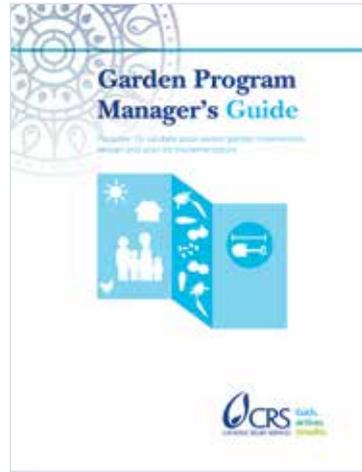
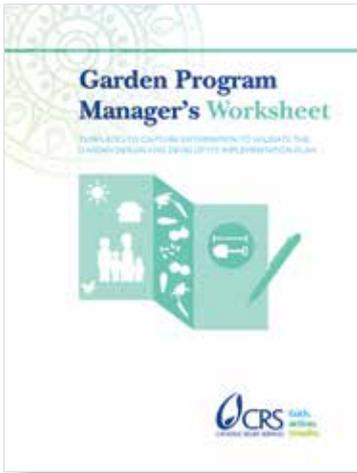


Garden Program Manager's Worksheet

TEMPLATES TO CAPTURE INFORMATION TO VALIDATE THE
GARDEN DESIGN AND DEVELOP ITS IMPLEMENTATION PLAN



Use this worksheet alongside the *Garden Program Manager's Guide*.



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Introduction

This worksheet supports the program manager (PM) to validate the garden design and captures any revision needed for the design to align with the local context. It helps ensure that staff and financial resources are appropriately budgeted for and donor requirements met. The worksheet refers to the *Garden Program Manager's Guide*, which provides more guidance on answering the questions below. There is also a *Garden Resource Guide* and a similar worksheet completed by the design team that the PM should request, if not given.

Step 1: Validate the garden design

Table 1 can be used to capture any changes to the garden design as well as the financial and technical implications of the project. As you work through this worksheet, you will need to periodically come back to this table and update it as you complete each step.

Table 1: Summary of changes needed for garden design and implications

Validation topics	Changes needed? If YES, fill out below. If NO, write N/A.	Implication of changes	
		Financial	Technical
Information to validate garden purpose			
a. Existing nutrient gaps			
b. Nutrient-rich crops available in the market			
c. Income generation opportunity			
d. Opportunities to empower women			
Intervention design			
a. Garden type selection			
b. Crop selection			
c. Gender integration			
d. Nutrition interventions			
e. Seed			
f. Integrated soil health management			
g. Pest and disease management			
h. Water resources			
i. Postharvest handling			
j. Participants' potential investment level			
k. Behavior change and additional formative research			
l. Monitoring and evaluation			

Step 2: Develop the garden implementation plan

In consultation with other sector PMs or country program technical advisors, the PM and partner staff should develop a garden implementation plan that is validated by field agents. The process of developing the plan is iterative. The template below helps you capture the information in one table; however, you should use the guidance in the *Garden Resource Guide*, the *Garden Program Manager's Guide*, and the follow-on exercises in this worksheet to develop the plan. Update the table in Step 1 as appropriate.

Table 2: Implementation plan¹

Key action	Decisions made/follow-up (consult the validation exercise in Step 1)
Plan/conduct formative research.	
Adapt lesson plans.	
Determine season when gardens will be promoted (e.g., first rainy season, second rainy season, dry season, year-around).	
Plan staff and field agent training (e.g., who will train, who will be trained, when and where the trainings are, materials for the trainings, demonstration site, and compliance with donor).	
Rollout of lesson plans at the community level (e.g., number of communities, what communities, the mechanism).	
Plan and implement seed support, e.g., type of seed for each crop and access to seed (e.g. saving, commercial, farmer group, fairs).	
Plan for water resources/irrigation inputs (e.g. drip irrigation, clay pot, hand watering, rainwater catchment).	
Plan for access to materials for making compost.	
Plan for access to tools.	
Plan gender intervention: Support for delivery or coordination with other project activities.	
Plan for nutrition intervention: Support for delivery or coordination with other project activities (recipe books, social behavior change messages, coordination with nutrition group, and cooking demonstration).	
Plan postharvest storage and processing.	
Others (specify):	
Others (specify):	

1. This implementation plan is aligned for a garden with a nutrition objective. Please adapt for a market-oriented garden by using the information in Chapter 12 of the *Garden Resource Guide*.

Table 3: GANTT chart²

Activity/Sessions	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Remarks
PM develops combined agricultural calendar													
PM adapts lesson plans													
PM trains supervisors / field agents on lesson plans and quality control checklist													
PM and field agents field test lesson plans													
Field agents deliver community lesson plan on purpose and benefits of a garden													
Field agents broker relationship with restaurants for composting material (fruit/vegetable peels)													
Field agents deliver community lesson plan on soil test / soil amendments													
Community members make compost													
Field agents broker relationships for seed vendors													
Field agents deliver community lesson plan on gender roles and decisions													
Field agents deliver community lesson plan on selecting garden type													

² This GANTT chart reflects a garden with a nutrition objective. It would need to be adapted if there is an income/market objective, and should include key steps highlighted in Chapter 12 on Marketing in the *Garden Resource Guide*. The rows of the GANTT chart can be reordered and added to as needed.

Activity/Sessions	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Remarks
Field agents deliver community lesson plan on water resources													
PM and field agents ensure irrigation systems are established, if planned													
Field agents deliver community lesson plan on building the selected gardens													
Field agents deliver community lesson plan on pest and disease management													
Ensure seed is accessible to community members													
Deliver community lesson plan on planting crops													
Develop recipe books													
Deliver community lesson plan on harvest/ postharvest handling													
Hold cooking demonstrations													
Other (specify)													
Monitor process													

Step 3: Garden type selection and rollout

After verifying that the garden types selected for promotion are appropriate (Step 1), the PM should consider the following steps to support their implementation. After consideration, make appropriate changes to the tables in Steps 1 and 2.

Table 4: Key actions related to garden type selection

Key actions	Decisions/Notes
Verify the selected garden types to be promoted	
Determine the process for letting community members have the final decision on the garden type(s) they want to learn about.	
Adapt the lesson plan on garden types to align with resources available to establish and maintain the garden.	
Identify an appropriate demonstration site in communities, based on outcomes, visibility, accessibility and donor requirements.	
Work with community members to identify how to gather the resources needed for the demonstration gardens and the date/time to build the demonstration gardens together (each garden takes about 2 hours to build).	

Step 4: Crop selection

After verifying that the crop mix and varieties to be promoted in the gardens will address the project objective (Step 1), the PM should consider the following steps to support their implementation. After consideration, make appropriate changes to the tables in Steps 1 and 2.

Table 5: Key actions related to crop selection

Key actions	Decisions/Notes
Confirm that the crop selection aligns with the local context and project outcome.	
Identify behaviors to change for either growing, consuming or marketing the selected crops based on the crop purpose.	
Adjust design if behaviors identified above are not addressed in the design; identify any financial or technical implications.	

Step 5: Gender integration

Work with gender experts and other sector staff members to develop or implement interventions that address the gender dynamics of the local context. Chapter 5 on Gender Integration in the *Garden Resource Guide* gives examples of gender-responsive and gender-transformative interventions to address different gender dynamics. To ensure appropriate incorporation of gender in gardens, the steps in the table below should be taken. Update the tables in Steps 1 and 2 appropriately.

Table 6: Key actions related to gender integration

Key actions	Decisions/Notes
Discuss the garden intervention with the project and/or country program gender advisor or focal point.	
If a gender analysis of the overall project was <i>not</i> conducted, work with the gender focal point or advisor to identify potential gender dynamics that should be considered for garden design and implementation.	
Given the gender analysis results and recommendations, does the garden intervention need to be adapted to be at least gender responsive if not gender transformative? If so, how? What are the financial and technical implications?	
Do the garden lesson plans need to be adapted to address the gender dynamics identified?	
Do the staff members / field agents / volunteers who are to deliver the lesson plans have the capacity to deliver gender-sensitive training and gender-related content? If not, how will it be addressed, and what are the financial and technical implications?	
Given the gender dynamics, who should deliver the community lesson plans to the targeted audience (e.g., sex of trainer)? What are the financial and technical implications?	
Given the gender dynamics, what is the best time and location to deliver garden training to community members?	

Step 6: Nutrition

After the PM confirms that the garden design contributes to the nutrient gaps of the target population and verifies what types of produce / combination of produce to promote in the gardens to meet the nutritional requirements of the target population (Step 1), a number of actions should be confirmed or revised to support the nutritional outcomes or contributions of the garden. Update tables in Steps 1 and 2 appropriately.

Table 7: Key actions related to nutrition

Key actions	Decisions/Notes
Which agriculture–nutrition pathway(s) is the garden contributing to?	
Confirm that all components of the selected pathway (above) are addressed in the project, and confirm that the households that receive the garden intervention are also targeted for the complementary activities in this pathway.	
Do the current lesson plans appropriately describe the nutrition benefits of the crops being promoted according to the local context? Do the quantities being suggested to produce align with local consumption preferences? What adaptations are needed?	
Does a recipe book need to be developed? If so, who will develop it?	
If a cooking demonstration will be used, coordinate with the staff on who will lead this work, identify inputs needed, and determine the co-investment from the community and beneficiaries in accessing these inputs.	
The agriculture and nutrition PMs discuss and determine how each sector’s interventions can be implemented to complement its efforts.	

Step 7: Seed

Seed is a critical input for gardens to be successful each year and sustainable after the project ends. On that basis, be sure to address the following steps to plan appropriately. Update tables in Steps 1 and 2 appropriately.

Table 8: Key actions related to seed

Key actions	Decisions/Notes
If a Seed System Security Assessment was conducted, does the garden design reflect its findings? Confirm there is sufficient information on nutrient-rich crops.	
What variety types will the project promote (open pollinated, landrace, wild-sourced, hybrid)?	
If a private-sector approach is being used, engage with the private sector to determine roles, timelines, content on packages, etc.	
Based on the seed access strategy, how does the seasonal calendar affect the implementation of this strategy? Is there a different seed access strategy for vegetative propagated crops?	
If promoting seed savings, develop lesson plans related to saving seed for the selected crops.	
How does the planned seed access strategy align with the gender dynamics?	

Step 8: Integrated soil health management

Given that soil types and issues vary across communities, the PM should consider these differences when completing the steps below and when developing any guidance for field agents. Update tables in Steps 1 and 2 appropriately.

Table 9: Key actions related to soil management

Key actions	Decisions/Notes
Which observations and simple tests will field agents teach?	
What soil amendment practices will the project promote related to the garden?	
Are there any special considerations given the soil type or slope of land? If so, what changes will be made?	

Step 9: Pest and disease management

Pests and diseases can vary across agro-ecological zones and crops being promoted. Therefore, the PM should consider these differences when completing the steps below and when developing any guidance for field agents.

Table 10: Key actions related to pest and disease management

Key actions	Decisions/Notes
Learn what pests and diseases are common in the targeted area.	
If part of a United States Agency for International Development (USAID) initiative, communicate with local environmental compliance officer regarding any planned use of agrochemicals.	
Ensure that any project activities—especially those related to the use or promotion of chemical pesticides—comply with donor regulations and the approved Pesticide Evaluation Report and Safe Use Action Plan (PERSUAP).	
Identify that additional resources exist in the project area for IPM support, particularly those that can administer agrochemicals.	
Adapt field agent lesson plans based on pests, diseases, and IPM practices to be promoted.	

Step 10: Water resources

Limited water is often a cause of gardens' unsustainability. The PM needs to work closely with the water project manager, country program or regional advisor. Update the tables in Steps 1 and 2 appropriately.

Table 11: Key actions related to water resources

Key actions	Decisions/Notes
Validate the garden design for water resources.	
Follow the weather forecast to guide adaptations to the garden intervention.	
Coordinate with water PM/advisor to plan support and timing of water access strategies.	

Step 11: Postharvest handling

Storage and home-scale processing can be simple and low cost. Build gardeners' capacity in postharvest practices and technologies so they can reduce food losses and keep their garden produce safe. Update the tables in Steps 1 and 2 appropriately.

Table 12: Key actions related to postharvest handling

Key actions	Decisions/Notes
Reaffirm what crops will be for home consumption, sold on the market, or processed (at home or off-site) as this influences seed variety selection and storage/processing decisions.	
Develop guidance on staggering crop production to mitigate food loss, extend the availability of nutrient-rich food, and mitigate excess supply in the market based on the seasonal calendar of the crops to be promoted.	
Input access: Based on the selected postharvest practices—including storage and processing to be promoted—identify available inputs and local resources (transport, processors, etc.) to support gardeners. Develop guidance for field agents to convey this information to gardeners. Ensure input access strategies are being used by the project and support access to these inputs.	
Collaborate with water, sanitation and hygiene (WASH) PM or advisor to coordinate and plan joint efforts related to access to clean water to ensure food safety.	

Step 12: Marketing

If the project will support gardeners to market produce or develop an agri-business, the PM and field agents should make it clear to gardeners that there is a difference between selling produce and marketing products. The PM will need to support field agents to train gardeners not only to record costs and calculate income/profits, but also to understand the supply and demand for garden produce. This includes seasonality and price fluctuations, what to grow, when to sell, and who the customers and buyers will be.

A marketing approach to gardens requires an additional expertise base for FAs and gardeners and this should be adequately planned. If available, the PM can seek advice from other staff members who have supported the Skills for Marketing and Rural Transformation (SMART) marketing basics course. For more formal market engagement, the PM can support the FAs with tools and training from the Catholic Relief Services' *Value Chain Toolkit: Harnessing the Power of Markets to Drive Change*. Update the tables in Steps 1 and 2 appropriately.

Table 13: Key actions related to marketing

Key actions	Decisions/Notes
Validate the garden design for market engagement.	
Discuss and coordinate with the PM or other staff members in the country program who focus on agricultural marketing. Align marketing interventions from other parts of the project or projects in the same communities that are relevant.	
If marketing of garden produce is not a regular behavior, understand the barriers to marketing and potential behaviors to be targeted that support marketing.	
Ensure field agents have sufficient skills and attitudes to support gardeners with marketing knowledge and skills. Train field agents on the use of the <i>Garden Business Workbook</i> and cost-benefit analysis.	
Develop a strategy to ensure that households that market garden produce receive interventions that support decisions on the use of the income (i.e., for nutrition and reinvestment into the garden).	
Develop a strategy to support gardeners to improve their gardens.	
Adapt content based on the literacy and numeracy skills of the gardeners targeted for marketing. If the project will offer literacy or numeracy interventions, collaborate and coordinate with the PM overseeing this aspect to develop a strategy so marketing beneficiaries with low literacy or numeracy can benefit.	
Ensure monitoring of intervention to determine whether power relations between couples changes (improves or worsens), or control of assets and income from gardens shifts from women to men.	

Step 13: Behavior change for gardens

With any intervention, behaviors will need to be changed to ensure sustainable adoption. After verifying the list of behaviors and formative research in Step 1, the following steps will support the PM in planning the implementation.

Table 14: Key actions related to behavior change

Key actions	Decisions/Notes
Validate the behavior change strategy.	
Collaborate and coordinate with the social and behavior change (SBC) PM or country program SBC specialist.	
Prioritize behaviors most critical for adoption, based on the stage of change of targeted beneficiaries. These may differ for beneficiaries at different stages of change within the same project.	
Conduct formative research as needed.	
Incorporate recommendations from the formative research into existing garden interventions and materials. Determine whether further formative research is needed.	
Develop strategies and refine materials aimed at influencers of those adopting the prioritized behaviors.	

Step 14: Performance monitoring

Set up a clear data collection schedule (with the community, FA, and monitoring and evaluation staff members) that has the tasks and responsibilities clearly laid out for all involved. Indicators should be listed in the monitoring and evaluation, accountability and learning (MEAL) plan. Review indicators and make sure it is clear to all involved who is collecting what data, the frequency of collection, and how it is to be collected.

Table 15: Key actions related to performance monitoring

Key actions	Decisions/Notes
Update MEAL plan based on changes identified through the validation process.	
Review MEAL plan with MEAL staff.	
Discuss and plan implementation of the MEAL strategy specific to the garden with MEAL staff, including developing a schedule of training FAs for regular monitoring, clear roles and responsibilities across sector staff, and clear learning to be gained from the analysis of the collected data and regular monitoring.	
Verify indicators and targets. Ensure all individual indicators are sex and age disaggregated. Ensure gender-specific, nutrition, production and income-related indicators are included that align with the objectives of the garden intervention.	
Train field agents on conducting monitoring.	
Discuss indicators and monitoring with communities.	
Verify the monitoring data.	
Analyze the data through a gender lens.	
Develop recommendations with a gender lens.	
Submit report on key findings and recommendations.	
Adjust program based on findings and recommendations.	

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