



Project of 60 school gardens in 3 regions of Cameroon (2018 - 2022)

Good practices and lessons learned



95% believe that the project has brought positive elements to the school

Beneficiaries: 15,600 students, 500 teachers and communities

Partnership: Turing Foundation, Enseignants sans Frontière Belgium (ESF), Ministère de l'Education de base du Cameroun (MINEDUB)

Implementation: IDAY-Cameroon (coordination team and 3 focal points)

The following data comes from field observations and an external evaluator's report based on 91 interviews with different stakeholders. The % is derived from the analysis of 24 impact measurement questionnaires conducted by the project team.

"When you see others working too, it helps you to learn. Last year I didn't work but this year I work better at school and that's why I learned this lesson. Because I had understood it well in the school garden", Student.

The JSP as an awareness-raising tool

1) To pedagogy

Teachers use JSP in mathematics, reading, languages, science, history, geography, moral education, physical education, sports and personal development.

The +: In 2018, training was given by ESF on the pedagogical use of the school garden. Since then, the trained teachers have become the trainers of the teachers who join the project the following year. This re-sponsorship and transfer of skills are essential elements for the ownership of the stakeholders and also for the sustainability of the project.

"The practice of pedagogy in the school garden brings about a change in teachers' classroom practices. It also brings about an application of CPA (competency-based approach) teaching. The teachers' practices have been modified and enriched with optimal teaching methods", Evaluator.

2) To the environment and family farming

We observed actions in favour of nature protection, soil erosion, creation of green compost, reforestation, and against the slash and burn technique or the use of chemical fertilisers.

"The child is an imitator, so we see small gardens growing behind the houses", Teacher at Abong-Mbang school.

"Many maintain their pedagogical square metres even outside of school hours," says the headmaster of the public primary school in Toungrelo.

3) To health

Seeing the effect of the quality of the food consumed and the medicinal plants such as *Artemisia annua*, the parents quickly joined the project.

75% feel they know how to grow *Artemisia* and 71% of children take plants home.

15 out of 24 schools interviewed record medical care and 13 feel that it has decreased as a result of the action.

"When a child is ill, the first reaction of his peers is to ask him to take Artemisia," says Director.

The school club, a guarantee of sustainability!

After a call for interest, a group of young people with a dedicated teacher become more involved in the JSP. We have observed how the younger generations have an influence on their peers and family environment through awareness-raising activities such as plays.

Advice: draw up terms of reference so that everyone agrees on the outline of the project.

"CS brings team spirit, accountability, division of tasks", Director of Angela's Nursery and Primary School in Bangangté.

Closer links between parents and schools

- 1) Their child learns gardening skills that can be used at home
- 2) He brings home plants (*Artemisia annua*,...) and information on growing them
- 3) He develops an entrepreneurial spirit: the JSP gives him tools that complement school lessons

71% believe that parents better understand the value of sending their child to school

"Parents appreciate the transfer of skills acquired through the project into their children's knowledge and know-how", Ngouagoua public school teacher.

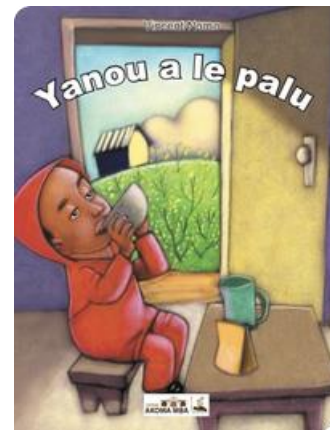
A unifying project

"I created a WhatsApp group to enable exchanges and sharing of good practices between beneficiaries and change agents. Many schools initially had difficulties with the temperamental Artemisia plant and could not get anything in their germinator. Some schools went to other schools to collect the plants and plant them in their gardens. So there was close collaboration between the schools. The pedagogical days were also spaces for exchange and sharing of experiences between schools that were experimenting with school gardens in a district", Focal Point.

Yanou has malaria

An educational booklet was created during the project!

Written, designed and published in Yaoundé, it gives all the information on the cultivation and use of *Artemisia annua*.



A successful plea!

- 1) The Ministry of Basic Education agreed to the project at the outset.
 - 2) He has mandated his pedagogical inspectors to monitor the implementation and to ensure that school headmasters support the project.
 - 3) These have been integrated into the training provided to headmasters and teachers in the schools in their district.
 - 4) Active collaboration has been established with regional and local authorities to ensure that they remain the guarantors of the project in the different regions.
 - 5) IDAY-Cameroon continues its advocacy actions on the basis of the positive results presented by the project over 4 years and aims at signing a collaboration agreement with the Ministry to become the partner for the implementation of the JSP in other schools of the country.
 - 6) First scaling up of the project: in the district of Atok, the district inspector induced the 22 schools in his area of responsibility to carry out the PSD.
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Recommendations

- Experience shows that the size of the school garden and the availability of the staff do not usually allow the production of enough plants to cover the needs of the whole school. The school garden is seen more as a "laboratory" for awareness raising and training on different topics.
 - Ensure that there is an irrigation source at the school.
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Stakeholder integration is the key word!

- The JS project is at the intersection of different themes: taking the opportunity to work with not only the Ministry of Education but also Health (through the medical centres and other deconcentrated services of the Ministry), Environment and Youth.
 - Involve the town halls, which play the role of coordinator between the ministries, the projects underway on their territory and the various stakeholders through the municipal councils (local elected officials, community representatives), the children's government, etc.: involvement of all for greater community mobilisation.
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"Health and nutrition play a big role in the quality of education because a student who has not eaten well cannot understand the lessons being taught. Similarly, a teacher who is ill does not have the capacity to provide quality education to the students. Before the arrival of the JSP project in our school, there was a high rate of absenteeism, the children did not have medicines that could treat them well against malaria. With the arrival of the project, the children take Artemisia daily, which has greatly reduced absences. Director.