**A Field Guide to Community Based Adaptation: Field Assignment 6, Chapter 6**

Tim Magee

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| **Field Assignment 6. Course project example: Log Frame 1** | | | | | | | | | | | |
| **100 Maya families will enjoy improved health, food security and incomes from a health, family garden, livelihoods and climate smart agricultural project.** | | | | | | | | | | | |
| **Problem Statement** | | [Problems and underlying causes] (1) 300 small children from 100 families in four Guatemalan villages are frequently ill with chronic diarrhea caused by little knowledge of health and hygiene and (2) are chronically undernourished caused by little knowledge of nutrition and less than 12 months of food reserves. These families also suffer from (3) insufficient agricultural incomes from reduced crop harvests and access to water due to (4) a lack of knowledge of climate change and its near and long-term impacts—and by (5) unpredictable dates for the start and end of the rainy season, intermittent drought and erratic rainfall during the rainy season, flooding and extreme weather events. They contribute to [Negative Impacts] (a) stunting and restrict the ability of children to (b) attend and concentrate in school. These challenges also (c) reduce the ability of adults to lead the productive, meaningful, prosperous lives they need to leave the cycle of poverty and contribute to the development of their communities. | | | | | | | | | |
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| **Goal Statement**  [Short-term and medium–term outcomes of the activities/outputs/sub-goals of the project] | | **Goal Statement:** 300 small children from 100 families in four Guatemalan villages will be able to [Underlying causes to problems as if they have been solved] (1) enjoy better health through a health and hygiene program, and (2) improved nutrition and 12 months of food security per year through a family garden and nutrition program. These families will also (3) enjoy increased agricultural incomes through an agricultural income generation program, and increased crop harvests and access to water through a (4) climate change awareness program and a (5) climate smart agricultural practices program. These opportunities will contribute to [Positive Impacts] (a) improved growth and development for children, (b) better school attendance and performance—and will also increase the (c) ability of adults to lead the productive, meaningful, prosperous lives they need to leave the cycle of poverty and contribute to the development of their communities. | | | | | | | | | |
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| **(1) Sub-Goal 1 (Objective)** [sub-components of the main goal, which when added together describe the main goal] | | | | | | | | | | | |
| **Health and Hygiene Program** | | 300 children will experience a reduction in chronic diarrhea through a health and hygiene program | | | | |  | |  | | |
| **Output 1.1**  [Outputs are sub-components of the sub-goal, which when added together describe the sub-goal] | | Consciousness raising for health and hygiene workshops and follow-up | | | | |  | |  | |  |
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| **Output 1.2** | | Hand washing workshop and follow-up | | | | |  | |  | |  |
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| **Output 1.3** | | Point of use water purification workshop and follow-up | | | | |  | |  | |  |
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| **Output 1.4** | | Kitchen hygiene workshop and follow-up | | | | |  | |  | |  |
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| **(2) Sub-Goal 2 (Objective)** [sub-components of the main goal, which when added together describe the main goal] | | | | | | | | | | | |
| **Family Garden and Nutrition Program** | | 100 families and their 300 children in four villages will be able to enjoy better overall nutrition and 12 months of food security per year through a family garden and nutrition program | | | | |  | |  | | |
| **Output 2.1** | | Workshop and follow-up in family nutrition and home garden planning for nutrition | | | | |  | |  | |  |
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| **Output 2.2** | | Forming beds and planting seeds workshop and follow-up | | | | |  | |  | |  |
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| **(3) Sub-Goal 3 (Objective)** [sub-components of the main goal, which when added together describe the main goal] | | | | | | | | | | | |
| **Agricultural Income Generation Program** | | 100 families and their 300 children in four villages will be able to enjoy sufficient agricultural incomes through an agricultural income generation program | | | | |  | |  | | |
| **Output 3.1** | Facilitate the organization of a community based Farmer Association | | | | |  | |  | |  | |
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| **Output 3.2** | Survey local/regional businesses or markets that buy and sell agricultural produce in order to determine products they need on a routine basis | | | | |  | |  | |  | |
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| **Output 3.3** | Establish a market link and ask the businesses for their support in training programs and inputs for farmers to grow the products they need | | | | |  | |  | |  | |
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| **Output 3.4** | Using this input, launch vocational training workshops on improved agricultural practices for these new crops and markets | | | | |  | |  | |  | |
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| **(4) Sub-Goal 4 (Objective)** [sub-components of the main goal, which when added together describe the main goal] | | | | | | | | | | | |
| **Climate Change Awareness Program** | | 100 families and 300 children in four villages will be able to have a greater resilience to a changing climate through a climate change awareness program | | | | |  | |  | |  |
| **Output 4.1** | | Workshop and survey to identify their knowledge of climate change | | | | |  | |  | |  |
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| **Output 4.2** | | Consciousness raising workshops about climate change, its near and long-term impacts, and the need for a long-term adaptation plan | | | | |  | |  | |  |
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| **(5) Sub-Goal 5 (Objective)** [sub-components of the main goal, which when added together describe the main goal] | | | | | | | | | | | |
| **Climate Smart Agricultural Practices Program** | | 100 families and 300 children in four villages will be able to enjoy better overall nutrition, increased crop harvests and access to water, and have a greater resilience to a changing climate through a climate smart agricultural practices program | | | | |  | |  | |  |
| **Output 5.1** | | Identify expert specialist/extension agent in soil, water and agriculture to design and facilitate participatory workshops: six months follow-up | | | |  | |  | |  | |
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| **Output 5.2** | | Surveys and interviews to collect traditional knowledge on agriculture, changes in agricultural cycles, vulnerabilities and coping strategies | | | |  | |  | |  | |
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| **Output 5.3** | | Community workshop on participatory mapping of water and land resources and uses, agricultural challenges and vulnerabilities—and degraded hotspots | | | |  | |  | |  | |
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| **Output 5.4** | | Extension agent visits most affected farmers to identify exact CC impacts to crop production and needs of farmers to adapt to the impacts | | | |  | |  | |  | |
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| **Output 5.5** | | Develop plan that combines resilient and improved agricultural techniques with traditional knowledge for an overall improvement in productivity | | | |  | |  | |  | |
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| **Output 5.6** | | Establish pilot plots demonstrating better cultivation practices | | | |  | |  | |  | |
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| **Output 5.7** | | Conduct Farmer workshops on soil restoration and conservation techniques | | | |  | |  | |  | |
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| **Output 5.8** | | Conduct Farmer workshops on water conservation and management techniques | | | |  | |  | |  | |
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| **Output 5.9** | | Workshops on crop diversification and drought resistant crops | | | |  | |  | |  | |

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