men and women often have differentiated activities. Women are often relegated to watering, weeding, planting etc., and are not involved in activities where they could contribute in a more creative manner, such as designing crop plans, planning compost projects etc. Men are usually employed as the Farm Managers and Supervisors in Ghana, and are in charge of planning and delegating activities. It is extremely rare to see a woman as a Farm Manager. The Moringa School Garden Project will ensure that males and females are equally placed in supervision and management roles, whether they be the students or the teachers involved.

Female students are often less encouraged to share their voice in group settings. GEN-Ghana members will be trained to use Consensus Building Practices, wherein all genders and voices are respected in a talking circle format, where each person has time to give their input and be heard.

C. PROJECT DESCRIPTION

C.1 Target group and participants

The primary target group are the thirty GEN-Ghana members who participated in the recent EDE. There will be equal representation of men and women, and at least twenty will be youth. These participants are based across all regions of Ghana. And they need to gather in a network.

The other primary target group are the students of Primary and Junior High Schools where the Moringa School Gardens will be based. Each school has 100-300 students which will be engaged, both boys and girls. We will include both Primary and Junior High Schools in order to assess the most suitable age range for future replication of the project. Out of the 7 schools, 14 students from each place will be attending the training, giving 14 young people.

Other target groups include the teachers, school administrators, cooking staff and parents of students who will all be actively encouraged to support the project. Schools which are marginalized from extra-curricular programming and funding will be given preference during the school selection process. Other factors used to determine which schools to award the project to will include the Schools' Feeding Program, the interest level of the Science Teacher and Headmaster/Headmistress, and the distance to a GEN-Ghana member. Most importantly, as an advocacy process, the local school authorities will be consulted in the selection.

GEN-Ghana members must either live nearby the selected schools or better yet, work in them. The integration of a GEN-Ghana member into the local community is crucial to ensuring the sustainability of the project. If challenges arise in the garden, the GEN-member can easily be contacted to help resolve the issue, and they will be there to offer ongoing guidance and monitoring. The community will know that GEN-Ghana is a reliable presence that will not abandon them.

C.2 The project's objectives and success criteria (indicators)

Development Objective:

A well-functioning ecovillage network has been strengthened and is contributing to the adoption of ecovillage strategies as models for sustainable development in Ghana.

Immediate Objective 1: CAPACITY BUILDING

The capacity of GEN-Ghana members in the facilitation and coordination of experiential learning projects designed to spread eco-strategies has been strengthened.

Immediate Objective 2: EXPERIENTIAL LEARNING

Improved experiential learning, nutrition and eco-citizenship among youth in basic schools resulting from strong ecovillage volunteers imparting knowledge on eco-strategies in Ghana.

Immediate Objective 3: AWARENESS RAISING

Awareness on topics of improved nutrition and organic agriculture, using engaging and participatory methods, at the Primary and Junior High School level, has improved.

Immediate Objective	Success Criteria/Indicator	Means of Verification
1. The capacity of GEN-Ghana members in the facilitation and coordination of experiential learning projects designed to spread eco-strategies has been strengthened.	1. Training of Trainers held for 7 selected GEN-Ghana members in experiential learning, leadership, and facilitation 2. The 7 participating GEN-Ghana members will each conduct school garden workshops with student and teachers	1. Program Agenda and Schedule for Training of Trainers 2. Group picture at Training of Trainers 3. Feedback reports completed by GEN-Ghana members 4. Evaluation forms completed by students and teachers 5. School Garden photos
2. Improved experiential learning, nutrition and eco-citizenship among youth in basic schools resulting from strong ecovillage volunteers imparting knowledge on eco-strategies in Ghana.	1. Moringa School Garden manuals distributed 2. Seven Moringa School Gardens established 3. One-hundred Moringa trees planted at each selected school	1. Moringa School Garden Manual 2. Candid photos of students learning in the School Garden
3. Awareness on topics of improved nutrition and organic agriculture, using engaging and participatory methods, at the Primary and Junior High School level, has improved.	1. Moringa used in Schools' Feeding Programs at least once per week 2. No synthetic chemicals or non-organic practices used in School Gardens	1. Photos of cooks and students with Moringa in their food 2. Signed agreement with Headmaster/Headmistress stating that they will guarantee incorporation of Moringa into school meals and will not purchase any non-organic inputs for the Moringa trees

C.3 Outputs and activities

Regarding objectives	Expected outputs	Activities
In pursuit of objective 1: To build the capacity of young GEN-Ghana members in the facilitation and coordination of	1.1 Empowered GEN Ghana youth providing leadership for schools	1.1.1 Training workshop organized for 38 GEN Ghana members, school teachers and school club leaders

experiential learning projects designed to spread eco-strategies in schools.	1.2. Selection of 7 pilot schools after set criteria 1.3. A comprehensive and easy to read manual that guides school teachers and GEN Ghana members is prepared and distributed	1.1 Consultant engaged to develop school garden manual 2.1.2 Mapping of eco-schools in 7 regions of Ghana.
	All schools have been visited by GEN Ghana volunteers.	1.2.1 GEN Ghana volunteers supported to visit schools and monitor progress 1.2.2 GEN Ghana volunteers and teachers share best practices
In pursuit of objective 2: To expose students and science teachers at the Primary and Junior High School levels to the experiential learning model through creation of school gardens.	2.2. Knowledge on school garden establishment deployed. 2. Seven Moringa School Gardens established 3. One-hundred Moringa trees planted at each selected school	1.1.2 Formation of school clubs and training of students in eco-strategies with support of GEN Ghana members and teachers.
	1.2 Well motivated GEN Ghana members taking action	1.2.1 GEN Ghana volunteers supported to visit schools and monitor progress 1.2.2 GEN Ghana volunteers and teachers share best practices
In pursuit of objective 3: To raise awareness on topics of improved nutrition and organic agriculture, using engaging and participatory methods, at the Primary and Junior High School level.	3.1 School caterers skilled in integrating moringa to improve nutrition of school kids	3.1.1 GEN Members and teachers organize workshops on nutrition to school caterers
	3.2 1. Moringa used in Schools' Feeding Programs at least once per week	3.2.1 Buy blender and solar dryer
	3.2.3 Sharing of best practices among GEN Ghana members	3. Study tour to visit all schools.

C.4 Strategy: how does the project cohere?

Summary of strategies applied:

- building on ownership and motivation, from the GEN Volunteers, the teachers and the students. This project is one of a kind, which has to be 'bought in' to, as it is a lot of work, but serves as a venue for shared efforts, from teachers, students, parents and GEN volunteers. This is not often seen in the Ghanaian school system, but is being brought in by GEN Ghana.
- dealing with a project, where good methods can be replicated. The idea in GEN Ghana is, that what is done one place can also be done a different place. It is about sharing knowledge, competences and experiences, in a network based on trust and utilization of comparative advantages.
- producing a manual with a GEN Ghana stamp on it is a beginning of a collection of such manuals, used to spread eco-strategies over Ghana. To be recognized as an organisation these are good to have, in that GEN Ghana has something to offer.

- applying eco strategies that are practical and easy to grasp and implement. Eco strategies should be made accessible to everyone and that is what GEN Ghana is doing.
- gathering GEN Ghana members in one project that serve as a showcase, representing that active GEN volunteers can actually use GEN Ghana to embark on good projects. As such, this project is a role model project, for GEN Ghana members.

Timeline for the project:

1. Creating a feasibility mapping study in collaboration with the Ghana Educational Service regional bodies to identify two criteria meeting schools in the seven regions. This builds sustainability by linking to government bodies who can be part of GEN Ghana's skill set and advocacy toward experiential and eco strategy programming thereby fostering the potential for long term impact. By doing this 7 regional pilot program well GEN Ghana can be set to support further expansion of programming and be known by the Ghana Educational System
2. Development of a training manual on Organic Moringa School Garden implementation lends itself toward future replication of eco strategies like composting, diverse complimentary cropping, organic practices and the overall nutritional components of Moringa
3. Host a training for the 7 schools from 7 regions of Ghana. This will provide an opportunity for new forms of experiential learning and following the newly created manual to actually begin an Organic Moringa Tree Nursery at a local Techiman school, support overall networking and capacity building for the GEN membership and provide an opportunity for all 38 gathered to hosted at the Ghana Permaculture Insitutue (GPI) home base. Being at GPI will also express diverse eco strategy modalities that go beyond Moringa.
4. One GEN Member in each region work with the science teacher of the participant school to create the Organic Moringa School Garden. GEN Ghana cannot just train but must actually do the work and Organic Moringa School Garden implementation. Experiential learning side by side with the school Science teacher and students will provide opportunities for the GEN member to lead the way in facing natural obstacles and become known in the school communities they serve. Collaborative efforts will also provide chances for GEN members to integrate their EDE training around envisioning, planning, activating and celebrating programs.
5. The group of GEN Ghana Members travel to each region to support the school projects. This will make the participant schools feel special and supported while providing motivation for each science teacher to follow through with their own leadership roles. Seeing what works in different parts of the country and witnessing different GEN Ghana communities will better serve experiential networking so that GEN members actually know one another's home communities. This tour will also serve to celebrate the accomplishments of each school and build a sense of unity while breaking down isolation between different regions of Ghana. Through this tour GEN Ghana will be able to lead the way in assessments of best practices by seeing 7 different Moringa School Garden specific implementation strategies. GEN Ghana assesses each program and prepares for future replication of eco strategy programming in schools across Ghana.
6. Investments: Having schools invest in their own tools for this project leads to a collaborative effort that is not a "give away" of resources thereby initiating a sense of ownership and commitment from each participating school.
7. Local staff and local administration supports GEN Ghana's capacity and ownership toward future coordination of eco strategy programming
8. The collaborative program will create visibility on the GEN Ghana website and provide something tangible that members and stakeholders can be proud of and celebrate. This 7 region project sets the stage for GEN Ghana, along with the Ghana Educational Service, to replicate a well evaluation model of integrating eco strategies into schools and serves as a beginning point. Moringa at schools in the entry for other practical waste management and eco strategies to be learned and practiced in school environments that supports overall environmentalism, youth leadership and civic responsibility.

C.5 Phase-out and sustainability'

Phase-Out:

The primary target group, the GEN-Ghana members, will not be left in an unfortunate position of dependency after the implementation period expires. One of the main objectives is to build their capacity to facilitate and coordinate School Garden Projects, and these skills and experiences are also applicable to other eco-strategy projects. The GEN-Ghana members will not need additional funding in order to voluntarily monitor the projects, as they are community members with a deep sense of environmental responsibility.

GEN-Ghana members are not financially dependent on GEN-Ghana to fund their activities, as most of them already were active in the environmental sector before being introduced to GEN-Ghana. GEN-Ghana's role is to create a platform for the members to interact and form partnerships, and to build the capacities of the members, not to fund their activities. This type of Partnership Intervention is only necessary because the network is in its formative infancy stage currently.

The secondary target group, including the students, teachers, parents, will not require additional resources to maintain their Moringa Gardens. Moringa is a perennial tree, which thrives in the harshest conditions, can be repeatedly harvested, and does not require water in the dry season. Moringa only requires the bare minimum of organic matter inputs to replace the nitrogen being lost in the soil from the harvest of the leaves. This organic matter can be sourced for free from compost prepared at the school from the Feeding Program scraps and grasses collected. Moringa does not require much upkeep aside from pruning and fencing will be provided during implementation to protect from animals.

To pass the knowledge to future batches of students that go through the school, the science teachers will be involved and will be taught experiential lesson planning on school gardens. Environmental student clubs will also be established, so that students perceive themselves as "owners" of the project and continue to pass the knowledge and skills down to each batch of students.

Sustainability

The project will be monitored and evaluated, and data will be collected on the challenges, successes, and recommendations for future replication. The lessons learned will help to improve the training manual, and all GEN-Ghana members will have access to the results of the project. It is highly likely that the GEN-Ghana members involved, as well as other GEN-Ghana members, will replicate and scale-up this project as it is high-impact and highly-replicable.

C.6 Assumptions and risks

Assumptions

1. Selected teachers involved are enthusiastic and willing to participate fully and continue project in subsequent years
2. Teachers will dedicate their time during and outside teaching hours
3. Headmasters/Headmistresses and Parent Teacher Associations will support and get involved
4. GEN-Ghana members will be willing to volunteer their time without being compensated with a high salary
5. Students will be willing to participate enthusiastically
6. GEN-Ghana members will have time to visit schools regularly

Risks

No	Risk	Impact	Risk Level	Action for Risk Mitigation
1	Cooking staff unwilling to cook with Moringa	Unable to integrate Moringa into School Feeding Program and diets of students	Mo	Practical training on cooking with Moringa with taste-testing
2	Parent Teacher Association unwilling to involve themselves	Affects long-term sustainability, and limits potential of students to apply their knowledge at home	Mi	Invite PTA for a practical and engaging workshop
3	Ministry of Education or Ghana Education Service concerned with child labour	Cancellation of project, inability to scale up project to additional schools after pilot phase	Mo	Meet with District and Regional Directors to raise awareness on benefits to children, seek permission/guidance during planning stage
4	Teachers or communities concerned with child labour	Negative atmosphere and local resistance	Mi	Launch a "School Garden Opening Party" and invite all community
5	Disagreements or lack of shared views between GEN-Ghana members	Negative impact on atmosphere leading to members losing interest		Involving independent and neutral parties (such as our Danish partner) and organize well-moderated team building meetings.

N (Negligible), Mi (Minor), Mo (Moderate), S (Serious), C (Critical)

D. PROJECT ORGANISATION AND FOLLOW-UP

D.1 Division of roles in project implementation

GEN Ghana members will be in response of implementing the project and facilitate the activities and workshops, in cooperation with representatives from the GEN Ghana Council. LØS will provide guidance and monitoring for the project. Monitoring will be during the project by continuous contact with GEN Ghana to monitor compliance with objectives by reporting from GEN Ghana. GEN Ghana council will provide project management skills to ensure the successful achievement of the partnership intervention – having in mind that it is GEN Ghana being in the centre of the intervention.

The GEN Ghana committees will be responsible for grassroots mobilisation of members to participate in project activities. GEN Ghana will oversee project management, supervision and reporting on the project. LØS will provide technical and managerial training and capacity building to members in need.

One method that will be used to ensure that GEN Ghana and its key members will be financially sustainable after the funding period is to engage programmes with a strong focus on offering business development services to members of GEN Ghana's, who own small growing businesses.

The functions of the training project leader for the administration of the project will be monitored by the GEN Ghana Council. The secretariat will fund two half time employees for the year, and they will only be paid up to the end of the project. They will be based in KITA and MIM, and will deal with management of projects, like this. In the time period for which the funds are to be applied, the project leader will work to increase GEN Ghana's fundraising capacity and increase GEN Ghana's brand image in the Ghana environmental activist community and the CSO community.

D.2 Monitoring and evaluation in project implementation

There will be continuous monitoring of this project, as it should be used to showcase the success of GEN Ghana. Photos will be taken and the GEN Ghana website and Facebook will be used.

The final monitoring of the project will be worked out during the GEN Ghana conference, where representatives from LØS will travel to Ghana, with another project.

E. INFORMATION WORK

E.1 Has project-related information work in Denmark been planned?

This project is an excellent story to tell in Denmark. Fortunately we have two visitors to come, through a Danida grant. They will of course tell about this project as well.

Notice: The application text **must** adhere to the above structure, which also underpins the instructions available on the following pages. The total application text (sections A-E) cannot exceed 16 pages (Arial type 11, line spacing 1.0, margins: top: 3 cm, bottom 3 cm, right 2 cm and left 2 cm).

3. Budget summary

A detailed budget with budget notes must be submitted in Annex C 'Budget scheme' and enclosed the application. NOTICE: Remember to open all tabs in order to fill in each of the relevant five spreadsheets.

See also 'Guide to budget preparation' at www.cisu.dk.

Below please fill in a summary of the main budget items as follows:

Fill sheet 1-4 in Annex C 'Budget scheme' - the budget summary will then automatically appear on sheet 5. This should be copied from Annex C and pasted below.

Budget summary		Currency
Indicate the total cost (i.e. including contributions from the Civil Society Fund as well as other sources)	<u>204549</u>	DKK
Of this, the Civil Society Fund is to contribute	<u>199978</u>	DKK
Of this, indicate the amount to be contributed by other sources of finance, including self-funding by the Danish organisation or its local partner, if any	<u>4571</u>	DKK
Indicate total cost in local currency	<u>107.806</u>	GHC
Indicate exchange rate applied	<u>0,546/1,828</u>	

Main budget items:

	Full amount	Financing plan	
		Of this, from Civil Society Fund	Of this, from other financial sources
1. Activities	147880	146509	1371
2. Investments	13841	10641	3200
3. Expatriate staff	0	0	0
4. Local staff	3291	3291	0
5. Local administration	8776	8776	0
6. Project monitoring	0	0	0
7. External evaluation	0	0	0
8. Information in Denmark (max 2 % of 1-7)	0	0	0
9. Budget margin (min 6% and max 10 % of 1-8)	17379	17379	0
10. Project expenses in total (1-9)	173788	186596	0
11. Auditing in Denmark	0	0	0
12. Subtotal (10 + 11)	191167	186596	0
13. Administration in Denmark (max 7 % of 12)	13382	13382	0
14. Total	204549	199978	4571

4. ANNEXES

OBLIGATORY ANNEXES

The following annexes must be submitted both in print by post and electronically by email:

- A. Basic information about the Danish applicant organisation (filled in and signed by the Danish organisation)
- B. Factsheet about the local organisation (filled in and signed by the local partner. It can be submitted in a copied/scanned version)
- C. Budget format

The following annexes about the Danish organisation must be submitted electronically by email:

- D. The organisation's statutes
- E. The latest annual report
- F. The latest audited annual accounts (signed by the auditor and the management/board of the organisation)

NOTE: If the Danish organisation estimates that the expected annual consumption in the Civil Society Fund exceeds 3.5 million DKK, the application must be accompanied by a summary of the expected future consumption for the coming three-year period.

SUPPLEMENTARY ANNEXES (max 30 pages):

Annex no.	Annex title

Notice: All annexes should be submitted electronically.