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

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| **Field Assignment 6. Course project example: Log Frame 3** |
| **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. |
|  |  | **[Long-term positive outcome] Impact** | 100 families in the western highlands of Guatemala have risen out of the cycle of poverty and lead healthy, prosperous, productive lives. |
| **(1) Sub-Goal 1 (Objective)** [sub-components of the main goal, which when added together describe the main goal] |
| **Health and Hygiene Program** | [Short-term positive outcome influencing mid-term positive outcome] 50% of the children from 100 families in 4 communities will be free of chronic diarrhea through a 12 month health and hygiene program | **Outcome [Medium-term positive outcome leading to long-term positive outcome (Impact)]** | 100 rural families adopt beneficial health and hygiene practices into their lives allowing children to grow and develop properly, be able to participate in education, and be prosperous, productive members of their communities. |
|  |  | **Indicator** | **Means of Verification** |
| **Output 1.1** [Outputs are sub-components of the sub-goal, which when added together describe the sub-goal] | 100 families in 4 communities participated in consciousness raising workshops for health and hygiene and received 3 months of follow-up | 100 families learn the benefits of health and hygiene | Copy of sign-in sheets and photos of the workshops; Copy of signed visit sheets, field staff notes, schedule and photos |  |
|  | **Activity 1.1.1** | Develop workshop lesson plan; collect/develop workshop materials | Lesson plan prepared, workshop materials collected | Printed copy of lesson plan, delivery or purchase receipts of materials – or photos |  |
|  | **Activity 1.1.2** | Arrange workshop meetings with communities | Prospective attendees filled in sign-up sheets for workshops & schedules prepared | Copy of attendance sheet is that it is as though he is of the thinking is that ; copy of schedule |  |
|  | **Activity 1.1.3** | Present workshops to 100 families | Members of 100 families attend workshops on health and hygiene | Copy of sign-in sheets and photos of the workshops |  |
|  | **Activity 1.1.4** | Provide 3 months follow-up | Families visited once a month for 3 months after workshops | Copy of signed visit sheets, field staff notes, schedule and photos |  |
| **Output 1.2**  | 100 families in 4 communities participated in workshops on the benefits and practice of hand washing and received 3 months of follow up provided  | 100 families learn the health benefits and techniques of hand washing and adopt it for 6 months | Copy of sign-in sheets and photos of the workshops; Copy of signed visit sheets, field staff notes, schedule and photos |  |
|  | **Activity 1.2.1** | Develop workshop lesson plan; collect/develop workshop materials | Lesson plan prepared, workshop materials collected | Printed copy of lesson plan, delivery or purchase receipts of materials – or photos |  |
|  | **Activity 1.2.2** | Arrange workshop meetings with communities | Prospective attendees filled in sign-up sheets for workshops & schedules prepared | Copy of attendance ; copy of schedule |  |
|  | **Activity 1.2.3** | Present workshops to 100 families | Members of 100 families attend workshops on hand washing | Copy of sign-in sheets and photos of the workshops |  |
|  | **Activity 1.2.4** | Provide 3 months follow-up | Families visited once a month for 3 months after workshops | Copy of signed visit sheets, field staff notes, schedule and photos |  |
| **Output 1.3**  | 100 families in 4 communities participated in workshops on the benefits and practice of point of use water purification; 3 months follow-up provided | 100 families learn the health benefits and techniques of point of use water purification and adopt it for 3 months | Copy of sign-in sheets and photos of the workshops; Copy of signed visit sheets, field staff notes, schedule and photos |  |
|  | **Activity 1.3.1** | Develop workshop lesson plan; collect/develop workshop materials and SODIS bottles | Lesson plan prepared, workshop materials collected | Printed copy of lesson plan, delivery or purchase receipts of materials – or photos |  |
|  | **Activity 1.3.2** | Arrange workshop meetings with communities | Prospective attendees filled in sign-up sheets for workshops & schedules prepared | Copy of sign-up sheet; copy of schedule |  |
|  | **Activity 1.3.3** | Present workshops | Members of 100 families attend workshops on hand washing | Copy of sign-in sheets and photos of the workshops |  |
|  | **Activity 1.3.4** | Provide 3 months follow-up | Families visited once a month for 3 months after workshops | Copy of signed visit sheets, field staff notes, schedule and photos |  |
| **Output 1.4**  | 100 families in 4 communities participated in workshops on the benefits and practice of kitchen hygiene; 3 months follow-up provided | 100 families learn the health benefits and techniques of point of kitchen hygiene and adopt it for 3 months | Copy of sign-in sheets and photos of the workshops; Copy of signed visit sheets, field staff notes, schedule and photos |  |
|  | **Activity 1.4.1** | Develop workshop lesson plan; collect/develop workshop materials  | Lesson plan prepared, workshop materials collected | Printed copy of lesson plan, delivery or purchase receipts of materials – or photos |  |
|  | **Activity 1.4.2** | Arrange workshop meetings with communities | Prospective attendees filled in sign-up sheets for workshops & schedules prepared | Copy of sign-up sheet; copy of schedule |  |
|  | **Activity 1.4.3** | Present workshops | Members of 100 families attend workshops on kitchen hygiene | Copy of sign-in sheets and photos of the workshops |  |
|  | **Activity 1.4.4** | Provide 3 months follow-up | Families visited once a month for 3 months after workshops | Copy of signed visit sheets, field staff notes, schedule and photos |  |
| **(2) Sub-Goal 2 (Objective)** [sub-components of the main goal, which when added together describe the main goal] |
| **Family Garden and Nutrition Program**  | 50% of 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 | **Outcome [Medium-term positive outcome leading to long-term positive outcome (Impact)]** | Rural families adopt good overall nutrition and food security practices into their lives through family gardens allowing children to grow and develop properly and be able to participate in education, and be prosperous, productive members of their communities. |
| **Output 2.1**  | 100 families in 4 communities participated in workshops on family nutrition and the benefits of planning and utilizing home gardens for family nutrition: 3 months follow-up provided | 100 families learn the health benefits and techniques of starting home gardens for family nutrition and adopt it for 6 months | Copy of sign-in sheets and photos of the workshops; Copy of signed visit sheets, field staff notes, schedule and photos |  |
|  | **Activity 2.1.1** | Develop workshop lesson plan; collect/develop workshop materials | Lesson plan prepared, workshop materials collected | Printed copy of lesson plan, delivery or purchase receipts of materials – or photos |  |
|  | **Activity 2.1.2** | Arrange workshop meetings with communities | Prospective attendees filled in sign-up sheets for workshops & schedules prepared | Copy of sign-up sheet; copy of schedule |  |
|  | **Activity 2.1.3** | Present workshops | Members of 100 families attend workshops on hand washing | Copy of s can you see class ign-in sheets and photos of the workshops |  |
|  | **Activity 2.1.4** | Provide 3 months follow-up | Families visited once a month for 3 months after workshops | Copy of signed visit sheets, field staff notes, schedule and photos |  |
| **Output 2.2**  | Workshops on planning and planting home gardens for family nutrition have been presented to 100 families in 4 communities; each family has at least 1 productive bed of fruits and vegetables as a direct result of the workshop. 6 months of follow-up was provided | 100 families learn the health benefits and techniques of starting home gardens for family nutrition and adopt it for 6 months | Copy of sign-in sheets and photos of the workshops; Copy of signed visit sheets, field staff notes, schedule and photos |  |
|  | **Activity 2.2.1** | Develop workshop lesson plan; collect/develop workshop materials | Lesson plan prepared, workshop materials collected | Printed copy of lesson plan, delivery or purchase receipts of materials – or photos |  |
|  | **Activity 2.2.2** | Arrange workshop meetings with communities | Prospective attendees filled in sign-up sheets for workshops & schedules prepared | Copy of sign-up sheet; copy of schedule |  |
|  | **Activity 2.2.3** | Present workshops | Members of 100 families attend workshops on hand washing | Copy of sign-in sheets and photos of the workshops |  |
|  | **Activity 2.2.4** | Provide 6 months follow-up | Families visited once a month for 6 months after workshops | Copy of signed visit sheets, field staff notes, schedule and photos |  |
| **(3) Sub-Goal 3 (Objective)** [sub-components of the main goal, which when added together describe the main goal] |
| **Agricultural Income Generation Program** | 50% of 100 families and their 300 children in four villages will be able to enjoy sufficient agricultural incomes through an agricultural income generation program | **Outcome [Medium-term positive outcome leading to long-term positive outcome (Impact)]** | 50 rural families have sufficient agricultural income to be able to raise healthy children that are able to participate in education, and for adults to be prosperous, productive members of their communities. |
| **Output 3.1**  | 100 families in 4 villages participated in the organization of a community based Farmer's Association | 100 families learn the benefits of forming a Farmer's Association | Copy of sign-in sheets and photos of the workshops; Copy of minutes from the Farmer's Association formation meeting |  |
|  | **Activity 3.1.1** | Develop workshop lesson plan; collect/develop workshop materials | Lesson plan prepared, workshop materials collected | Printed copy of lesson plan, delivery or purchase receipts of materials – or photos |  |
|  | **Activity 3.1.2** | Arrange workshop meetings with communities | Prospective attendees filled in sign-up sheets for workshops & schedules prepared | Copy of attendance ; copy of schedule |  |
|  | **Activity 3.1.3** | Present workshop; introduction to the benefits of forming an Association | Members of 100 families attend workshops forming a Farmer's Association | Copy of sign-in sheets and photos of the workshops |  |
|  | **Activity 3.1.4** | Request volunteers to participate in an interim management committee | Volunteers are identified who would be willing to participate in an interim management committee | List of volunteers |  |
|  | **Activity 3.1.5** | Formally establish the committee | A committee was formally established from the participants who volunteered | Facilitator's notes; minutes from the meeting electing committee members; photographs |  |
|  | **Activity 3.1.6** | Discuss how the next three program outputs will be conducted over a 12 month period | The new committee members will have an understanding of the responsibilities that they will have over the next 12 months in fulfilling the remaining program outputs | Copy of the list of committee member responsibilities and the schedule |  |
|  | **Activity 3.1.7** | Set date and venue to hold the first committee meeting -- and distribute responsibilities for the first meeting to new committee members | A date for the first official committee meeting was established and responsibilities for the first meeting distributed among committee members | Copy of the notes indicating the date and location of the first meeting and which committee members are responsible for which activities |  |
| **Output 3.2** | A survey was conducted with 25 local/regional businesses and markets that buy and sell agricultural produce in order to determine products they need on a routine basis | The agricultural product needs of 25 local/regional businesses were identified and prioritized by which businesses/products were most appropriate for the farmers | Copies of survey forms and compilation report of businesses and products appropriate for the farmers |  |
|  | **Activity 3.2.1** | Develop a survey form for surveying local businesses | Survey questionnaire prepared | Copy of survey form |  |
|  | **Activity 3.2.2** | Develop a list of potential businesses that could be interviewed | List of appropriate local/regional businesses to be surveyed identified | Copy of list |  |
|  | **Activity 3.2.3** | Determine who will conduct the surveys | List of potential surveyors developed; finalists chosen | Copy of list of potential and finalists surveyors |  |
|  | **Activity 3.2.4** | Conduct the surveys and compile the information | Data from surveys collected and the information compiled | Copy of completed surveys and compilation of the information received |  |
| **Output 3.3** | Market links were established between 50 farmers in the Farmer's Association and five businesses and the businesses were asked for their support in training programs and inputs for farmers to grow the products they need | 50 farmers signed MOUs with one of five businesses for produce sales and startup support from the businesses in the form of inputs and production training | Copies of the MOUs and photographs of signing ceremonies. |  |
|  | **Activity 3.3.1** | Discuss with management committee and members of the Farmer's Association which businesses appear to be the best fit and why | Results of the survey are presented to the committee and the farmers for discussion | Minutes of the committee meeting, copy of the survey results, photographs of the meeting |  |
|  | **Activity 3.3.2** | Vote to prioritize the top businesses to approach about establishing a market link | Local businesses that were surveyed are prioritized for the best match for farmers and a list developed | Copy of the list of the most appropriate businesses |  |
|  | **Activity 3.3.3** | Approach the top businesses to establish the market link | Prioritized businesses were approached for developing a market link with the farmers  | Notes from meetings and photographs |  |
|  | **Activity 3.3.4** | Ask the businesses if they would be willing to make an investment in farmer inputs and training program | Businesses that are willing to form market links were asked if they could provide startup support for farmers, and those in agreement signed MOUs | Copies of the MOUs and photographs of signing ceremonies. |  |
| **Output 3.4** | Using this input, a series of vocational training workshops were launched for the 50 farm families on improved agricultural practices for these new crops and markets | 50 farmers received training in improved agricultural practices specific to the new crops and the new markets | Copies of workshop lesson plans, sign in sheets, and photographs of the workshops |  |
|  | **Activity 3.4.1** | Ask members of the Farmer's Association what types of training they feel they need | Participating farmers were surveyed to determine their perception of agricultural training that they need | Copies of survey forms; compilation list of needs expressed; photographs |  |
|  | **Activity 3.4.2** | Ask the businesses what types of training they feel the farmers will need | Participating businesses were surveyed to determine the trainings that the farmers need in order to produce the high-quality produce that they require | Copies of survey forms; compilation list of training needs expressed by businesses; photographs |  |
|  | **Activity 3.4.3** | Develop a curriculum, workshop materials and schedule for leading individual training sessions | A curriculum and workshop materials were developed in conjunction with extension agents and business representatives that addressed the compilation of training requirements | Copy of curriculum, workshop materials and training schedule |  |
| **(4) Sub-Goal 4 (Objective)** [sub-components of the main goal, which when added together describe the main goal] |
| **Climate Change Awareness Program** | 50% of 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 | **Outcome [Medium-term positive outcome leading to long-term positive outcome (Impact)]** | 50 rural families have sufficient resilience to climate change challenges to be able to raise healthy children that are able to participate in education, and for adults to be prosperous, productive members of their communities. |
| **Output 4.1**  | 100 families participated in a workshop and survey to identify their knowledge of climate change | 100 families have participated in a survey of their knowledge of climate change; the information on their knowledge of climate change has been compiled | Copy of workshop lesson plan, copies of sign in sheets, facilitator notes and photographs; report on the compilation of their knowledge of climate change. |  |
|  | **Activity 4.1.1** | Develop workshop lesson plan; collect/develop workshop materials | Lesson plan prepared, workshop materials collected | Printed copy of lesson plan, delivery or purchase receipts of materials – or photos |  |
|  | **Activity 4.1.2** | Arrange workshop meetings with communities | Prospective attendees filled in sign-up sheets for workshops & schedules prepared | Copy of sign-up sheets; copy of schedule |  |
|  | **Activity 4.1.3** | Present workshop; survey participants in their knowledge of climate change | Members of 100 families participated in a survey of their knowledge of climate change | Copy of workshop lesson plan, copies of sign in sheets, facilitator notes and photographs |  |
|  | **Activity 4.1.4** | Compile the information derived from the survey | Results of the survey have been compiled into a final report | Report of the compiled results of their knowledge of climate change. |  |
| **Output 4.2**  | 100 families participated in a consciousness-raising workshops about climate change, its near and long-term impacts, and the need for a long-term adaptation plan | 100 families have shared ideas and are more aware of the importance of climate change, it's impacts, and the need for a long-term adaptation plan | Copy of workshop lesson plan, copies of sign in sheets, facilitator notes and photographs |  |
|  | **Activity 4.2.1** | Develop workshop lesson plan; collect/develop workshop materials | Lesson plan prepared, workshop materials collected | Printed copy of lesson plan, delivery or purchase receipts of materials – or photos |  |
|  | **Activity 4.2.2** | Arrange workshop meetings with communities | Prospective attendees filled in sign-up sheets for workshops & schedules prepared | Copy of attendance ; copy of schedule |  |
|  | **Activity 4.2.3** | Present workshop to raise consciousness about climate change and its near and long-term impacts | Members of 100 families attend workshops on climate change | Copy of sign-in sheets and photos of the workshops |  |
|  | **Activity 4.2.4** | Open discussion about the need for a long-term adaptation plan | 100 families have shared ideas and are more aware of the benefits of having a long-term adaptation plan | Copy of workshop lesson plan, copies of sign in sheets, facilitator notes and photographs; report on the compilation of their comments and ideas. |  |
| **(5) Sub-Goal 5 (Objective)** [sub-components of the main goal, which when added together describe the main goal] |
| **Climate Smart Agricultural Practices Program** | 50% of 100 families and their 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 | **Outcome [Medium-term positive outcome leading to long-term positive outcome (Impact)]** | 50 rural families are better nourished, have increased harvests and income and have the resilience to climate change challenges necessary to be able to raise healthy children that are able to participate in education, and for adults to be prosperous, productive members of their communities. |
| **Output 5.1** | An expert specialist/extension agent in soil, water and agriculture was identified to design and facilitate participatory workshops and provide six months follow-up | An agricultural expert was hired to work with 100 farming families on climate smart agricultural practices program. | Copy of terms of reference; copy of job ads; copies of interview notes: copy of contract/agreement |  |
|  | **Activity 5.2.1** | Define the experts job description and terms of reference | Job description and terms of reference for competent experts who qualify for required for climate smart agricultural program | Copy of the job description and the TOR |  |
|  | **Activity 5.2.2** | Advertise for the position and hold interviews | Advertisements for written and placed; an interview form was developed | Copies of the advertisements; copies of the interview forms  |  |
|  | **Activity 5.2.3** | Contract with finalist | Qualified, competent expert who fulfills terms of reference was contracted | Copy of contract |  |
|  | **Activity 5.2.4** | Develop a master plan of the workshops | A master plan for a series of surveys, workshops and extension/follow-up programs is developed | Copy of master plan |  |
| **Output 5.2** | 100 families participated in surveys and interviews to collect traditional knowledge on agriculture, changes in agricultural cycles, vulnerabilities and coping strategies  | Documentation of traditional knowledge regarding agriculture, changes in agricultural cycles, vulnerabilities and coping strategies | Copies of survey forms; field staff notes; schedule, photos; copy of report based on survey results |  |
|  | **Activity 5.2.1** | Develop workshop lesson plan; collect/develop workshop materials | Lesson plan prepared, workshop materials collected | Printed copy of lesson plan, delivery or purchase receipts of materials – or photos |  |
|  | **Activity 5.2.2** | Arrange workshop meetings with communities | Prospective attendees filled in sign-up sheets for workshops & schedules prepared | Copy of attendance ; copy of schedule |  |
|  | **Activity 5.2.3** | Present workshop; survey participants about their traditional knowledge of agriculture, cycles, vulnerabilities and coping strategies | Members of 100 families were surveyed about their traditional knowledge of agriculture, cycles, vulnerabilities and coping strategies | Copy of workshop lesson plan, copies of sign in sheets, facilitator notes and photographs  |  |
|  | **Activity 5.2.4** | Compile the information derived from the survey | The information derived from the survey of the participants on their traditional knowledge has been compiled into a report | Report on the compilation of their comments and ideas. |  |
| **Output 5.3** | 50 farmers in 4 communities participated in workshops on participatory mapping and identification of local crop challenges related to climate change | Documentation of water and land resource challenges, vulnerabilities and hotspots identified with community members | Copy of workshop lesson plan, copies of sign in sheets, facilitator notes and photographs of workshop and of the final maps |  |
|  | **Activity 5.3.1** | Develop workshop lesson plan; collect/develop workshop materials | Lesson plan prepared, workshop materials collected | Printed copy of lesson plan, delivery or purchase receipts of materials – or photos |  |
|  | **Activity 5.3.2** | Arrange workshop meetings with communities | Prospective attendees filled in sign-up sheets for workshops & schedules prepared | Copy of sign-up sheet; copy of schedule |  |
|  | **Activity 5.3.3** | Present workshops | 50 farmers attended workshops on participatory mapping of local agricultural challenges | Copy of sign-in sheets and photos of the workshops |  |
|  | **Activity 5.3.4** | Provide 3 months follow-up | Families visited once a month for 3 months after workshops | Copy of signed visit sheets, field staff notes, schedule and photos |  |
| **Output 5.4** | Extension agent visited the 20 most affected farmers to identify exact climate change impacts to crop production and discussed the needs of farmers for adapting to the negative impacts  | The 20 most affected farmers received a visit from the extension agent to determine exact climate change impacts to crop production; the needs of farmers to adapt to these challenges were identified and proposed techniques for adapting to the challenges were also identified | Copy of visit sheets, photographs of the visits. Copy of survey results of challenges, needs, and solution oriented adaptation techniques |  |
|  | **Activity 5.4.1** | Agricultural extension officers plan format and timing for farm visits | Agenda and format for farm visits prepared with agricultural extension officers | Copy of agenda and format for farm visits |  |
|  | **Activity 5.4.2** | Work with community to identify farms that will be visited by agriculture extension officers and set date for visits | Names of farmers participating in field visits recorded and date set for visit | Copy of names of farmers participating in field visits |  |
|  | **Activity 5.4.3** | Four days of farm visits and discussions with farmers | Photo documentation and field notes from farm visits | Copy of field notes and photos of field visits |  |
|  | **Activity 5.4.4** | Agricultural extension officers compile results of farm visits  | Notes summarizing outcomes of farm visits and recommendations for path forward | Copy of notes from meeting |  |
| **Output 5.5** | The Farmer's Association management committee participated in the development of a plan that combines resilient and improved agricultural techniques with traditional knowledge for an overall improvement in productivity | A long-term climate smart agricultural plan for the Farmer's Association has been developed | Notes from the planning meetings, photographs, and a copy of the long-term climate smart agricultural plan |  |
|  | **Activity 5.5.1** | Develop planning workshop lesson plan; collect/develop workshop materials | Lesson plan prepared, workshop materials collected | Printed copy of lesson plan, delivery or purchase receipts of materials – or photos |  |
|  | **Activity 5.5.2** | Arrange workshop meetings with Farmer's Association | Prospective attendees filled in sign-up sheets for workshops & schedules prepared | Copy of sign-up sheet; copy of schedule |  |
|  | **Activity 5.5.3** | Present plan for workshops to association members | Members of Farmer's Association, the Farmer's Association committee and the extension agents met and developed long-term plan | Copy of sign-in sheets and photos of the workshops; copy of the final plan |  |
| **Output 5.6** | Each of 50 farmers has participated in the establishment of one pilot plot in each village that demonstrates better cultivation practices | Four pilot agricultural plots for demonstration purposes were developed -- one in each village | Copy of workshop lesson plan, copies of sign in sheets, facilitator notes and photographs of workshop and of the pilot plots |  |
|  | **Activity 5.6.1** | Develop workshop lesson plan; collect/develop workshop materials | Lesson plan prepared, workshop materials collected | Printed copy of lesson plan, delivery or purchase receipts of materials – or photos |  |
|  | **Activity 5.6.2** | Arrange workshop meetings with communities | Prospective attendees filled in sign-up sheets for workshops & schedules prepared | Copy of sign-up sheet; copy of schedule |  |
|  | **Activity 5.6.3** | Present workshops | Members of 100 families attend workshops on hand washing | Copy of sign-in sheets and photos of the workshops |  |
|  | **Activity 5.6.4** | Provide 3 months follow-up | Families visited once a month for 3 months after workshops | Copy of signed visit sheets, field staff notes, schedule and photos |  |
| **Output 5.7** | 50 farmers in 4 communities participated in workshops on soil restoration and conservation techniques: 3 months follow-up  | 50 farmers learned the benefits of soil restoration and conservation in the adapting to a changing climate and adopt it for 3 months | Copy of sign-in sheets and photos of the workshops; Copy of signed visit sheets, field staff notes, schedule and photos |  |
|  | **Activity 5.7.1** | Develop workshop lesson plan; collect/develop workshop materials | Lesson plan prepared, workshop materials collected | Printed copy of lesson plan, delivery or purchase receipts of materials – or photos |  |
|  | **Activity 5.7.2** | Arrange workshop meetings with farmers | Prospective attendees filled in sign-up sheets for workshops & schedules prepared | Copy of sign-up sheet; copy of schedule |  |
|  | **Activity 5.7.3** | Present workshops | 50 farmers attended workshops on soil restoration and conservation | Copy of sign-in sheets and photos of the workshops |  |
|  | **Activity 5.7.4** | Provide 3 months follow-up | Families visited once a month for 3 months after workshops | Copy of signed visit sheets, field staff notes, schedule and photos |  |
| **Output 5.8** | Workshops on water conservation and management techniques have been presented to 50 farmers in 4 communities; Follow-up continued for 3 months. | 50 farmers learned the benefits of water conservation and management in adapting to a changing climate and adopt it for 3 months | Copy of sign-in sheets and photos of the workshops; Copy of signed visit sheets, field staff notes, schedule and photos |  |
|  | **Activity 5.8.1** | Develop workshop lesson plan; collect/develop workshop materials | Lesson plan prepared, workshop materials collected | Printed copy of lesson plan, delivery or purchase receipts of materials – or photos |  |
|  | **Activity 5.8.2** | Arrange workshop meetings with farmers | Prospective attendees filled in sign-up sheets for workshops & schedules prepared | Copy of sign-up sheet; copy of schedule |  |
|  | **Activity 5.8.3** | Present workshops | 50 farmers attended workshops on water conservation and management techniques | Copy of sign-in sheets and photos of the workshops |  |
|  | **Activity 5.8.4** | Provide 3 months follow-up | Farmers visited once a month for 3 months after workshops | Copy of signed visit sheets, field staff notes, schedule and photos |  |
| **Output 5.9** | 50 farmers in 4 communities participated in workshops on early maturing and/or drought resistant crops/varieties: 3 months follow-up  | 50 farmers learned the benefits of adopting early maturing and drought resistant crops in the adapting to a changing climate and adopt it for 3 months | Copy of sign-in sheets and photos of the workshops; Copy of signed visit sheets, field staff notes, schedule and photos |  |
|  | **Activity 5.9.1** | Develop workshop lesson plan; collect/develop workshop materials | Lesson plan prepared, workshop materials collected | Printed copy of lesson plan, delivery or purchase receipts of materials – or photos |  |
|  | **Activity 5.9.2** | Arrange workshop meetings with communities | Prospective attendees filled in sign-up sheets for workshops & schedules prepared | Copy of sign-up sheet; copy of schedule |  |
|  | **Activity 5.9.3** | Present workshops | 50 farmers attend workshops on early maturing and drought resistant crops | Copy of sign-in sheets and photos of the workshops |  |
|  | **Activity 5.9.4** | Provide 3 months follow-up | Farmers visited once a month for 3 months after workshops | Copy of signed visit sheets, field staff notes, schedule and photos |  |

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