



# Theoretical Framework Underpinning School Gardens' Impact on Nutrition and Academic Outcomes in Mozambique

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## Abstract

School gardens have been increasingly recognised as a potential intervention to improve nutrition and academic outcomes among children in developing countries like Mozambique. Theoretical development will be guided by existing literature on environmental education, agriculture-based interventions, and their impact on nutritional status and cognitive development. The theoretical framework underscores the need for further empirical research to validate these insights and inform policy recommendations aimed at integrating school gardens into educational curricula. School administrators and policymakers should prioritise funding, teacher training, and community engagement initiatives that support school garden programmes as part of comprehensive nutrition and education strategies.

**Keywords:** *Geographic, Sub-Saharan, Developmental, Interventionist, Ecological, Nutritional, Educational*

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