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1. Our project

1.1 Background - Cultural, Social and Economic:

Social Dynamics:

From discussions and back and forth communications with our partner, we realized that the social fabric of the Dang community is very solid. The dynamics resemble those of a family, most are related by blood and /or have very close relationships with one another.

Economic Activity and migration:

The tribal communities of the Dang District account for 90 % of the inhabitants. Their main economic activity is agriculture: seasonal, mostly rainfed crops like Ragi, formerly their main staple food along with white rice. The lack of long-term consistency forces the community to migrate to far sugar canes for a period of 4 to 8 months annually.

Dietary Habits:

These communities follow a mostly vegetarian diet, relying on their home-grown products and using white rice as the main staple. Here you can see the percentage of some produce's consumption by tribe:

Food	Tribe			
	Bhil	Konkani	Varli	Total
Cereals				
Jowar	0 .0%	1 1.7%	0 .0%	1 .4%
Rice	146 96.7%	57 96.6%	19 100.0%	222 96.9%
Nagli	5 3.3%	1 1.7%	0 .0%	6 2.6%
Pulses				
Tur	83 55.0%	27 45.8%	8 42.1%	118 51.5%
Adad	6 4.0%	2 3.4%	0 .0%	8 3.5%
Dal	47 31.1%	30 50.8%	11 57.9%	88 38.4%
Vegetables				
Potato	8 5.3%	0 .0%	1 5.3%	9 3.9%
Onion	10 6.6%	0 .0%	1 5.3%	11 4.8%
Brinjal	2 1.3%	0 .0%	0 .0%	2 .9%
Papdi	1 .7%	1 1.7%	0 .0%	2 .9%
Turiya	3 53.0%	0 25.4%	0 42.1%	3 45.0%
Eggs	35 23.2%	17 28.8%	4 21.1%	56 24.5%
Meat	0 .0%	1 1.7%	0 .0%	1 .4%
Fish	2 1.3%	0 .0%	0 .0%	2 .9%
Total households	151 100.0%	59 100.0%	19 100.0%	229 100.0%

vegetables , although local are rarely consumed by Dang families ,and onions take the lead by 6.6% within the Bhil tribe. Chicken and eggs are the most consumed animal products.

Anaemia:

The prevalence of anaemia is very high mostly among children and women , over 70 %.

High prevalence of anemia in Dangs District		
Age Group	Rural	Total
Kids (6-59 months)	74.7%	74.1%
Women (14-49 years old)	72.5%	72.2%
Pregnant Women	65.7%	66.5%
Non-Pregnant Women	72.9%	72.6%
Men	43.7%	41.7%

Retrieved from: Ministry of Health and Family Welfare, Government of India. (2015-16) National Family Health Survey (NFHS-4).

1.2 Meeting the needs of the end users:

The solution:

We have found our solution on the core idea that to make impact within a community, we need to first understand its cultural specificities and to make the community a part and enactor of the implementation following participatory solutions and to enable the population to look for solutions using local resources.

Behavioral changes as a target:

The passive approach to food consumption, and the lack of awareness on the disease , healthy diet and how to choose local, accessible ingredients to boost the iron content of a recipe were our main focus when we chose to work on the educational front.

Meeting the needs of the end user:

To tackle anemia, we designed a curriculum to educate the local students. By teaching them the knowledge of anemia, including the common symptoms, possible causes, we could raise their awareness of anemia. Secondly, the food making session and courses on healthy diet could notify them of the treatments. They can improve their conditions by having the knowledge of the right food and the cooking methods.

On the educational materials design, we chose an user-friendly approach. We are aware of the difficulties of the content and the language barriers, so we design the materials mainly with illustrations and posters. Also, to attract and motivate the students, the way we teach and the content have to be appealing. Meaning that we have to stand in the viewpoints of a 13-15-year-old student. The stories are related to their daily lives an

d the ingredients are locally available. This way, the students can truly relate themselves to anemia and the treatments. For example, what it will possibly be like when they are anemic? How does it affect them? And how can they improve the condition? Once they know the importance of anemia and what anemia is to them, they can be motivated and participate more in the courses, instead of cramming the knowledge we provide. We believe by holding educational camps with knowledgeable courses and cooking workshops that are related to the students, it will not only raise their awareness but also learn more effectively on how to improve the conditions.

1.3 Product Evolution

Teaching activities

At first when we tried to design the curriculum, we planned to make it into consecutive workshops in four days, each day having its own topic and food making recipe. However, we later saw it as something not effective because we want to reach as many people as possible, even if it is still in a very early stage. With normal workshops, students have to go back to their houses, so there is no guarantee for them to come back after their first workshop, which will affect the way we assess them as well. If we really want to reach those from different villages, then we should come there by ourselves, arranging a new session of the workshops, but it is impossible due to time constraints and the amount of arrangements needed to be made.

For those reasons, we decided to incorporate the workshops in a camp setting that runs for 3 days in a row. This will allow students from different areas to stay overnight, which will ensure constant attendance numbers. As the schedule becomes more compact, it is also easier for us to focus more on putting necessary details. Below, you can see the previous arrangement (top) and the camp one (bottom). It is clear that the one on the bottom is more organised and also includes other activities that can hopefully keep the students entertained and build closer relationships between students and teachers.

Session 1	/1	Session 2	/2	Session 3	/3	Session 4	/4
Healthy Diet		Anaemia		Market visit		Hygiene practices	
Ice breaking, pre-assessment , importance of healthy diet before making food		Review the content from the last session (game), Current key issue introduction		Questions for review, local market visit: what to buy, how to pick (activities)		Review, importance and how to practice	
Diet habit survey, first food making session			Second food making session		Third food making session: (ingredients from the market)		Final recap, Post-assessment survey, farewell

	Day 1	Day 2	Day 3: Spreading impact activity
9:00		Gather up!	Review session
9:30	Opening		Introducing the activity
10:00			Poster design
10:30			
11:00	Healthy Diet course	Market Visit	Little game before lunch
11:30			
12:00	Lunch	Lunch	Lunch
12:30			
13:00			
13:30	1st Food Making	Hygiene Practice	"Treasure Hunt"
14:00			
14:30	Free Time / clean up	Free Time	Post-assessment
15:00			
15:30	Anemia	3rd Food Making	Farewell party
16:00			
16:30			
17:00		clean up other activity	
17:30	2nd Food Making	Other activity (cultural exchange)	
18:00			
18:30	Dinner	Dinner	
19:00			
19:30	Eating habits pre-assessment	Campfire	
20:00			
20:30	Local teacher feedback		
21:00			
21:30	Review + preparation	For kids: board game	Review + preparation
22:00			

Some considerations should be made when making the curriculum as the situation in Dang District is different from schools or communities in the cities that we are familiar with. For instance, there are not many technologies available there, so instead of using presentation slides that require a projector to be delivered, we decided to use printed posters, pictures, and other conventional tools as the supporting tool. We choose this because posters are relatively cheap to produce and easy to carry and distribute to different places, but most importantly, it is not hard for the local teachers to get used to it.

As the poster is only used for the actual teaching activity, additional teaching guidelines for the teacher needs to be made. The teaching guidelines' purpose is to help the teachers to conduct the classes, without having the need to attend our camp in person. This will give them more independence which allows the spread of practice. Throughout the process of making the guidelines, we faced many comments on how to improve them:

a. Lecture notes and activities

At the beginning of the process, we made the teaching guidelines similar to what a lecture notes is. The contents were put in sequences of where to start the teaching and what the materials are. However, it does not explain how the teaching mode is going to be, so it will be difficult for someone who has never seen the guidelines to try to teach from it.

Some activities were also put in different parts of the guidelines, containing what the activity is going to be with some written goals that we want to achieve after. This was not enough because there should be more details, such as, the instructions of the activity, supporting materials to use, how to deliver the rules, and so on. Adjustments need to be made for first timers to understand how to conduct the overall class.

b. Incorporating additional details of the activities

After receiving feedback from our advisors, we decided to put more considerations on details to make it clearer for the teacher. For instance, during a game activity, we specifically mention the subsections of the game and their durations: dividing the children into groups of 5 or 6 randomly, delivering the game instructions, how to play the games, and what to do after the game finishes. This is crucial for the teachers to be able to manage their time accordingly, so that the session will not overrun.

Here are some screenshots of the comparison between the before (left) and after (right). Even under the same activity (teaching), we put more explanations under each sub-activity.

Teaching - Anemia in Dang District (10 min)		
Description: Show posters and some writing and comparison in lectures mode.		
Goal: Understand what is anemia, what are the causes. Be aware of common symptoms, and treatment.		
10	Symptoms (posters)	simple visual aids for the characters
10	sickle cell & general anemia (Whiteboard)	differences between sickle cell & general anemia
10	The causes (posters)	
	Recess time	
10	Anemia in Dang District (posters)	Maps / graphics
10	Treatment and prevention of iron deficiency anemia (posters)	

Teaching - Treatment and prevention (10 min)		
Teachers: "In India, especially in rural areas (like the Dang District), 3/4 of the children aging 1 to 5 years old is anemic, because just as we mentioned, we need more iron and healthy diet to grow when we are young."		
"Also, as you can see, women are more likely to be anemic, especially the pregnant women. Compares to men, they need more iron in their diet."		
"We have to take good care of mothers. In pregnancy, they need sufficient amount of nutrients. Because lots of the babies will be lower weight at birth & higher chance of premature deliveries. And chances are, when mothers are anemic, their children will also be anemic."		
"Then, how can we be aware of this condition and tackle them?"		
Move on to the "Treatment and prevention" part.		

Some separated lecture notes are also provided for the teachers to look at for extra materials. This will hopefully complement the materials in the teaching guidelines that allows the teacher to understand the topics better without distractions of details regarding how to conduct other activities. Additional materials are also included to give them a bigger picture and possibly cover some questions or details that are not included in the teaching guidelines.

c. Engaging activities and Q&A

Despite having those changes, the teaching guidelines were still lacking in terms of providing engaging activities, especially on the teaching parts. This is because the teaching part was designed to be delivered from one way only: teacher to student, which might not be a good idea since the children are still young with relatively short attention spans and possibly still very new to the topics they are about to receive. To deal with this problem, we incorporated many Q&A sessions for the students to stay active throughout the class. Games that are directly related to the topics were also made, so that the students have their interest.

1. What does a healthy diet mean?

A healthy diet is one that provides the body with essential nutrition by eating the right amounts of nutrients on a proper schedule. This will help achieve the best performance and maximize good health.

Multiple choice answers:

- A diet that provides the body with essential nutrition.
- A diet that makes us sick.

2. What is the proper schedule?

Proper eating schedule means we eat in a constant routine everyday. Usually we eat 3 times a day (breakfast, lunch, and dinner) plus some snacks, and that is the one recommended for children. However, some adults may have different schedules, but it doesn't really matter as long as it is consistent and all essential nutrition is fulfilled.

Multiple choice answers:

- A constant and routine eating schedule.
- Eating three times a day.
- Eating whenever feeling hungry.

d. Delivery to relate with real-life problems

Some additional notes that we received is that, despite students actively participating in those activities, they might still not retain the information if they cannot relate to that information. So, we made some activities, mainly related to storytelling to give a real-life example of the problem. For instance, in the anemia teaching guideline, there is this section where a role play will be held about students suffering anemia and how the teacher helps them on how to deal with the situation. There is also storytelling in the healthy diet section about superheroes that acts as the nutritions related to iron-deficiency anemia. These stories will later be used on exercises and teaching activities to ease students when trying to relate the topics with their own experience.

Storytelling (10 min)

Description: Making up a story with fictional characters. Each of them has different symptoms of anemia, implying the real condition the children might face. 3 instructors demonstrate the scenario as a play.

Goal: Using the fictional characters to relate the current situation. We will use the characters as demonstration of the symptoms, the cause, and treatment.



(Print out these pictures, put it in front of the chest of the corresponding actor)

(Hetal: the girl on the left; Senma, the boy in the middle; Aarvi, the teacher on the right)

Story Outline: After school, the little girl (Hetal) and boy (Senma) are walking, talking about what they want to be. They need strength to do so. But the girl felt a bit dizzy when exercising and long walk. The teacher came up, telling them some nutrients / diet / and symptoms.

	Name	Age	Gender	Diet	Symptom
Boy	Senma	13	Male	average	Cold hands & feet
Girl	Hetal	13	Female	average	Dizzy, tired
Teacher	Aarvi	40	Female	Vegetarian	Healthy one who points out the abnormality

One day after school, Senma and Hetal are taking a rest and chatting next to the field while most of their other classmates are playing cricket. *Aarvi noticed.

Aarvi: Why are you sitting here and not having fun with your friends?

Senma: Teacher, we don't really like to run around

Hetal: Yeah, I've never really enjoyed playing cricket either

Recipes

a. From snack to a diet plan

In the beginning of the project, our team has decided to design an iron-rich snack in hope to tackle the anaemia problem of the children in Dangs. However, after some research and discussion, the villagers in Dangs have a low iron daily diet with nearly no food diversity. Therefore, our team has switched to proposing a diet plan to change the eating habits of the villagers, because a diet plan can provide more suggestions of recipes and introduce them to some ingredients that are rich in iron, which helps in blood production, and vitamin C, which enhances the iron absorption. After some research, our team has finalized on the choice of dishes to include in our diet plan, which are dhuli mung dal, parantha and chikki which Mr Rajesh has kindly introduced to us.

b. modifications to increase iron content and absorption

- Dhuli mung dal

Dhuli mung dal is an Indian spiced lentil soup. Lentil is rich in iron, however, iron content varies among different kinds of lentils. Urad dal and masoor dal, which are black and red lentils, contains more iron than mung dal, therefore we have changed to urad dal or masoor dal in our recipe. Also, the recipe includes high vitamin C ingredients such as tomato and onions, to help enhance the iron absorption.

- Parantha

Parantha is an Indian flatbread made of wheat flour. In our recipe, we use rajgira flour instead of wheat flour, because rajgira flour has a higher iron content and is as well available in Dangs. We have also included the use of lentils, urad dal and masoor dal, to increase the iron content. Moreover, we also added spinach leaves and onions in our recipes to increase vitamin C content.

- Chikki

Chikki is an Indian sweet peanut snack. Jaggery and peanuts are used in the recipes, both have high iron content. Nuts and seeds such as groundnuts are rich in iron, therefore, are recommended to use in the recipes.

c. Nutritional values of the final products

With the main purpose of tackling anaemia with the recipes, our finalized recipes in the diet plan are able to provide sufficient iron to the villagers.

The recommended iron intake for children aged 9-13 is 8mg¹. Taking the average iron bioavailability for mixed diet, the required iron bioavailability is 1.8mg.

Iron bioavailability per portion of the recipes:

- dhuli mung dal: 0.56mg (44% of daily requirement)
- parantha: 0.77mg (60% of daily requirement)
- chikki: 0.627mg (49% of daily requirement)

¹ US National Institute of Health. (2020, 28 Feb). Iron. <https://ods.od.nih.gov/factsheets/Iron-HealthProfessional/>

Curriculum

After many adjustments, we see that our teaching guidelines have reached a stage where it is appropriate enough to use. The format is detailed enough to let someone who sees it for the first time be able to teach from the guidelines only. Despite being detailed, we will emphasize that this is not a strict set of rules that has to be followed, since local teachers might know better how to communicate with their students or what games are more interactive or commonly known by the children there.

The purpose of these guidelines is so that the teachers get inspired from certain activities and be able to know which specific materials needed to be covered when the next workshop starts. These guidelines can also easily be distributed to different people in different places, which hopefully will widen the reaching range and bring impact to more people in the future.

1.4 Problems encountered and how we overcame them

In the beginning, our group was discrete and did not have a common goal to reach. We were so stubborn to focus on minor issues such that we almost made no progress for the first few weeks. To address this issue that we noticed, we changed our centre of focus from only drafting outlines, to actually finish each prototype one after one. Shortly we built the core of the course outline and the overview of the camp, then moved on to complete all the materials smoothly.

After we finished and presented our first draft, we received a lot of negative feedback from the teaching team. They pointed out that we were only at a planning level, which lacked detailed execution strategies. We thus modified the courses by adding more step-by-step instructions to the teaching guideline, stating the goal for each section clearly, and providing separate documents for all the teaching materials. Meanwhile, we kept in touch with Mr Rajesh for the details to make sure the feasibility of our plan. To test out the potential flaws in our plan and to gain practical experience, we ran a simulated practice with a grade 8 student. We kept refining our education plan, and finalised it a week before the roadshow.

Our project's highlight is the cooking workshop, but that is no easy task to finalize the recipes. We had to make several modifications to the recipes to maximize the iron content while ensuring the food suits their preference. To tackle it, we collected data of the viable ingredients in Dang, their local market price and nutrient value of the ingredients. We confirmed with Mr. Rajesh about our findings and asked him for recommendations. These data make ease for our decision thus we are able to make our first draft swiftly.

Some problems popped up as we tried to cook the recipes ourselves. For instance, the required ratio of water and jaggery of the chikki differs with different types of jaggery. It took quite a number of tries to confirm the amount needed. We understood that we cannot rely on one cooking video only, so we spent time studying a lot of other cooking videos. It paid off for us to get the right amount of ingredients and to provide the right expectation as we were testing the recipes ourselves.

1.5 Sustainability measurements

To ensure the sustainability of the program, our team has taken actions on a few main perspectives.

1. Carefully designed user friendly materials

We have designed our curriculum outlines clearly and easy to use. Our team also made detailed documents on how to conduct every step of every class, down to the details of each activity and every cohesion-building game. The users of the guidelines (any teachers) will be able to navigate through the course. In other words, the teaching guidelines are self-sustainable and will allow for the potential to be used in different settings.

2. Special activities for exhibiting an act of inspiring others

We added a lot of functions in our program that facilitates the willingness of our students to promote the concept of anaemia towards the community. Examples would be our highlighted event, Market Visit and Treasure Hunt. During the Market Visit, students can capture the full picture about the crops by actually seeing and touching them during a walkthrough guide followed by a “buy your own ingredients” task. This can solidify their knowledge and provide a hands-on experience of buying nutritious products. For the Treasure Hunt, students would have the opportunity to reach out to the community and spread the information they have learnt, pitching people to pursue healthy habits as they do. By doing so, we encourage them to step out of their comfort zone and to exhibit an action on account of continuity.

3. Maintaining close connection with the local teachers/translators to fit our materials into local context

Our team is closely in touch with the local translator(s) who we have been updating every step of the progress since the beginning of the curriculum construction. This not only allows us to fit into the local cultural context, but it also helps set expectations for the local students’ preliminary knowledge on relevant topics.

4. Actively connecting with outside NGOs for expansion and sustainability

Since this is technically a one-off project, we tried to reach out to third parties for passing down our ideas and beliefs. Around a month ago, we started to connect with another local NGO called PATH, which honoured the common goals with us. In the latest meeting, we have agreed to work together to ensure the expansion of our target reach and they have promised us to introduce our project to other organizations and the local government. In return, our project will also serve as a platform for them to promote their product “fortified rice” by including it as part of our curriculum.

Additionally, to ensure the quality of our curriculum plan, we have also made sure to collect feedback from the students right before the camp is over (details as shown in “post-assessment”).

5. Selecting student ambassadors to teach in subsequent sessions

For the cooking workshops, during the first contact with students, we try to understand who possesses cooking skills or is used to participating in house chores, particularly, cooking.

Then, during the cooking workshop, we take a few steps of the cooking and ask students to participate, for instance, chopping onions or adding the proper spices, the ones that do an acceptable work can earn badges for the specific task(like the scouts way).

At the end of the second workshop, we count the badges earned by each student and those who got a certain number will be our assistant in the third workshop : cooking parantha, a dish they are most familiar with. We will focus on teaching them how to be more independent and assist students in learning.

These students will become ambassadors, work as assistants in the succeeding versions, spread the word about our program and recruit other children from the district.

2. User Feedback

2.1 Curriculum mock sessions

To carry out plans for the testing of our curriculum, we have managed a mock zoom teaching session. He is a local Hong Konger who does not speak much English, and here is the process and some key takeaways from the experience:

We have invited a 14-year-old to help us to the testing. First, we started off by teaching Ilef, who does not work on designing curriculum directly. This is to imitate communicating to the local teacher, and then Ilef moved on to teach the kid while we were her assistants.

Evaluation points:

1. how well can we communicate the curriculum to the local teacher
2. how understandable is the curriculum to the local teacher
3. how well does the kid respond to our content design

Key issues identified:

- The flow was very disrupted, it could be because of the translation and the kids’ shyness
- Some of the questions can get a little awkward when they really don’t know anything, but maybe in a group competition setting it would be better?
 - We can make some of the questions into MC once the open ended questions don’t work

- If MC still doesn't work then we pull out visual aids
- Might need to take out some of the more difficult words, as the audience might be intimidated by them hard words, difficult to translate too
- Need to prepare the document even better
- Some of the moments might not be delivered as well because we are referring back to the first class
- It got a lot better at the end when we used Mandarin to deliver, even though we still had to translate most of the time

We also obtained feedback from people taking up different roles in the mock session:

- Kid:
 - Less words, more pictures, more interesting examples (those are what the kid remembered best), more interaction will be appreciated
- Observers:
 - The speed can be slower and with intervals for the interpreter to speak
 - Better if the interpreter knows the curriculum in advance so the flow would be smoother
 - We want more focus on the things they will remember: pictures, visual aids, maybe we can draw a little boy with symptoms on the spot
 - We want to make sure some of the words are emphasized (anemia)
- Teacher:
 - The language barrier was very limiting in the teaching experience.
 - All the material must be translated
 - The material offered to the children and those to assist the teacher should be separated
 - The teaching exercise offered to teachers must include a more extensive background on the disease for their own understanding and filling the knowledge gaps for them, not just geared towards teaching the kids

Our response:

- a. Color coding for the curriculum to increase readability:

Teaching (1 hr)

Description: Show posters, some writings, and tables of comparison in lectures.

Goal: Introduce anemia to the students - from causes, symptoms, local situations to treatments, a well-rounded approach to help the kids understand, prevent and know how to make a change.

Outline:

10 min	Symptoms	Simple visual aids for the characters*
10 min	The causes	Demonstrate with posters*
	Recess time	

4

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10 min	Symptoms	Simple visual aids for the characters*
10 min	The causes	Demonstrate with posters*
	Recess time	

10 min	Anemia in Dang District	Write down the statistics and explain the certain groups that are vulnerable to anemia
10 min	Treatment and prevention of iron deficiency anemia	Demonstrate with posters*
10 min	Sickle cell & general anemia	Draw a table to compare the differences between sickle cell & general anemia

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Teaching - Symptoms (10 min)

Goal: Use the previous story to bring out symptoms of anemia

Paste the characters onto the teaching board. Draw lines in between and ask students 1) "what are some of the symptoms that these kids suffered from in the story?" and 2) "do you know some of the other symptoms? Any wild guess?" (raise hands to answer questions for group points)

- b.** Multiple choices for the questions asked in class to avoid awkward silence when the kids do not know the answers

1. What does a healthy diet mean?

A healthy diet is one that provides the body with essential nutrition by eating the right amounts of nutrients on a proper schedule. This will help achieve the best performance and maximize good health.

Multiple choice answers:

- A diet that provides the body with essential nutrition.
- A diet that makes us sick.
- A diet that makes us full all the time.

2. What is the proper schedule?

Proper eating schedule means we eat in a constant routine everyday. Usually we eat 3 times a day (breakfast, lunch, and dinner) plus some snacks, and that is the one recommended for children. However, some adults may have different schedules, but it doesn't really matter as long as it is consistent and all essential nutrition is fulfilled.

Multiple choice answers:

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- c.** Even with content-heavy sections, it's essential that we keep things interesting. by adding more visual aids and examples.



Characters in a storytelling session

Notes:

A lot more of the mock-sessions need to be carried out, and our team has yet had the time to refine every single curriculum to the level of details (in terms of the materials, visual aids, examples etc) that the final product needs, so that will be one of our main focus over the next period of the project.

2.2 Cooking workshops:

2.2.1 Food making:

We received the feedback from Prof. Sujarta that paratha needs wheat flour in order to make it into a dough, or we can substitute the wheat flour with potato or egg. So in the prototyping video, we try to add rajgira flour (which is high in iron content) and potatoes to make the paratha. And it turns out successfully.

2.2.2 Workshop conducting:

a. Hardware

There are several concerns for us when we are planning our flow of cooking workshops as we expect that the equipment there will be less advanced than in the urban area. At the beginning we received pictures from our partner with very traditional cooking settings as they are less developed, so we try to choose our recipe with the least cook utensils and skills needed. For example, paratha only needs a pan to cook it which will be easier for us to do the demonstration. And our partner informed us that he could provide us with the portable gas stove which will be much easier for us to conduct the whole workshop as we will be more familiar with the use of it.

However, due to the limitations of the hardware, we could only conduct the cooking workshop by demonstrating steps to the students. We will let the students try out different steps of cooking to escalate their interest and attention in the whole workshop.

b. Prototypes and trials

As suggested by the teaching team, trials and prototypes are needed to investigate the challenges and difficulties we might encounter during the cooking sections. Therefore, we tried to make chikki and paratha by ourselves to see if there are any things we need to be aware of. On our first attempt to make the chikki, we put the chikki into a freezer thinking that the chikki would condense quicker, but it turned out to be too hard to cut. We understand that the chikki has to be put at room temperature in order to solidify the jaggery. These discoveries could certainly make our food-making process become smoother.

And the pre-recorded video will be preferred as we have language barrier with the local students, it would be better if we let the interpreters to familiarize the process of our cooking workshops so they could translate the content more efficiently.

c. Taste of the food

Due to the current situation, we did not have much chance to serve it to Indians to understand local preference, instead we let our friends and family to try it.

For the dhuli mung dal, we were not able to get all the ingredients from any source, for that we did not try it. We will try it out during the summertime.

For the chikki, after making sure the chikki is set under room temperature and has the correct ratio of jaggery and water. The chikki is crunchy and the sweetness of it is appropriate. However, the colour of the chikki is too dark comparing to what we expect, possibly due to the type of jaggery we used, more tries on that is needed

For the parantha, on the first try, we put too much cumin seeds and the amount of flour is insufficient. Due to that, the taste of the cumin seeds overwhelms other ingredients and the parantha is dry and is not sticking well. On our last attempt, we doubled the amount of spinach and onions, used less cumin seeds and put an egg in. This time the parantha has great colour and the taste of the vegetables is standing out, the portion is sufficient for one meal as well. But the parantha is a type of bread in Indian culture, while ours looks like an omelette. We might need to rearrange our recipes to better suit in the local culture.



Picture we received from our partner.

2.2.3 Evaluation:

From the suggestion of the teaching team, evaluation of the effectiveness of our program is needed so we can assess how effective our cooking workshop is. So we have made a Food Frequency Questionnaire to check the students' eating habits before and after the workshops.

Food Frequency Questionnaire

Food	How many times have you had this food item in the past 3 months?							Rate +/-
	2 +	1 d	2- 4/w	1/w	2- 3/m	1/m	never	portion size? S M L
Mung beans								
Black/ Green Gram								
Pigeon Peas								
Niger seed								
Sesame								
Chickpeas								
Lentils								
Ragi								
Sorghum grain								
White rice								
Maize								
Psyllium Husk								
Pearl Millet								
Sweet potato								
Tomato								
Taro/Colocasia								
Potato								
Coriander leaves								
Spinach								
Onion								
Bamboo shoot								
Mango								
Papaya								
Indian jujube								
Custard apple								
Dairy								
Chicken/egg/meat								

Where do you usually eat?

How many meals a day do you eat?

Who cooks at your household?

How often do you prepare meals for yourself or for other people in the household?

Do you have the habit of snacking?

2.3 Curriculum design feedback from advisors

Feedback from Prof. Sujata Visaria on May 5th:



Sujata Visaria <svisaria@ust.hk>

Tue 5/5/2020 7:48 PM

To: TSAI Rong-er; WAHYU Axell Nathaniel

Cc: Hiddadura Isura Malinda Mendis ABEYNAYAKE <malinda@ust.hk>; Chung Yan YU



Teaching Guideline - Anemia....
1 MB

The poster looks okay for the most part to me. I wonder if you can replace fish with some other food. But if not, then maybe don't worry too much about it.

See my comments on your teachers' guide. I'm not sure how the lecture notes feed into this so I haven't commented on that file.

My general comment is that I think your team is getting closer to the goal, hopefully another round will get you there.

Do try practising on each other, or some children and see how this is received. And do take some useful tips from modern teaching techniques and pedagogies.

Best,
Sujata

The key comments within the curriculum can be categorized into three:

1. The content has to be very culturally appropriate, and that includes the characters we design, the names we use, and the level of knowledge that they may have obtained at school prior to our camp.
2. Instead of presenting facts to the local kids, the curriculum has to focus on how to relate the content to the kids. There is a difference between "here are the facts, remember them and you will do well in a test" versus "here is why this is relevant to you, learn from me and you will find it useful in your life".
3. Be mindful of the kids' ability to write. Even if they are literate, it does not equal being able to express quickly and effectively.

Feedback for post-assessment survey design (from Prof. Sujata Visaria, Apr. 25):



Sujata Visaria <svisaria@ust.hk>

Sat 4/25/2020 5:31 PM

To: TSAI Rong-er

Cc: Hiddadura Isura Malinda Mendis ABEYNAYAKE <malinda@ust.hk>; Chung Yan YU



Baselinequestionnaire_final(1)...
274 KB

Dear Kenneth,

Thanks for your email.

Here are some of my rules of thumb for surveys:

1. Target the questions to your audience. Use words at a level of complexity they understand.
2. If you are asking yes/no questions then make sure the answer can convey clear information. Consider e.g. "I acknowledge and understand..." If a respondent says "no" does that mean they don't acknowledge? Or does it mean they don't understand? Or does it mean both? It's not obvious. It is better to split questions like this into two.
3. Make sure you provide options where people can say "I don't know" and "No response". If you don't, then you'll force them to choose an answer (possibly at random, or more likely they will choose the answer they think you want from them).
4. This concern about "demand effects" is a very serious one, especially with young people who are likely to feel pressure to conform. Any question about willingness to do something -- if they think that they are expected to be willing, then why would they say they're not willing? So then the answer delivers no information to you.
5. This is why, wherever possible, ask objective questions which don't convey any value judgement on the part of the interviewer.

How is this going to be administered to the children? Do they answer it themselves on paper and pencil? Then you're relying on their ability to read, and more importantly, their ability to write -- consider e.g. questions like "What are some of the ingredients you will look for...?" Children who don't write as well or as quickly will give you worse quality responses. Why not give them multiple choice with pictures, so they can circle their chosen option?

Do we know that these children go to the market themselves to buy groceries? I thought Rajeshbhai said the market is 4 km away. If the adults are doing the shopping, is this a relevant question?

By the way there's a difference between ranking and rating. I think you mean to say "rate" not "rank".

I'm attaching here a questionnaire my colleagues and I used for a study we did with children (aged 7-9) in urban slums in Gujarat. See if this gives you any ideas for ways to frame questions.

If you want to do a second version of your questionnaire and send it to me, I'll be happy to take a look.

Best,
Sujata

Our follow up:



TSAI Rong-er
Sun 4/26/2020 11:21 AM
To: Sujata Visaria <svisaria@ust.hk>



Dear Prof. Sujata Visaria,

Thank you for the prompt reply and constructive feedback, I am currently working on a second draft.

However, as I am taking in some of your advice and making changes, one concern has come up.

Regarding the multiple choice options for the kids I think it makes a lot of sense especially for the "understanding of course material" session. However, with more open-ended questions like "What are some of the things you will do to maintain hygienic habits in your everyday life?" or "What are some of the ingredients you will look for the next time you are at a market?", I feel like if we give them choices, they 1) are likely to be inclined to circle those mentioned in previous sessions 2) will feel somewhat limited to those that are listed out. The first point is (I think) similar to the demand effects concern you have brought up. The kids might want to choose everything that was mentioned in class because they want to avoid us from thinking that they did not learn.

Also, in response to some of your questions:

1. As we plan to target the older kids, is it unsafe to assume that they are literate? Seeing that this group of kids have been learning at school and at the LRC for years. The reason I brought this up is that some of the questions I don't find appropriate to change to multiple choice format, as I mentioned in the previous paragraph.
2. I think concerns for the shopping choice question might be able to resolve by adding an option on the side saying "I don't buy groceries." Also, since it is a rather hypothetical question, the assumption based off of this question is "if they go to the market at some point, would they make such a choice?" So even without them having the habit of doing so regularly, this question itself holds value in the sense that it is an effectiveness assessment for the market visit session.

Best,
Kenneth

2nd feedback (from Apr. 26):



Sujata Visaria <svisaria@ust.hk>

Sun 4/26/2020 8:43 PM

To: TSAI Rong-er

Like Share Reply ...

Kenneth,

It's fine to ask these questions, but I am skeptical that we can learn much from the answers. My guess is that those who were paying attention in your workshop will tell you that they will buy nutritious foods. But it doesn't mean that they truly intend to, or that they truly will, even if they had the chance. Remember also that when it comes to actual purchases, prices may play a role, or seasonality, or whether they have access to other complimentary ingredients.

So in general I don't think you learn much by asking about intention to purchase. If it were possible, you would observe actual purchases. But that is probably out of the scope of your work.

Given that, it is more realistic to view your survey as an assessment of a) whether they understood what you taught them and b) whether they retain the information, even after some time has passed. If you want to, you could have questions such as -- The next time your parent goes to the market, they see a, b, c and d available for sale. Each costs the same price per kilogram. You parent has the money and can choose to buy 1 kilogram of any one of these 4 items. If your younger sister at home is anaemic, which should your parent buy?

Again, this measures whether they understood the information you delivered in your workshop.

I do hope and expect that they will be literate -- although there may also be some variation in that. In any case, literacy is not the same as a) easily understanding what a question is asking b) easily understanding how to answer a questionnaire and c) quickly and accurately writing in answers. So I would suggest checking with Swapath if the children can be expected to fill in answers to your questions -- provide specific examples of the questions.

If not, then build in ways and means to get around the problem. Multiple choice is an easy way to do this, but if you prefer to have open-ended questions, then can you read out the questions to the whole class one by one and then have each one of them answer on their own sheet of paper? Alternatively, or in addition to your questionnaire, can you request Swapath to hold a debriefing focus group where they ask children what they liked, what they learned, and how that learning can be translated to action in their own lives? You will learn a lot from that.

S.

...

Our up-to-date third draft of post-assessment survey, after feedback:

Post-Assessment Survey

Instructions to the students:

Before the camp comes to an end, we would like you guys to fill in this survey to help us understand your learning process, learning outcomes as well as your feedback on us and the camp! Please put a check (V) mark to show your opinion on each of the questions. There are also some questions with no options. Please try and answer as much as you can! We highly encourage you to share your opinions with us!

Time: 30 mins before the farewell party

Format: Paper back, written test

Disagree → Neutral → Agree Not sure

1. Personal change:	1	2	3	4	5	X
I have become more interested in topics related to anemia.						
I have become more interested in topics related to healthy diets.						
I have become more interested in topics related to hygiene practices.						
I understand the importance of a balanced diet.						
I have become more mindful of my nutritional intake in the future, whenever I am given a choice.						
I understand the current situations about anemia in Dang District.						
I have learned ways to address the anemia issue on a personal level.						
What are some of habits you will change after this camp?						
I understand the importance of hygiene practices.						
What are some of the things you will do to maintain hygienic habits in your everyday life?						
2. Making an impact:	1	2	3	4	5	X
I will spread the knowledge acquired from the camp to the people around me.						
What are some of the actions you will do in response to address the current anemia issue (on a societal level; to the people around)?						

I will introduce the recipes to my family or to my friends.				
I will inform my family or friends about anemia.				
I will spread what I learned in this camp to the people around me.				
I will bring up the issue of anemia in a family setting.				
I will bring up the issue of anemia to my peers.				

3. Understanding of course content:					
Put a check (V) mark in the boxes next to the healthy food.					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
Is iron important? Why or why not?					
What are the nutrients you can get from the food below?					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What are some diet choices that are beneficial to a person's health? (Put a check (V) mark in the boxes next to the correct answers)					
<input type="checkbox"/> Eat diverse types of food.	<input type="checkbox"/> Stick to eating food made from the same ingredients				
<input type="checkbox"/> Eat food fruits and vegetables near the time of iron consumption.					
<input type="checkbox"/> Drink milk, tea, or coffee at least one hour before or after iron consumption.					
<input type="checkbox"/> Eat food that contain a lot of oil.					
Put a check (V) mark in the boxes next to the causes of general anemia.					
<input type="checkbox"/> Iron deficiency	<input type="checkbox"/> Poor diet				
<input type="checkbox"/> Lack of awareness	<input type="checkbox"/> Watching too much TV				
Put a check (V) mark in the box next to the cause of sickle cell anemia?					
<input type="checkbox"/> Genes	<input type="checkbox"/> Poor diet				
Put a check (V) mark in the boxes next to the feelings an anemic person might feel?					
<input type="checkbox"/> Fatigue	<input type="checkbox"/> Low energy	<input type="checkbox"/> Headache	<input type="checkbox"/> Dizziness		
<input type="checkbox"/> Stomachache	<input type="checkbox"/> Cold hands	<input type="checkbox"/> Weakness	<input type="checkbox"/> Coughing		
Put a check (V) mark in the boxes next to the treatments or prevention methods available.					
<input type="checkbox"/> Health tests	<input type="checkbox"/> Awareness of anemia	<input type="checkbox"/> Healthy diet			
<input type="checkbox"/> Iron supplement	<input type="checkbox"/> Fortified rice				
Put a check (V) mark in the boxes next to the reasons why hygiene practice is important.					
<input type="checkbox"/> Having a clean image	<input type="checkbox"/> Staying healthy	<input type="checkbox"/> Gain confidence			

<p>Put a check (v) mark in the boxes next to the common causes of parasites.</p> <p><input type="checkbox"/> Eating uncooked meat <input type="checkbox"/> Not enough sleep <input type="checkbox"/> Poor hygiene</p>					
<p>What are some of the common effects/induced disease of parasites?</p> <p><input type="checkbox"/> Diarrhea <input type="checkbox"/> Joint pain <input type="checkbox"/> Sneezing <input type="checkbox"/> Constantly tired</p>					
<p>What are some of the ways to improve personal hygiene?</p> <p><input type="checkbox"/> Cough in people's faces <input type="checkbox"/> Brush teeth twice a day</p> <p><input type="checkbox"/> Changing into clean clothes <input type="checkbox"/> Shower with soap and shampoo</p>					

				Agree	Not sure
	Disagree	→	Neutral	→	Agree
4. Teaching style and delivery:	1	2	3	4	5 X
Overall, I am satisfied with the class materials (posters, handouts etc)					
Overall, I am satisfied with the games and activities.					
Overall, I am satisfied with the camp.					
Healthy diet session (Day 1, 10:00-12:00)					
How would you rate the healthy diet session? (1-5)					
I find the course materials (posters, handouts) engaging and easy to learn from.					
I find the in-class activities (games) engaging and easy to learn from.					
My favorite moment in this class is:					
Things I would change about this class are:					
Anemia session (Day 1, 15:00-17:00)					
How would you rate the anemia session? (1-5)					
I find the course materials (posters, handouts) engaging and easy to learn from.					
I find the in-class activities (games) engaging and easy to learn from.					
My favorite moment in this class is:					
Things I would change about this class are:					
Market visit (Day 2, 9:30-12:00)					
How would you rate the market visit? (1-5)					
Visiting the local market with the camp helps me see buying groceries from a different perspective.					
I enjoy our student leaders' teaching style.					
My favorite moment in this session is:					
Things I would change about the market visit are:					

				Not sure		
	1	2	3	4	5	X
Hygiene practice session (Day 2, 13:00-15:00)						
How would you rate the hygiene practice session? (1-5)						
I find the course materials (posters, handouts) engaging and easy to learn from.						
I find the in-class activities (games) engaging and easy to learn from.						
My favorite moment in this class is:						
Things I would change about this class are:						
Treasure Hunt (Day 3, 13:00-15:00)						
How would you rate the Treasure Hunt? (1-5)						
I find the course materials (posters, handouts) engaging and easy to learn from.						
I find the in-class activities (games) engaging and easy to learn from.						
My favorite moment in this class is:						
Things I would change about this class are:						
My highlight of the camp is:						
Things I would change about the camp is:						

2.4 Feedback from partners:

This is a very essential part for our project since the very beginning of our project, as Dang district is a very special region. Much of the information specific to their local situations are unable to be obtained online, and so starting from the very beginning of the project, we have had to inquire a lot of information from our local connection, Mr. Rajesh Bhat.

(Mar. 16): local situation inquiry and feasibility check



RAJESH BHAT <swapatho@gmail.com>

Mon 3/16/2020 4:31 PM

To: TSAI Rong-er; Sujata Visaria <sujata.visaria@gmail.com>

Cc: Chung Yan YU; Hiddadura Isura Malinda Mendis ABEYNAYAKE <malinda@ust.hk>



Dear Kenneth,

Thanks for your e-mail. Now, as I understand, our project wants to develop an energy bar recipe that can be made by local women under their self help groups and can be offered as a pilot to the children at the LRC in that village, right? I am not very clear about what you mean by a curriculum plan.

Now, at the outset, let me tell you that there are traditional recipes in India and Gujarat that are similar to energy bars (nutritious and tasty). We can explore the possibility of using them or improving upon them. Sujata can help you understand them with more precise descriptions. Some of them are (a) Chikki (a bar of nuts or oil seeds made using jaggery). One made using puffed rice can be given a priority as rice is very much a local crop. Some other ingredients are sesame seeds, peanuts, Rajgaro or Rajgira (*Amaranthus caudatus*) (b) Sukhadai, a bar made with roasted wheat flour again using jaggery (c) Besan laddu a sweet made using roasted gram flour and sugar (d) Kuler (a sweet-ball made using -Bajra- pearl millet- and jaggery. It may not actually be appropriate for Dang as Bajra is not their crop) (e) a bar made with dates and peanuts (but rather expensive and dates not being a local crop, not appropriate for Dang).

(I thank my wife Sandhya for giving this idea of local recipes).

Now, let me take up the other questions on the Learning Resource Centres (LRCs).

(1) LRC activities are quite structured. They have their time-table to follow for children in groups of grades I to IV and V to VIII. As your intervention is short and as children are sure to take interest in HKUST students, they will not mind giving some extra time.

(2) Children go to LRCs twice daily as most LRCs are close to the school and they like to be there. Unlike school, it is not compulsory to attend the LRC)

(3) LRC facilitators speak Gujarati (the state language); Dangi (a dialect of Gujarati) and Hindi (the national language- sort of the lingua franca in India). So, direct communication will have that constraint. However, we can arrange for an interpreter or two to improve communication.

(4) Sustainability of the effort will have to be discussed further. Right now I do not have an answer to that. I will discuss this with the Preventive and Social Medicine (PSM) department of two government hospitals and with Prof. Leela Visaria and get back to you.

(5) Those children in Dang attending schools are quite a curious lot and are very well behaved children (probably a tribal trait). They love to come to the LRCs as they like the way things are taught here and as some equipment and TLMs that are not made available at schools are easily accessible at the LRCs. We do not offer food at LRCs. So, it is not the food that attracts them. Getting them to you will not be a problem at all.

LRCs work with two main objectives: (a) to help pre-selected children who need that help to achieve a basic minimum level in reading, writing and arithmetic skills. This is achieved using a special curriculum and a set of specially designed workbooks over a well-defined time-table. The progress is tested by three assessments: base-line; mid-line and end-line. The results have been quite encouraging.

(b) the second focus is on the other (and all) children who are offered specially designed Training Learning Material (TLM), sports equipment, interesting ways of learning (e.g. 'chain talking' activity to stimulate original thinking and spontaneous and quick responses in expressing ideas), books (including encyclopaedias in local language), films etc to improve their overall performance.

I hope these responses do answer most of your questions.

I have taken the liberty to add Prof. Sujata Visaria to this communication as I think she would be useful in guiding you with the exact Indian contexts.

Looking forward to taking this further,

Rajesh Bhat.

(Apr. 2): Further information

From: Rajesh Bhat [mailto:swapathtrust@gmail.com]
Sent: Thursday, April 2, 2020 10:33 AM
To: Hiddadura Isura Malinda Mendis ABEYNAYAKE <malinda@ust.hk>
Cc: swapathho@gmail.com
Subject: Re: FW: Updates and questions from HKUST

Dear Kenneth,
Dear Malinda,

India is under a complete and a strict lock down and therefore, probably is doing a bit better to contain the effects of the Corona Virus than the western countries. Swapath team is 'working from home', so to say. I am staying at my office itself to avoid travelling between home and office. Hostels and LRCs have been shut down since 15/3/2020. However, our field team helped some 250 migrants from 5 villages return home before the government clamped down the movement absolutely. So, now the team is working with the district administration to distribute rationed food supplies to the needy in villages in Dangs. We stay connected by a con call every alternate day.

Now, before coming to your questions, let me ask you the following questions: (1) Do you wish to conduct one workshop / camp in one place for children from different villages or for children from one particular village only? (2) How many students will come to Dang in September and for how long?

Now response to your information and questions:

1. Age group 10 to 13 will coincide with grades IV to VII. I suggest you to take grade V to VIII i.e. age group of 11 to 14.
2. I am quite familiar with the science text-books of grades V to VIII and I tried to get an overview again today. It was disturbing to find that there was no mention of anaemia and nutrition of foods up to that stage. Diet and cooking methods are covered in chapter 8 of grade V and chapters 1 & 2 of grade VI. Whereas some very basics of hygiene are covered in chapter 1 of grade V text-book. (I am referring to the NCERT text-books for the Gujarat text-book board).
3. Our LRCs have all the required equipment and facilities except the cooking equipment. However, we can get the same to either the LRC or at the kitchen of the school which is not far from the LRCs in the same premises. We can arrange for an LPG (Liquid Petroleum Gas- the cooking gas in rural India) and a stove for the camp. Normally, the rural women cook on wood stoves which will not be suitable for our purpose.
4. The venue for the camp can be decided once the exact modalities are clear to me. (a) Do you want one camp where children from different villages come and then the camp continues for 3-4 days or (b) you want to decentralize and go to different villages to organise camps in each place?

There are various options available: the LRCs themselves; the school premises; in Amlipada (a particular village), the hostel also is suitable for the camp. Or, if one wants to call children from different villages, one can also convene everyone at the resort and arrange for the camp. It is not very expensive (relatively, yes but in absolute terms not much). So, for a venue you need not worry. Of course, the question is to adjust the holidays at school to accommodate the camp without disturbing their school. The school authorities are very fussy about this. I will soon check the academic calendar and let you know of holidays in September 2020.

5. I can not give you the exact number of children in each LRC in September as the academic year will change. However, there will be enough number of children in grades V to VIII. Say, up to 50 or so. We can lay down some selection criteria, if the number needs to be chopped down. Or, can narrow the range of grades.

6. I have always liked the idea of longish workshops which also sometimes give children opportunities to live overnight with each other and get to know and interact more.

7. the routine of the children is quite tight: they get up early (around 5); get ready by six; go to LRCs at between 7 and 9 a.m.; go to hostels (if from hostel or to homes for a breakfast); finish it by 9:30; prepare the school. Leave for the school by 10. They help the school in gardening and tidying up till the school starts at 11. 11 to 5 is the school with a mid-day meal break in -between. Children return home or to the hostel by 5:15. At the hostel, we offer a light snack. Then they either play or study till 7 and then have their dinner. After dinner they study for an hour or so (elders do it longer) and then go to bed.

I hope this information is useful in your planning.

Sorry for this delayed response on account of the lock down and some other emergencies cropping up.

Best,

Rajesh Bhat.

(May. 7)



Rajesh Bhat <swapathtrust@gmail.com>

Thu 5/7/2020 8:29 PM

To: TSAI Rong-er

Cc: Hiddadura Isura Malinda Mendis ABEYNAYAKE <malinda@ust.hk>; Chung Yan YU



Dear Kenneth and others,

As mentioned earlier, the situation is not good in India. Even though the total number of deaths are low compared to many Western countries, the risk looms large on India. Yesterday, on 5th of May 2020, India recorded the highest cases (3,875) and deaths (194) in a single day. Controls by the governments are tightening and stifling the people, especially the migrant workers. With temperatures soaring in the range of forties (degrees Celsius), it is very difficult for people to live without the basic needs of life. For next ten days from last night, there will be no shops allowed to open except for medicines and milk (not even vegetables). It is a testing time for both, the people and the medical fraternity. I am afraid of the strictness of law enforcement and the surveillance becoming a permanent part of Indian life even after the Covid - 19 retracts. Now, the conditions may start affecting the minds of the people and cause psychological problems. The poor in India, especially the daily wagers, will lose all their savings in this struggle for survival.

Anyway, now coming to your questions, (1) there are five LRC facilitators (teachers) who will join the training. I also would like some five to six cooks of the hostels to join. (2) Sandhya (my wife) and/or myself will do the interpreter's job. We do not have good experience with outsiders working as interpreters as they most of the time miss out the context. Dang is such a special geography and culture that it is important to be aware of the exact context. (3) I talked to the LRC facilitators about the proposed zoom call but as they were not aware of the system, were slightly hesitant. All of them do not have connectivity in their villages and under current conditions they can not move about and come to one place for the call (say, to Swapath office). My suggestion is that you recommend a day and time and I will ask them if it is possible to talk in that time slot. (4) The awareness material that you have prepared can be translated, which I will get done and get checked.

I have also asked Prof Leela Visaria to go through the contents and comment on the same. We will write our comments soon.

I hope the Covid condition is better in Hong Kong.

Stay safe.

Best,

--

Rajesh Bhat
(Managing Trustee, Swapath Trust)

(May 17)

Dear Kenneth,

Today is the last day (17/5/2020) of the third lock down period in India, let us see what does the government say for the new phase. Number of cases in Gujarat and especially in Ahmedabad (where our office is) are on a rise. The government is now impatient to revise the industries but all the migrant labourers in major cities have just returned back to their native places. Therefore, the situation is tricky now, regular labour is not available and the industries want to restart. Schools, restaurants, cinema halls, malls etc have no chance to reopen in near future.

1. Anyway, coming to our project, I had a chat with my teachers of the LRCs and as there are problems related to the connectivity, they will get together at our office on 21/5/2020, Thursday and I will join from Ahmedabad for a Zoom con-call at 3-30 p. m. Indian time (i.e. Hong Kong time 6 p. m.). If that is ok, please confirm it and send me the meeting ID and password. There will be 4 teachers and one coordinator joining in.

2. From the names you have suggested, I would request to change the following names, rest are okay: 1. Senma (you can use Suraj) 2. Henish (you may use Harish) and 3. Aarvi (you may use Aarti). The special names should not be changed; they are good; just try if you can think of a better alternative to Fohit.

3. Children have learnt very little about nutrition up to grade VIII (that surprises me . . .). However, at the LRCs, we do talk about it once in a while. We will take it up at the LRCs once they start functioning regularly. I send the copy of what I had written to you about these topics in the science text books:

I am quite familiar with the science text-books of grades V to VIII and I tried to get an overview again today. It was disturbing to find that there was no mention of anaemia and nutrition of foods up to that stage. Diet and cooking methods are covered in chapter 8 of grade V and chapters 1 & 2 of grade VI. Whereas some very basics of hygiene are covered in chapter 1 of grade V text-book. (I am referring to the NCERT text-books for the Gujarat text-book board).

Let me tell you that this material is very cursory and insufficient.

4. The translation work is entrusted to someone but due to the pandemic and changed priorities of people, it is going at a slow pace. I will let you know once it is done. You want the translation of all the three presentations you had sent on 7/5/2020, right? Someone is working on it.

Hope to connect to you on the 21st then,

Best,

Rajesh Bhat.

3. Future plans

3.1 Plans to do user testing and obtain feedback

1. Prototyping: community center

To figure out the potential flaws in our project and make it even more feasible, we plan to test out our program this summer by dividing it into separate sections. We will seek cooperation with a local community center (SSPEHTC) in HK via our member Lisa's connection.

Lisa in the Education team will be the main facilitator in Hong Kong. Whilst other team members would serve as the teacher overseas. The classes will be run online via Zoom. We target 1-10 kids at once (grade 6-9) for a trial run, 10-30 kids for simulation. SSPEHTC would be able to help with the recruitment. During the class, students will sit within the coverage of the webcam. The real-life teaching will be projected on a bigger screen borrowed from the center. Lisa (and perhaps staff) will help in distributing and taking care of any teaching materials needed.

Community center facebook page: <https://www.facebook.com/SSPEHTC/>

2. Local, culturally appropriate narratives: local partner Mr. Rajesh Bhat and his team in Swapath Trust

Our team has been connecting with Mr. Rajesh Bhat over the last few months. We have been updating him (approximately) bi-weekly, and we will continue to do so. At this moment, he is reviewing many of our curriculum plans and materials, and we can expect to receive his feedback anytime now. The plan this summer is to continuously work on our materials according to the feedback received from the local partner(s). We aim to make it not only most effective in terms of learning experience, but also fitting for the local context.

3. Recipe/food-making sessions feedback

The preference of the recipes is very local and personal. We have cooked these recipes and asked for comments from friends and family. It is testified that the recipes are of our liking, but we have no idea if it is the same for locals. In this summer, it is essential to reach out to as many people from similar cultures like that of Dang District as we can (potentially some of our Indian friends) for gaining an understanding of local appetites. We can start with students on campus, of other universities or even Indian organizations in Hong Kong if needed. We aim to make the recipes closer to what the locals find to be tasty.

3.2 Future plans

Short-term plans (summer):

- Refine the recipe and have the flavor tested out by people to ensure quality
 - For the selected recipes, look out on different variations based on more accurate research of local market price, domestic income and preference of the district
 - Collect information from Mr. Rajesh and the Internet to understand more about local eating habits and taboos. Design additional modified recipes from the analyzed information
 - Reach out to Indian friends or students on campus or in other universities to taste the food we prepared and ask for comments of cooking details and preferences
- Connect with the local government and/or other NGOs through PATH:

- Work out the preliminary arrangements: PATH has promised to help us connect in the last meeting and we have been in touch since then. So far we have sent in some of our documents introducing our goals and efforts.
- Modify the curriculum according to the new connections and new plans:
 - As PATH promised to try and connect us with the local government, chances are we will have to adjust our content/delivery according to the best interest for the program in terms of sustainability.
- Test out the curriculum, food making sessions as well as all other activities
 - Conduct mock sessions with local communities and personal connections
 - Run through everything and refine the entire camp at least three times

Long-term: focus on sustainability

- Conduct the camp in Dang District in September
 - Receive feedback, improve and modify plans and recipes from first-hand experiences
 - Analyze the data collected from the assessments, adjust the recipes accordingly
- Keep up with the connections
 - Swapath, PATH, local government and others: negotiate further terms of arrangements for the future development of the program
 - Reach out for more connections
- Get in touch with NGOs in Gujarat (e.g. Gram Vikas Trust & Samerth Charitable Trust) to seek for expansion of the project

3.3 Timeline for the coming months

Summer timeline: (Subject to change depending on the availability of the continuing members)

6/4 finals spring	6/11 week 1	6/18 week 2	6/25 week 3	7/2 week 4
The time I have put specific tasks on are their deadlines	Latest time to resume constant communication with partners (PATH & Swapath)	Latest time to meet with the local teachers; keep up with the updates with PATH about the sustainability / expansion of the program	Revision of all materials: internal testing and feedback from partners on the curriculum plan / teaching guides	Have at least one recipe done as well as can be, including the flavor, the detailed steps to make and how to deliver the workshop
	Consolidate arrangements with the communities / personal networks for the mock teaching sessions	The first mock food making session, revise guidelines according to the feedback	Build up the details of the market visit and board game session , make arrangements or ask for detailed information when necessary	The second mock food making session, revise guidelines according to the feedback
		The first mock teaching session, revise curriculum according to the feedback	Keep up with the updates with PATH about the sustainability / expansion of the program, make any arrangements necessary	The second mock teaching session, revise curriculum according to the feedback

7/9	7/16	7/23	7/30	
week 5	week 6	week 7	week 8	
Revision of all materials: internal testing and feedback from partners on the curriculum plan / teaching guides	Have at least the second recipe done as well as can be, including the flavor, the detailed steps to make and how to deliver the workshop	Revision of all materials: internal testing and feedback from partners on the curriculum plan / teaching guides	Have the last recipe done as well as can be, including the flavor, the detailed steps to make and how to deliver the workshop	
Build up the details of treasure hunt , make arrangements or ask for detailed information when necessary	The third mock food making session, revise guidelines according to the feedback	Build up the details of cultural exchange session and campfire , make arrangements or ask for detailed information when necessary	Begin to heavily focus on the arrangement of complementary activities in the camp (those marked pink on the left columns), with a focus on the logistics of the entire camp	
keep up with the updates with PATH about the sustainability / expansion of the program, make any arrangements necessary	The third mock teaching session, revise curriculum according to the feedback	keep up with the updates with PATH about the sustainability / expansion of the program, make any arrangements necessary		
8/6	8/13	8/20	8/27	9/3
week 9	week 10	week 11	week 12	week 13
First test run on the detailed logistics of the whole camp (or complementary activities separately)	Revision of all materials: internal testing and feedback from partners on the curriculum plan / teaching guides	Second test run on the detailed logistics of the whole camp (or complementary activities separately)	Revision of all materials: internal testing and feedback from partners on the curriculum plan / teaching guides	Third test run on the detailed logistics of the whole camp (or complementary activities separately)
keep up with the updates with PATH about the sustainability / expansion of the program, make any arrangements necessary		keep up with the updates with PATH about the sustainability / expansion of the program		keep up with the updates with PATH about the sustainability / expansion of the program

3.4 Program execution, training and maintenance

Execution plans

- Solidify curriculum by summer by constantly receiving feedback from partners, advisors mock sessions arranged by our team.
- Implement our plan in September when we are allowed to fly over to Dang District
- We will teach the local teachers to deliver the curriculum. At the same time, Mr. Rajesh (and perhaps his wife Sandhya too) will be in charge of the translation. We have ensured the translator is up to date with our progress and we are constantly receiving feedback and suggestions from his side.

Training

- For us:

- Familiarize with the details of the execution of each curriculum by arranging constant mock sessions. We have started our first one last Friday, and we will arrange approximately 6 more mock sessions to go through everything that we need, while modifying the curriculum in between as needed
- For the local teachers:
 1. Connection in advance, get everyone on board and fully understanding of the contents long before our arrival.
 2. Upon arrival, we will arrange face to face sessions with the teachers in advance of the camp
 3. During the camp, we have arranged a special session in order for us to review the process. If anything doesn't go as planned despite our long-in-advance preparation and backup plans, this is also the time to come up with more contingency plans with the teachers.