USAID URBAN GARDENS PROGRAM

2011 — 2012 WORKPLAN

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USAID URBAN GARDENS PROGRAM

2011-2012 WORKPLAN

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ABBREVIATIONS

ART	Anti-retroviral Therapy
CBO	Community-based Organization
CSPP	Community Schools Partnership Program
DCOP	Deputy Chief of Party
ENGINE	Empowering New Generations to Improve Nutrition and Economic Opportunities
ERA	Environmental Resource Adviser
EO	Extension Officer
FAO	Food and Agriculture Organization of the United Nations
FBP	Food By Prescription
GIS	Geospatial Information Systems
GSL	Group Savings and Loan Association
HAPCO	HIV/AIDS Prevention and Control Office
HEW	Health Extension Worker
IEC	Information, Education and Communication
IEE	Initial Environment Evaluation
IP	Implementing Partner
IYCN	Infant and Young Child Nutrition Program
MFI	Microfinance Institution
MOU	Memorandum of Understanding
NGO	Non-governmental Organization
OAC	Operational Area Coordinator
OVC	Orphans and Vulnerable Children
PC3	Positive Change: Child, Communities and Care Program
PEPFAR	President's Emergency Plan for AIDS Relief
SACCO	Savings and Credit Cooperative
TSEHAI	Technical Support for the Ethiopian HIV/AIDS ART Initiative
UAPHAW	Urban Agriculture Program for HIV/AIDS Affected Women
USAID	United States Agency for International Development
USG	United States Government
VCT	Voluntary Counseling and Testing
WFP	World Food Programme

SECTION I:

WORK PLAN NARRATIVE

ORGANIZATION OF THIS SECTION

The following pages lay out the work plan narrative for September 2011 through September 2012. The work plan narrative is organized in two sections: *Overview of Approach, Results and Lessons Learned To Date* and *Year 4 Program Design. Year 4 Program Design* will outline program activities by six component subsections.

I. OVERVIEW OF APPROACH, RESULTS AND LESSONS LEARNED TO DATE

EFFECTIVE IMPLEMENTATION…

Since September 2008, the USAID Urban Gardens Program for HIV-Affected Women and Children has been improving household economic resilience and nutrition through the creation of school and community gardens; the provision of agriculture-related education, tools and inputs; improved access to economic opportunity; and increased linkages to HIV/AIDS care and nutritional and health education and services. USAID Urban Gardens Program has integrated cutting edge health, food security, agriculture and economic empowerment programming through an innovative approach that combines intelligent behavior change and community and social mobilization strategies, a commitment to long-term grass-roots level responses, and smart, innovative partnerships with the Ethiopian government. The result is that HIV affected women, orphans and vulnerable children (OVC) and their caregivers access healthy food, new economic opportunities, stronger support networks and a secure policy environment.

The core technical approach has been focused around cutting edge methods that use garden dialogues and peer education to build networks of support between communal gardeners that ensure permanency of technical skills transfer, increase grass roots support, and reduce top-down reliance and dependency on outside support, knowledge and services. To ensure the success of each garden, gardeners receive important technical support in agronomy, irrigation and water system management, crop / land maintenance and nurturing, and pest management.

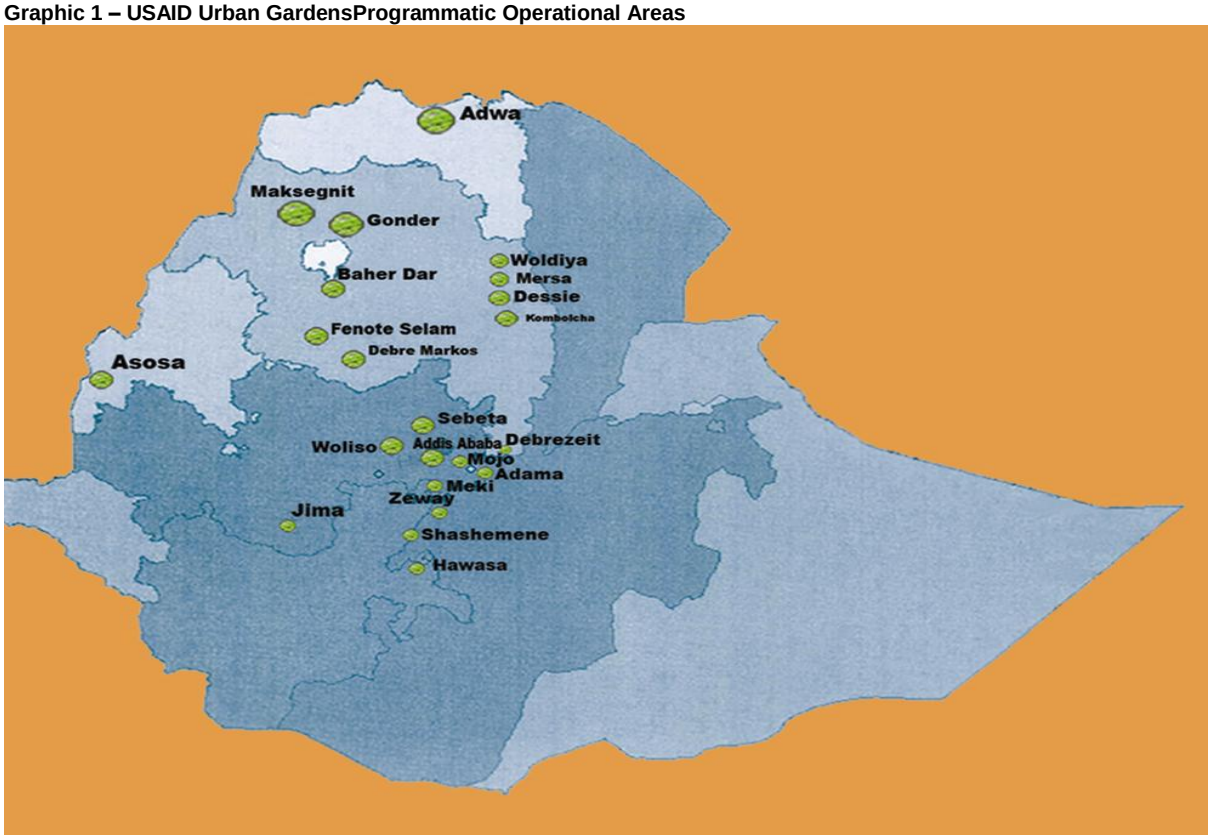
In addition to agriculture support, garden dialogue discussion groups also link gardeners and their families with HIV, health, financial and advanced economic services. This has included increased access in local health referral networks and technical training in critical areas of basic marketing, household nutrition, chicken farming, and informal group savings and loan associations (GSLs), cash-crop horticulture and small-scale market development / access.

Finally, the program has also worked specifically on alleviating environmental constraints that impact a person's ability to grow food in urban areas: reviving polluted land and reducing soil contaminants; mitigating erosion; increasing access to sustainable water sources in addition to municipal water; and maximizing the management, filtration and use of household waste water for agriculture. With the Ministry of Agriculture and the Addis Ababa Office on Urban Agriculture, the program engaged the Ministries of Health, Urban Planning and Environment to develop a multi-sectoral urban agriculture policy that was approved in July 2010.The program has worked with the government to form a steering committee to ensure that policies will be implemented to increase access to land and water for urban gardening as well as provide a framework for other Ethiopian municipalities to follow suit — especially those areas with high HIV prevalence.

...LEADS TO IMPRESSIVE RESULTS

As of August 2011, USAID Urban Gardens Program had reached a total of 34,436 HIV-affected households, providing support to 115,390 OVC. It has achieved these impressive results by working through a strong network of 51local NGO implementing partners (IPs) to establish 564 gardens across 20 cities. Below is a map of the program's current operational areas:

Graphic 1 – USAID Urban GardensProgrammatic Operational Areas



The established gardens and strong local partnerships allowed the program to provide a notable array of technical support, training and physical infrastructure throughout our program sites. The table below summarizes main project outputs through Aug. 2011.

Table 1 – USAID Urban Garden Technical Outputs Through Year 3

Cities	Gardens: Established and Operating		Wells: Completed and Operating		GSL's Formed	Discussion Groups Mobilized	Vegetable Shops Opened
	Urban Plots	Schools	Boreholes	Hand Dug			
Debremarkos	18	12	-	7	34	27	1
Finoteselam	6	1	-	2	7	22	-
Bahir Dar	36	11	-	3	28	36	2
Maksegnit	3	2	-	-	4	11	-
Gondar	32	11	-	2	22	26	2
Adwa	8	5	-	-	18	18	-
Woldiya	8	6	-	-	6	8	-
Mersa	8	5	-	-	10	10	-
Dese	46	27	-	-	22	46	2
Kombolcha	24	7	-	-	17	22	-
Addis Ababa	39	20	-	-	18	20	1
Sebeta	3	2	1	-	20	6	1
Jima	15	7	-	3	40	16	-
Woliso	6	4	1	1	3	6	-
Assossa	3	1	-	-	6	5	-
Debrezeit	5	-	-	-	23	17	1
Adama	40	15	-	-	39	16	-

Mojo	9	2	-	1	13	1	-
Zeway	7	4	1	1	6	7	-
Meki	3	1	-	-	1	-	-
Shasemene	26	15	-	-	39	6	1
Hawasa	38	25	2	5	20	26	1
Total	**383**	**183**	**5**	**13**	**396**	**352**	**12**

It is important to stress that the program has been able to achieve such scale and success because of the presence and hard work of local NGO IPs, through which the program links directly to beneficiary gardeners. Supported technically by the program's field based Operational Area Coordinators (OACs) and financially by targeted grant support, each NGO partner's Extension Officers (EOs) oversee day-to-day gardening activities, train and mentor gardeners, and link gardeners to other value added health, education and social services provided in the community. This vital network is the recipe for our success and remains at the core of our technical approach throughout Year 4.

LEARNING FROM THE PAST MATTERS FOR THE FUTURE!

While the program will not complete its mission until September 2012, it continues to document a strong evidence base[1]that suggests smart urban gardening activities can be a low-cost, innovative approach for improving highly vulnerable populations' food and nutritional security. Evidence also suggests that the approach strongly leads to improved community reliance and support, income generation opportunities, environmental awareness, and increased self-esteem. Combined with policy efforts and the development of long-term innovative national level and community partnerships, the program provides a sustainable, long-term model for addressing many root causes of food / economic insecurity among Ethiopia's urban poor.

The program will use this evidence base as an important theoretical justification for the design, target and improvement of Year 4 program activities and approaches. The following important documented lessons learned from Year 3 have been deemed most significant by program staff and partners in influencing the program design outlined in the following section. Importantly:

- To maximize effectiveness of knowledge transfer, and ensure long term adoption and sustainability of the gardening methodology, the program has to continue to strengthen both vertical (IP to gardener) and horizontal (gardener to gardener) technology transfer. All knowledge sharing and training must be designed and focused on empowerment rather than direct, rote or mechanical technology and skills transfer.
- Promoting home-based kitchen gardening alone is insufficient to maximize the potential of gardening to increase food and economic resilience of vulnerable populations. Communal group gardening increases scale; provides critical community platforms for dialogue, and learning; strengthens community dynamics and reduces stigma; creates natural peer learning opportunities and networks; and increases access to broader production and marketing opportunities.
- Resource mapping, garden dialogue focused training tools, group discussion platforms, and access to community driven and provided agriculture and business support services are vital to improving access to critical resources, as well as training and knowledge that build long-term problem solving capacity and self sufficiency of gardeners.

[1] Evidence has been collected throughout the life of the project both with standard monitoring and evaluation tools such as baseline and follow-up surveys, as well as special studies, including one that Tufts University is currently finalizing. Documenting this evidence base further will be a top priority in Year 4.

- Ensuring gardeners are able to acquire appropriate land with a dependable lease and water system is critical. Accessing a proper/sustainable water source combined with appropriate conveyance mechanisms and suitable conservation and management practices will improve long term sustainability of gardens.
- School and home based micro gardening has proven to be an effective mechanism for providing sufficient vegetables in small spaces with little water. Future efforts must continue to emphasize micro gardening — maximizing this untapped potential to extend gardening and its positive impact to more children (especially OVC) and their families, and make gardening more child-friendly.
- Gardens and market oriented programming must be fully integrated and complementary. Support such as crop calendars, marketing shops, savings and loan groups, combined with access to other economic creation opportunities (in such areas as poultry, fruit trees and nurseries) can help gardeners diversify income and increase self reliance.
- Using gardening as a platform to improve household nutrition is difficult, but possible. Continued investments must be made in better defining and strengthening links between agriculture and nutrition; improving information, training and tools; and designing better mechanisms for measuring understanding and impact of nutrition outcomes
- Measuring impact (through better program monitoring and evaluation and independent targeted studies) remains critically important to continuing the expansion of the evidence base that suggests urban gardening improves food security, increases economic opportunity and resilience, reduces stigma related to poverty and HIV/AIDS, and improves nutrition.

II. YEAR 4 TECHNICAL PROGRAM DESIGN

OVERVIEW OF THE YEAR AHEAD AND BEYOND

The USAID Urban Gardens Program for HIV-Affected Women and Children will implement a technical approach throughout Year 4 that remains committed to integrating cutting edge health, food security, agriculture and economic empowerment programming, while promoting self and community behavior and social change through empowerment, a commitment to long-term grass-roots level responses, and smart, innovative partnerships with the Ethiopian government and local stakeholders. Whereas the programmatic goal for Year 3 was to *"expand scale and deepen scope",* the program in Year 4 is committed to *"quality, empowerment and sustainability*" that will ensure HIV-affected women and children have access to healthy food, new economic opportunities, and stronger support networks long after the program has ended.

During the *USAID Urban Garden workplanning retreat* in August 2011, the program and operations staff was asked what will be the legacy of the program at the end of Year 4 and beyond. Their response:

> *"The USAID Urban Gardens Program empowered gardeners to be self reliant, decision makers, problem solvers, income and asset creators, role models, and citizenry who share important skills with their neighbors and peers through sustained dialogue. UGP fostered resilience and reduced vulnerability of the marginalized through low-cost, appropriate and environmentally friendly agriculture and economic technologies and skills to diversity income sources, improve nutrition, and maximize value of abused or unrealized land."*

To achieve this important legacy, the program will ensure self-confidence, self-respect and self esteem of gardeners, discouraging donor dependence and encouraging long-term productive agriculture, economic and health behaviors.

TARGETING AND DEEPENING SUPPORT; ENSURING SUSTAINABILITY

The goal of achieving *"quality, empowerment and sustainability*" means that the program in Year 4 will carefully target project investments on capacity, skills and knowledge building (and very limited physical investments) of gardeners and IPs to manage, sustain and expand gardens without program support. Targeting will also include continuing to deepen formal / informal linkages and partnerships with local government and other civil society organizations to ensure that additional localized support in agriculture, health and education is available.

Text Box 1 — Criteria for Year 4 Targeting

1. Committed gardeners who adopt key technologies, especially garden dialogues.
2. Strong, engaged extension officers who remain committed to horizontal technology transfer and knowledgeable of modern agriculture practices.
3. Dedicated IPs, with long term vision and commitment to expand Urban Gardens support after program has ended.
4. Long term access to appropriate land with dependable lease and water / irrigation systems.

The programmatic goal and legacy statement both mark an important methodological shift in thinking for Year 4. The program will not, as in years past, invest time and resources to significantly expand the geographical coverage area of the program beyond Year 3 coverage areas. The majority of program activities and investments will be targeted primarily on gardens, gardeners and IPs that have the greatest potential to become sustainable, self reliant and

resilient. Using the defined criteria noted in Text Box 1 (see above), the program has identified 33 IPs and 230 gardens to be the focus point of Year 4 core program activities and investments (described in detail below).

Although the program will not seek to expand the number of gardens supported, nor the number of IPs engaged, the program will reach an additional 2,534 households (9,500 OVC), primarily through the school and micro-gardening activities (see Table 2). This target will be achieved in Q1 as the program needs ample time to engage new gardeners.

Table 2 — Estimates for Achievement of Year 4 HH Expansion

	Core IP	Q1 HH Reached
North Cluster	15	1,152
South Cluster	11	845
Central Cluster	7	537
Total:	**33**	**2,534**

Finally, approximately 18 IPs and 106 gardens have been identified for three months of transitional technical and material support (September to December 2011). Support will be primarily focused on ensuring gardens have strong water systems and gardeners can effectively utilize and maintain drip irrigation technology and accessories. Once technology has been distributed to gardens, technical assistance has been provided, and technology is appropriately utilized by gardeners, the program will cease providing additional support.

The table below defines Year 4 target coverage areas by cluster:

Table3 — USAID Urban Gardens Technical Coverage Areas by IP / Geographical Region.

Cluster	No.	Fully Continuing IPs	Town	No.	Transitioning IPs	Town
Central	1	PICDO	Addis Ababa	1	CVDA	Addis Ababa
	2	SWEDA	Addis Ababa	2	NBGP+	Asosa
	3	Selam Hiwot	Sebeta	3	WICDA	Woliso
	4	Addis Tesfa	Woliso	4	Iddir Union	Jimma
	5	OSSA	Jimma			
	6	Mekdem	Jimma			
	7	Rahab	Jimma			
North	8	Anti- Malaria	Debre Markos	5	Ransom	Debre Markos
	9	DFT	Debre Markos	6	Mirror	Finote Selam
	10	M/Senay	Debre Markos	7	Nigat	Bahir Dar
	11	Addis Hiwot	Finote Selam	8	OSSA	Gondar
	12	Kale Hiwot	Bahir Dar	9	Selam Hiwot	Maksegnit
	13	Wogagen	Bahir Dar	10	Wide Horizon	Adwa
	14	TMIDA	Bahir Dar	11	PADET	Woldiya
	15	Wogen	Gondar	12	Nigat	Kombolcha
	16	FHA	Gondar			
	17	BOH	Gondar			
	18	B. Tesfa	Mersa			
	19	Tesfa Hiwot	Kombolcha			
	20	Mekdem	Dessie			
	21	AHRA	Dessie			
	22	Netsebrak	Dessie			
South	23	DOH	Debre Zeit	13	NEGANA	Zeway
	24	MSDAO	Debre Zeit	14	FGAE	Adama
	25	Mekdem	Adama	15	Medan Act	Wonji
	26	Medan Acts	Adama	16	SWDA	Mojo
	27	TLM	Zeway	17	PICDO	Shaheshemene
	28	ICEDA	Zeway	18	CVDA	Hawasa

Cluster	No.	Fully Continuing IPs	Town	No.	Transitioning IPs	Town
	29	Mulu Wongel	Shashemene			
	30	Mekdem	Shashemene			
	31	Medan Acts	Hawasa			
	32	PICDO	Hawasa			
	33	Fikir Behiwot	Hawasa			

Finally, in some cases, technical support and training (including access to publications and documents) will be offered beyond the above-defined coverage areas to ensure some critical skills (such as drip irrigation management and maintenance guidelines, or *Tips and Tricks*) reach the maximum number of gardeners possible. These anomalies, when they happen, will be clearly noted in the technical design described below.

This systematic approach will allow the program to re-target over 25,000 households (and 100,000 OVC) with critical training and technical assistance specifically selected to ensure impact and long-term sustainability. The table below summarizes Year 4 reach by IP category:

Table 4 — Estimates for Households Receiving Technical Support in Year 4

	# of IPs Targeted	Estimated # of Gardens Receiving Support	Estimated # of HH Receiving Support
Core IPs	33	230	15,000
Transitional IPs	18	106	10,000
Total:	**51**	**336**	**25,000**

YEAR 4 TECHNICAL APPROACH — *QUALITY, EMPOWERMENT AND SUSTAINABILITY*

The program focuses on communal gardens either in communities or in schools. Each gardener has a plot within one large garden site. Additionally, gardeners are encouraged to have household "kitchen gardens" at their homes. The technical approach described in detail below will continue to use communal, school and home based urban gardens as a platform for encouraging permanent shifts in behavior and policy — around how gardeners grow and access food; what nutritious foods they eat; how they support each other in agriculture and health; how they access critical services, new economic opportunities and markets; and how they identify, access and safely use land. The program, as always, will operate at the community level in strategic partnerships with local schools, government agencies, and implementing partners (IPs) to maintain communal urban gardens.

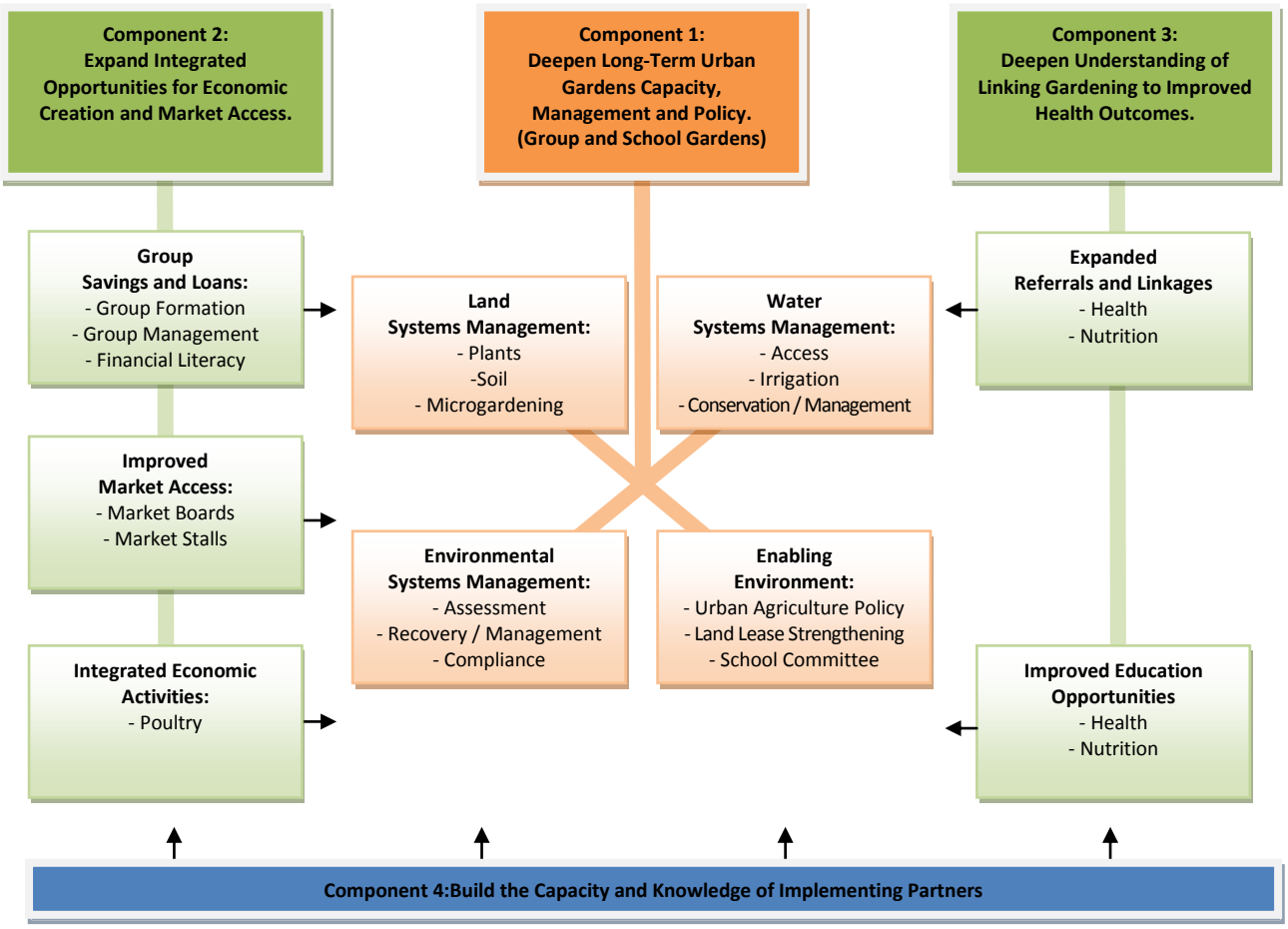
At the basic level, the program will continue to emphasize the need of gardeners to learn, and more importantly adopt and sustain critical technical skills and productive behaviors in agriculture, income generation, nutrition and health. Specific emphasis will be placed on helping gardeners understand and grow nutritious and economically viable crops such as kale, swiss chard, garlic, tomatoes, peppers, sweet potato and beet roots, among others. The program will also ensure that all promoted agriculture approaches are child / women friendly (in terms of labor required for their production) and adapt well to local climates and environmental realities.

The technical approach will remain committed to using the cutting edge *Garden Dialogue* methodology and tools for all technology and knowledge transfer. The approach is primarily based on behavior change methods most familiar in health focused programs, and also draws on farming methodologies, including the Food and Agriculture Organization of the United Nations' (FAO) Farmer Field school methods, which are primarily top down. However, that methodology is designed for full time farmers. The dialogue approach recognizes that the urban

gardener has other jobs and priorities, and can only take advantage of technical support according to his/or her schedule. This approach has been proven successful in developing sustained, long-term peer and social support networks between communal gardeners and between gardeners and neighbors. This approach ensures permanent access to important technical skills and support at the grass-roots horizontal level; ensures that training and technical assistance results in sustained behavior change; and most importantly promotes gardeners self sufficiency, reducing top-down reliance on outside support, knowledge and services.

The overarching structure of the technical program will be simplified from Year 3 to reflect the on-the-ground realities of the program and streamline program management. Graphic 2 below outlines the structure and technical priorities of Year 4 support:

Graphic 2 — USAID Urban Gardens Technical Priority Components and Programmatic Structure.



As highlighted above, the four technical components of Year 4 include:

- **Component 1: Deepen Long-Term Urban Gardens Capacity, Management and Policy.** Technical support will be provided to gardeners and IPs to deepen knowledge and long-term capacity in community group and school-based gardens' three primary agriculture systems: Land (including plants and soil); Water (including irrigation); and Environment (including compliance). Urban agriculture policy work will continue to expand awareness that a strong urban agriculture policy environment is important for gardeners to acquire and sustain appropriate land with dependable lease and water systems.

- **Component 2: Expand Integrated Opportunities for Economic Creation and Market Access.** Technical support will be organized in three areas, including: (a) mobilizing savings to protect key assets and improve financial literacy; (b) expanding access to new and higher-

value community markets for garden or home-based produced crops; (c) and increased access to and capacity building in higher-value, economic activities (primarily poultry).

- **Component 3: Deepen Learning and Understanding of Linking Gardening to Improved Health Outcomes.** Technical assistance will build a foundation of knowledge of how to use the gardens as a platform for improving health /nutrition outcomes for gardeners, their caregivers and their families. Specifically, support will focus on fostering, building and strengthening gardeners' access to and knowledge of key health and nutrition support integrated with core garden activities (including access to core HIV services and support).

- **Component 4: Build the Capacity and Knowledge of Implementing Partners and Other Key Local Stakeholders.** Technical assistance, mentorship and targeted grant support will be provided to empower local IPs, service providers and key local stakeholders to support, expand, strengthen gardens, empower gardeners, and improve overall access to agriculture, health, nutrition and business support services. Particular attention will be provided to IPs' long-term financial / operational sustainability and management, ensuring these important community partners have the capacity to provide services and support without the program's financial and technical support.

III. TECHNICAL COMPONENTS

3.1 COMPONENT 1: DEEPEN LONG-TERM URBAN GARDENS CAPACITY, MANAGEMENT AND POLICY.

The goal of Component 1 activities is to build the self sufficiency of gardeners to maximize production and value of their community and school gardens without program support. To accomplish this goal, technical and material support will be provided specifically to gardeners and IPs to deepen their knowledge and long-term capacity in the three areas critical to a garden's success: **land, water** and **environmental management**. This includes technical support in all areas related to land preparation, soil fertility, pest control, irrigation/water issues, environmental suitability, crop selection, nursery management and upkeep practices. Additionally, to ensure a positive enabling environment for the gardens over the long term, technical work will continue with the program's already successful urban agriculture policy work, ensuring gardeners are able to continue to acquire and sustain appropriate land with dependable lease and water systems.

During the past few months of Year 3, the project has started to work with IPs and gardeners to prepare them for the post-Year 3 grant period, including setting expectations about how the Year 4 technical program will differ from the more direct Year 3 support, and how gardens will be targeted and receive support. As discussed prior, Year 4 gardens (especially community gardens) have been selected because they are well organized, confident, and entrepreneurial in their approach and use (and actively share) daily the skills they have acquired and developed. These qualities are critical for long-term sustainability and self sufficiency. Program staff — specifically OACs and EOs —have been critical to the assessment and targeting process and will use similar criteria when identifying groups for further formalization into produce associations/cooperatives.

In all activities noted below, the program will continue to use the "dialogue" and "walk and talk" approach and tool as the platform for technical skills transfer. This side-by-side learning using participatory approaches has been effective for OACs and EOs as a method to facilitate discussions with gardeners regarding the status of their gardens, and will continue to be used to reinforce the correct methods for managing gardens' land, water and environmental systems. All necessary technical topics for each system are included in the *USAID Urban Gardens Dialogue Toolkit* and each IP, OAC and EO has key reference materials to refer to when necessary.

3.1.2 IMPROVE GARDEN LAND MANAGEMENT

Land systems activities described below are focused primarily on ensuring IPs, EOs and gardeners (participating with community, school and micro gardens) are versed in best practices in land and plant management, ensuring gardeners are able to maximize the output of their land and grow a diversified array of nutritious and economically viable crops. Activities will also ensure gardeners are adopting agriculture methods that are child / women friendly and are suitable for local climatic conditions. Below are activities to be implemented throughout Year 4:

- **IMPROVE COMMUNITY GARDEN MANAGEMENT, PRODUCTIVITY AND OUTPUT.** Continuing the program's strong technical assistance and support programs expanded in Year 3, EOs, using the garden dialogue approach to work with gardeners in approximately 230 group gardens, will improve overall garden management and productivity. This primarily will include

upgrading and standardizing (ensuring all gardens adopt best practices) the way gardeners are managing their soil and planting their crops. Key technical sub-activities include:

- Upgrade IPs' agronomic technical resource materials and development and disseminate new technical manual to all IPs. Manual will upgrade current materials with international best practices and better integrate IP technical materials with the *Garden Dialogue* tool and methodology. Training will provided to each IP in the new technical guide.

- Conduct garden layout assessment of all targeted gardens to identify measures to maximize crop bed placement, methods for reducing erosion risk, and means for eliminating slope hazards. After assessments are completed, communicate recommendations to EOs to ensure upgrades to gardens (including investment in infrastructure) are made and gardeners trained.

- Provide training and technical support in land preparation. Training will be organized by different land conditions found in the gardens determined by slope, fertility, erosion hazards, etc. Ensure gardeners are adopting and sustaining new skills.

- Provide training and technical support in soil fertility, nurturing and moisture conservation, including composting, manure, crop rotation, organic liquid fertilizer, mulching, cover crops, and soil amendments. Ensure gardeners are adopting and sustaining new skills.

- Provide training and technical support in preparing a market-oriented crop calendar. This tool maximizes value and diversity of crops and tells gardens when and what to plant. Once training is completed, all gardens will be required to prepare and follow a crop calendar throughout the next harvest period with technical assistance provided by EOs.

- Upgrade *Garden Dialogue Tool* and *Tips and Tricks* in latest organic agronomic best practices. The third version of the *Dialogue Tool* and second version of *Tips and Tricks* will be published, re-released for Year 4 "walk and talk" discussions and trainings.

- Provide training, technical support and site demonstrations in garden fencing. This will include how to source local materials, and best practices in fence construction. In some cases, the program may help IPs source local fencing materials (as funding allows).

- Ensure mini-nurseries are established and properly managed at one model garden per IP. This will include development and dissemination of a technical guideline in nursery management and training of all gardeners, preparation of nursery material support plans, and procurement and disbursement of nursery materials (as funding allows).

- In gardens that have identified land scarcity issues, micro gardens will be established and / or expanded.

- Started in Year 3, the program will assess the partnership with the JHU Mother Support Groups in Assosa. Assessment of current partnership will be completed in Q1 and results will determine final activities to be completed by program end.

- Program will evaluate fruit tree operations in group and school gardens. Update tree management plans for monitoring, maintenance and care and provide technical assistance as necessary to deal with disease, maintenance or care issues.

- **STRENGTHEN QUALITY AND MANAGEMENT OF SCHOOL BASED GARDENS.** The program will continue to provide support to 70 school gardens — an essential component for reaching

OVC in large numbers. Throughout Year 4, the program will continue to ensure that there is a consistent and systematic approach to working with OVC in the school environment. This will include working closely with the schools and the education bureaus (including principals, school committees and education committees) to facilitate and improve the integration of gardens into schools. Most importantly, Year 4 will focus attention and resources to ensure school garden sustainability, including locking in long lasting support for gardens from school management. Key technical sub-activities include:

- Strengthen current gardening programs in schools. Review MOUs signed with each school ensuring it continues to meet essential criteria for success. School committees will receive refresher trainings in all schools, ensuring committee members are adequately trained in forming and managing successful school gardens.

- Develop or update fruit tree monitoring and management plans for maintenance and care of trees planted in schools. Regularly check on plan implementation to ensure compliance and provide technical assistance as necessary to deal with issues.

- Develop guideline on best practices in child friendly school gardening. Produce and disseminate guideline to all participating school committees and conduct training on child friendly guideline and school committee formation.

- Organize and conduct review and information sharing meetings to bring together school principals participating in garden program. Meeting will share best practices and lessons learned, reinforce core principals of the gardening program, and ensure school leaders understanding and remain committed to the program.

- Continue scale up of microgardening program and improve microgardening technology throughout supported schools. Assess and identify gardeners for Year 4 micro gardening activities. Purchase and distribute seeds and affordable, durable and environmentally friendly grow bags. Ensure adequate demonstration media in each school and as necessary conduct refresher trainings for school committees and gardeners in micro gardening best practices.

- Conduct hand tools needs assessment in schools. Procure and distribute hand tool and train gardeners in proper tool utilization (as funding allows).

- Building on the highly successful Year 3 national Micro Gardening Contest, conduct Year 4 national *Having Fun in Small Places* contest. Led by students from throughout the country, student gardeners will compete in growing nutritious vegetables at events in 20 cities. Teams will be captained by HIV/AIDS-affected students using bags, baskets or containers, soil, water, and seedlings to grow their greens and other foods. The event will widely promote microgardening as a manageable way to grow vegetables in the face of commonly faced land and water shortages.

3.1.2 WATER SYSTEMS MANAGEMENT

Water continues to be the primary critical challenge facing the majority of group and school gardens. Although significant investments have been made in irrigation (drip kits, water containers, surface irrigation technologies) and water access (wells), the gardens have adequately failed to adopt a systems approach to their water management. Our Year 4 goal is that gardeners understand what a water system is and why it is critical to the future of their gardens. They will also understand different water options beyond irrigation and wells, including rain water harvesting and management (from roofs and water catchment areas) and soil moisture maximization (through mulching). Most importantly, gardeners will understand how the system links irrigation to water access to management to technology to ensure all pieces of the

garden's water management system are equally beneficial and water access, utilization and conservation is maximized. Below are key activities to be implemented in Year 4:

- **WATER SUPPLY AND SYSTEM IMPROVEMENT.** The program will continue to invest heavily in expanding and improving water systems of all targeted group and school gardens. This will include investment in physical infrastructure, capacity building in water systems management, and development of garden management structures to ensure infrastructure is utilized, managed and most importantly, maintained properly. Support also includes upgrades to infrastructure and skills in surface water management. Key technical sub-activities include:

  - Using short term water experts in each cluster, conduct garden water supply and system assessment to identify critical water investments and upgrading options and identify / assess local water contractors by town. Assessments will specifically ensure water access to all gardens with more emphasis on sustainable water sources such as shallow wells (boreholes, hand dug wells with appropriate lifting and conveyance system), and other structures such as roof water harvesting and other means with appropriate conveyance systems. Assessments will also ensure water application (water supply, conveyance and irrigation) are properly identified and designed to reduce laborious water fetching and water interruptions.

  - Oversee construction, procurement and distribution of selected water systems investments. Table below provides estimates for infrastructure investments throughout Year 4 by cluster. Train gardeners on the management and operation of new water supply schemes and water application technologies.

Table 5 – Targets for Additional Year 4 Water System Infrastructure Investment.

	Borehole	Hand Dug Wells	Roof Harvesting Schemes	Stream Diversions	Electric Pump	Gasoline Pump	Pedal Pump	Rope and Washer Pump
Bahir Dar	2	2	-	-	1	4	-	-
Dessie	-	4	-	-	2	3	2	2
Gondar	1	3	-	-	3	2	-	-
D/markos	-	3	-	-	1	2	-	1
NORTH:	***3***	***13***	***0***	***0***	***7***	***11***	***2***	***3***
Hawassa	1	3	-	-	3	1	-	-
Shahsamane	-	-	2	-	-	2	2	-
Ziway	1	3	-	-	-	4	-	-
Adama	-	2		-	2	3	-	-
Debre Zeit	1	1	-	-	2	-	-	-
SOUTH:	***3***	***9***	***2***	***0***	***7***	***10***	***2***	***0***
Jimma/Sebeta	-	5	-	1	-	-	3	2
Addis Woliso	-	-	-	1	-	2	-	-
CENTRAL:	***0***	***5***	***0***	***2***	***0***	***2***	***3***	***2***
TOTAL:	**6**	**27**	**2**	**2**	**14**	**23**	**7**	**5**

  - Provide training to OACs, EOs and gardeners in proper utilization and maintenance of water system technologies and conveyance systems, including: hand dug wells, various pumps (gasoline, pedal, electric, rope and washer), boreholes (shallow wells), water harvesting schemes (gutters, water pots, pits) and stream diversion schemes.

- Complete water tank stand, seat and distribution system construction and installation in new gardens. In gardens where stands already exist, complete assessment of water tank system and complete maintenance as necessary.

- Establishment and formalization of water management committees to oversee garden water system management. Conduct training for water committees in water system management and link water management committees to similar government and private community structures.

- Complete water quality tests (for irrigation and potable water) for new wells. As necessary, complete water treatment process (chlorination) for wells and collection pits (for pumped water). Train gardeners in treatment process and schedule.

- Continue sister city relationship with Corvallis, Oregon. Program will contribute to the building of wells throughout Northern cluster. Possibly conduct site visit for Corvallis Sister City representatives to view the impact of their investments firsthand.

- In selected gardens, complete construction of small canals (main, secondary and field canals) to improve surface water access and management.

- **IMPROVE IRRIGATION AND WATER SAVING TECHNIQUES.** The expansion and skill building in irrigation, especially drip irrigation technology, remains at the core of the program approach to irrigation. Although drip irrigation technologies are already widespread throughout all gardens, Year 3 assessments determined more investment needed to be made in building gardeners capacity in utilization, maintenance and storing of the technology. Other enhancements, such as addition of drip line valves will be introduced to maximize efficiency and savings. Key technical sub-activities include:

  - Conduct national reassessment of drip irrigation kit requirements for each garden site to determine final action plan for drip kit installation and replacement in select gardens. Complete distribution and installation of drip kits. Complete drip tank stand and cover construction at all sites.

  - Complete drip line “gate valve” installation in drip irrigation systems across gardens. Train gardens in valve installation, maintenance and utilization.

  - Develop informational guideline on best practices in installing, maintaining, and utilizing drip irrigation technology. Produce and distribute drip irrigation technical guideline.

  - Provide training and technical support in irrigation and water management with special emphasis on drip irrigation. Training will cover irrigation techniques, drip irrigation and irrigation system installation, operation and maintenance. Ensure gardeners adopt and sustain new skills on the installation, operation and maintenance of drip kits, pumps and other watering systems.

  - Procure and distribute watering cans to improve and simplify irrigation of micro gardens and nurseries.

  - Complete one day refresher training-of-trainer session for all OACs in practical applications of drip irrigation technology, and system installation, operation and maintenance. Training will be adapted to ensure all OACs can transfer knowledge through *Walk and Talk* method.

- Complete two day training of IPs, EOs and gardeners on drip irrigation technology, and system installation, operation and maintenance at Cluster level.

- Develop and launch program for better linking IPs and gardeners with government and private vendors for providing and servicing drip irrigation technology.

3.1.3 ENVIRONMENTAL SYSTEMS MANAGEMENT

The USAID Urban Gardens program will continue to strengthen a range of environmental improvement measures to address water and soil contamination, safe water access, crop selection (due to different soil qualities) and pressing other environmental concerns. A holistic environmental risk assessment process — including water and soil testing —will continue to be employed under the direction of the Environmental Resource Advisor (ERA) to identify environmental impacts. Key technical sub-activities include:

- **EXPAND KNOWLEDGE OF ENVIRONMENTAL PRACTICES, TECHNOLOGIES, SERVICES AND VENDORS.** The program will provide direct assistance to EOs and gardeners (in group and school gardens) to build capacity to identify and effectively address key environmental issues affecting the gardens, including development of an Environmental Mitigation and Monitoring Plan (EMMP); testing of soil and water for contaminants; identifying appropriate water resources for the specific environment; addressing waste water, irrigation, and other water issues; and general compliance with USAID's environmental regulations. Additionally, the program will assist gardeners (and local government) map local environmental, agricultural and related resources providing important information on available assets that can be leveraged, and land and water constraints that need to be planned for when establishing or expanding a garden. Key technical outputs from Year 4 include:

  - Complete environmental evaluations of select gardens. Assessment will verify the continued quality of gardens specifically with reference to proximity to pollutants (location to latrines, waste damping sites, upstream floods, etc) and overall soil and water quality. Evaluations will recommend opportunities for biophysical conservation upgrading and land quality reclamation.

  - Update/prepare EMMP by garden with the full involvement of gardeners so that potential land, soil and water quality related issues will be addressed. Put action plan in place to address each issue.

  - Oversee construction of, and provide technical assistance for land quality reclamation projects across gardens, including development of covers, bed development, crop selections, etc.

  - Oversee construction of, and provide technical assistance for biophysical soil and water conservation enhancing infrastructure (i.e. bunds/terraces, checkdams) and complementary crops (i.e. vetiver/elephant grass, susbania/tree lucern, fruit trees).

  - Conduct training for OACs, EOs and gardeners in safe waste water sorting, filtration and irrigation use. Ensure gardeners are adopting and sustaining new skills.

  - Expand and strengthen linkage program bringing together school gardens with established school environmental and other clubs, and select local government environmental offices in schools. The linkages allow clubs to better engage into the management and implementation of the gardens, ensure gardening activities are environmental appropriate and improve environmental education generally.

- Work with garden and school committees to improve schools' environmental sanitation programs and materials, including improving hand washing facilities, provision of dust bins, development of school based Information, Education, and Communication (IEC materials, etc. Publish and disseminate Environmental Hygiene and Education Guide.

- **UNDERTAKE ENVIRONMENTAL COMPLIANCE AND REPORTING.** To remain in compliance with 22 CFR 216 regulations, the program will continue to report and liaise with the USAID Office of Environment and Natural Resources to ensure new environmental issues are addressed in accordance with US policy and to improve garden impact gardeners. The environmental management plan and associated reporting mechanisms will be simplified and implemented by the EOs and OACs. Reporting on environmental compliance is currently, and will continue to be enforced by the program. Key technical sub-activities include:

  - Finalize IEE amendments for construction approval and obtain clearance from USAID.

3.1.4 STRENGTHENING ENABLING ENVIRONMENT FOR URBAN GARDENING

Ensuring long-term access to secure land and water sources is one of the most important challenges faced by all gardeners — especially after direct program support has ended. Gardeners will continue to operate gardens — group, school and home — if they can sustain land and water access. Therefore, the program will continue to strengthen the enabling environment both locally, by strengthening important relationships between IPs, gardeners, mayors and other government officials, and nationally by promoting the continued expansion of national and regional urban agriculture polices. Below are activities to be implemented in Year 4:

- **REVIEW LAND ACCESS ISSUES FOR GARDENS.** Land and water access are critical for the long term sustainability of group, school and individual gardens. The program therefore will continue to strengthen linkages and empower IPs and gardeners to work with the local government to ensure land security and water access after program support ends. Regular meetings with mayors and other government officials as well as formalized MOUs will be part of the process. Key technical sub-activities include:

  - Ensure that gardens have clear exit strategies and strong MOUs with concerned stakeholders (IPs, local government, etc.) responsible for providing necessary support, services, and most critically, access to land and water.

  - If and where possible, secure land by strengthening or renewing lease agreements and updating registered gardeners working in each garden.

  - Use savings and loan groups as a platform to develop cost recovery systems for fuel, seeds and other critical inputs for garden care, maintenance and production.

- **FORMALIZE SELECT GARDENS INTO MARKETING COOPERATIVES.** The program will evaluate the interest, ability and overall feasibility of assisting select gardens to formalize into marketing cooperatives. This may include registering gardens with the local government as a cooperative, and / or linking gardens into already established associations of cooperatives. If implemented, key technical sub-activities will include:

  - Develop strong criteria and conduct evaluation of gardens to determine if technical assistance and support in formalization is feasible and a good investment.

  - Where feasible, conduct training in cooperative facilitation and management.

- Support creation, structuring and registration of garden cooperatives with local government / authorities.

- Where feasible, facilitate introductions with government agricultural extension officers, input suppliers and to more formal sources of finance (such as microfinance institutions or savings and credit cooperatives) to support garden cooperative formalization.

- **STRENGTHEN AND EXPAND URBAN AGRICULTURE POLICY FRAMEWORK.** Following the program's annual conference held in November 2009 in Addis Ababa, much enthusiasm has been mounting in working toward a more formalized urban agriculture policy for the city. As of July 2011, the city bureau finalized an Urban Agriculture Policy, receiving approval from the Addis city government for the policy and supporting legislative structure. Key technical sub-activities include:

  - Continue to engage and strengthen Urban Agriculture Policy Steering Committee; and ensure active and regular participation by committee members, strong action planning for 2012, and clear roles for supporting implementation of the approved urban agriculture policy implementation strategy.

  - Finalize urban agriculture implementation strategy document into Amharic and merge into the Addis city approval Urban Agriculture Policy. Translate, print and disseminate document widely to build awareness and generate support. Use dialogue approach to share strategy and policy with garners, to discuss the importance of strong local policies and its tie with securing land and water rights.

  - Produce and disseminate short version of the urban agriculture policy and strategy to educate gardeners and general public on the importance of a strong urban agriculture policy. Use dialogue approach to discuss policy / implantation strategy at each garden. Additionally, use local media (if possible) to promote policy and strategy outside Addis to cities/towns with progressive leadership willing to design / adopt similar localized policy.

Table 6 – USAID Urban Garden Year 4 Component 1 Technical / Geographical Target Areas

Cities	Garden Productivity Improvement		Water System Upgrading		Environmental Systems		Enabling Environment Strengthened
	Group	School	Water Systems	Irrigation	Upgrade Skills	Land Access	Policy
Debremarkos	x	x	x	x	x	x	
Finoteselam	x	x	x	x	x	x	
Bahir Dar	x	x	x	x	x	x	x
Maksegnit							
Gondar	x	x	x	x	x	x	x
Adwa							
Woldiya				x			
Mersa	x	x		x	x	x	
Dessie	x	x	x	x	x	x	
Kombolcha	x	x	x	x	x	x	
Addis Ababa	x	x	x	x	x	x	x
Sebeta	x	x		x	x	x	
Jima	x	x	x	x	x	x	
Woliso	x	x		x	x	x	
Assossa							
Debrezeit	x		x	x	x	x	
Adama	x	x	x	x	x	x	

Mojo				x			
Zeway	x	x	x	x	x	x	
Meki	x	x	x	x	x	x	
Shasemene	x	x		x	x	x	
Hawasa	x	x	x	x	x	x	

3.2 COMPONENT 2: EXPAND INTEGRATED OPPORTUNITIES FOR ECONOMIC CREATION AND MARKET ACCESS.

The goal of Component 2 is to use the gardens as a platform for introducing gardeners to more advanced opportunities for economic creation primarily through savings mobilization, complementary livestock raising and increased market access. In line with the *LIFT Economic Strengthening Assessment* findings, integrating economic creation focused activities with gardens has shown to be important for building economic confidence, self-respect and self esteem, discouraging dependence and encouraging more active adoption of advanced agriculture and productive behaviors. Expanding gardeners' access to different economic opportunities diversifies income sources, stabilizes core household assets, smoothes household consumption and increases gardeners' capacity to withstand cyclical household shocks.

Overtime, gardeners start to enter higher value added production and / or crops, building and strengthening safety nets that protect household economic assets and food security over the long term. This component also increases financial and business literacy and market readiness, providing gardeners critical skills required to maximize returns on investment from small scale income generating activities (tied with gardening activities). Finally, to encourage more entrepreneurialism, this component will help gardeners have an understanding of commercial risk, helping them make the kind of critical risk-sensitive decisions if they want to formalize their gardening or savings activities. As with Component 1, the program will use the *Garden Dialogue* and *Walk and Talk* approach and tool as the method for technical skills transfer.

3.2.1 MOBILIZE SAVINGS TO PROTECT ASSETS AND IMPROVE FINANCIAL LITERACY

The program will continue to expand gardeners' access to, and participation in GSLs. GSLs are proven mechanisms for helping gardeners generate small savings critical to building economic security and safety nets. Participation in GSLs also helps gardeners gain important experience with micro loans (made from the mobilized savings of group members), that are important for when they want to access more commercial financial products. Finally, GSL members gain knowledge and experience in financial management, leadership, and governance, boosting confidence and empowering self sufficiency. This activity will improve overall GSL management helping all groups become more autonomous, self capitalized, self managing and able to sustain operations post program support. The program may also support formalization of selected GSLs into credit cooperatives. Below are activities to be implemented:

- **MOBILIZE SAVINGS AND EXPAND GARDENERS' FINANCIAL LITERACY.** GSLs remain the programs' trusted platform for promoting savings, building experience with loans and transferring important knowledge in basic financial, management and business skills. The program will continue to improve youth/OVC participation in GSLs, specifically evaluating GSLs' ability to meet specific needs of youth such as providing a basic understanding of money, money management, asset accumulation, etc. Key technical sub-activities include:

  - Update the *GSL Guideline* and training material incorporating Year 3 lessons learned. Disseminated GSL guidelines throughout IPs and conduct refresher training for IPs, EOs and GSL group members in GSL methodology upgrades.

  - Expand gardeners' participation in GSL. Assist in the establishment of new GSLs, providing GSL training as required. When established, provide minimal material support, including savings box, guidelines and pass book.

  - Identify and link advanced GSLs with local microfinance institutions to expand group financial service options, primarily in terms of accessing formal microcredit.

3.2.2 EXPANDING ACCESS TO COMMUNITY MARKETS FOR GARDEN OR HOME-BASED PRODUCED CROPS

Building the understanding of gardeners of the market, its dynamics and how to buy and sell into it will be an important Year 4 focus. This includes building understanding of how to identify new opportunities in the market (for example, growing kale versus tomatoes because it captures a higher price) and how to assess changes in the market (such as price fluctuations during peak growing seasons or alternatively in the rainy season). Below are activities to be implemented:

- **IMPROVE UNDERSTANDING OF MARKET DYNAMICS AND MARKET IDENTIFICATION.** This activity will mainly focus on improving gardeners' ability to think more strategically about what vegetables to plant, when to plant them, and where / how to market them once they are harvested. Specifically for OVC, training and technical support will be adapted to help them understand and overcome issues related to expectations that they need to sell their vegetables to school staff at lower than market prices. Key technical sub-activities include:

  - Update and disseminate revised practical *Understanding Markets* guideline and market assessment tool for IPs, EOs and gardeners on basic dynamics of the market place (supply/ demand, why marketing matters, who's who in the market, etc.), and how to conduct basic market research to identify local markets for gardens' various agriculture outputs. Guidelines will serve as the primary tool for Year 4 day-to-day learning.

  - Assist gardeners to complete or update simple market assessments to identify new market opportunities (in local markets, restaurants, hotels, buyers / traders, etc.). Based on the market assessments, assist gardeners to develop an action plan for building newly-identified market relationships, improve market information collection, and / or identify necessary upgrades to production to meet minimal market requirements.

  - Expand and improve garden market information boards in community and school gardens to provide gardeners with up-to-date information on what prices specific vegetables are capturing in the local market.

  - Develop and distribute guideline on *Basics of Market Information Collection* to ensure gardens know how to identify which markets to collect market information from, how to collect it, and why it is important to update the market board's information bi-weekly. Where necessary, procure and set up marketing boards.

- **STRATEGIC MARKETING EVENTS AND FORMATION OF MARKETING GROUPS.** This activity will facilitate marketing opportunities for gardeners to build or strengthen market linkages and actively market agriculture goods. In some cases with more advanced gardens, the program will support formation of formalized marketing structures (marketing groups, associations or cooperatives), linking gardeners to customers and encouraging competitive prices for gardeners through collectives. Key technical sub-activities include:

  - Conduct training on *Marketing and Basic Business Skills* with gardeners, specifically training gardeners on how to participate in market management committees.

  - Expand Vegetable Marketing Shops program in select schools and group gardens (in collaboration with local government). Marketing shops provide a simple, low cost, localized mechanism for selling agriculture outputs the local community.

  - Support establishment of new vegetable marketing groups. Develop selection criteria for identification of new marketing groups, select gardeners and support creation of group.

Provide training and technical assistance in marketing group management. Where and if possible, develop mechanisms for cost-sharing with local government agencies.

- Conduct a performance assessment of vegetable marketing groups. As necessary, conduct market basics and group management refresher trainings.

- Conduct additional *Field Fairs*. Field Fairs will allow the program and local government to highlight its contributions to the community, breaking down stigma and recognizing beneficiaries as gardeners, not just people living with HIV/AIDS. Second, the fairs provide a mechanism for gardeners to sell their vegetables. Third, they will provide a platform for discussions on nutrition and proper cooking techniques. Fourth, they will allow local agricultural technology agencies and private companies to share information on irrigation systems, low technology water pumps, and improved seed varietals.

3.2.3 INTEGRATED ECONOMIC OPPORTUNITIES

For gardens where production capacity continues to improve and gardeners start to demand additional commercial opportunities, the program will support interested and capable gardeners expand into other value added economic opportunities (predominately poultry production). These additional activities supplement and diversify income streams, and help gardeners gain additional and important skills in other areas of agriculture production. These activities will also provide experience for gardeners to prepare, plan, and access local markets for products.

- **STRENGTHEN BACKYARD POULTRY PROGRAM.** The activity will focus on strengthening poultry raising in households that have already received poultry. The program will strengthen gardener capacity to care for chickens, construct chicken coops, make/provide feed, practice minimal public health/veterinary practices, and sell poultry in markets. Key technical sub-activities include:

  - Finalize ongoing chicken procurement and distribution of remaining chickens. Complete feed analysis and distribution.

  - Conduct poultry productivity assessment, analyzing the overall effectiveness of 2011 chicken distribution. Specifically, analysis will measure gardeners' ability to care for chickens, construct chicken coops, make and provide feed, and follow basic health care / disease control. Analysis will also include review of poultry vendors (chicks, feed and medicine) and preparation of chicken vendor list for future poultry service access.

  - Develop and disseminate basic guideline on *Basics of Poultry Raising*, including section on prevention and control of poultry diseases. Conduct training for IPs, EOs and gardeners (with poultry) on guidelines.

  - Develop and strengthen linkages between gardeners (with chickens) and local Ministry of Agriculture veterinary services.

  - Develop guideline on *Prevention of Communicable Diseases from Animals to Humans.*

  - As funding allows, complete assessment on suitable chicken breeds for possible 2012 chicken disbursement. Identify suppliers, procure chicks and identify/select gardeners for distribution. Complete distribution of chickens and feed.

  - Complete evaluation of shoats to determine overall cost-benefit feasibility of integrating these animals (or other small ruminants) into program. Additionally, analysis will identify and prioritize potential health hazards from promoting small ruminate raising.

Table 7 – USAID Urban Garden Year 4 Component 2 Technical / Geographical Target Areas

Cities	GSLs		Market Access		Integrated Economic Ops.	
	Strengthen Capacity	Expand	Strengthen Capacity	Marketing Groups	Poultry	Value Chain
Debremarkos	X	X	X		X	
Finoteselam	X	X		X	X	
Bahir Dar	X	X	X		X	X
Maksegnit	X					
Gondar	X	X	X	X	X	
Adwa	X					
Woldiya	X					
Mersa	X	X	X			
Dessie	X	X			X	
Kombolcha	X	X				
Addis Ababa	X	X			X	X
Sebeta	X	X	X		X	
Jima	X	X		X	X	
Woliso	X	X			X	
Assossa	X					
Debrezeit	X	X	X		X	
Adama	X	X		X		X
Mojo	X					
Zeway	X	X		X		
Meki	X	X				
Shasemene	X	X	X		X	
Hawasa	X	X	X		X	X

3.3 COMPONENT 3: DEEPEN LEARNING AND UNDERSTANDING OF LINKING GARDENING TO IMPROVED HEALTH OUTCOMES.

The goal of Component 3 is to foster, build and strengthen gardeners' access to and knowledge of key health and nutrition services and support. Developing strong referral networks, in particular, will continue to be apriority focus of this effort. In terms of education, the program (through the discussion group model) will provide training and guidelines on important health- and nutrition-related topics, ensuring a basic foundation of knowledge of how to use the gardens as a platform for improving health and nutrition outcomes for gardeners, their caregivers and their families.

3.3.1 STRENGTHEN HEALTH / NUTRITION LINKAGES AND REFERRAL NETWORKS

The program will continue to create and strengthen important health linkages by fully integrating health and nutrition training, demonstrations, and discussions with networks, linkages, and referrals. The program will also work with local government and community-based health partners (as well as PEPFAR and other HIV service providers) to address local constraints that are limiting referrals to allow gardeners to successfully access needed health / nutritional services and support. Below are activities to be implemented in Year 4:

- **STRENGTHEN AND EXPAND GARDEN HEALTH REFERRAL NETWORKS.** The program will work with government Urban Health Extension Workers (HEWs) or other health workers as appropriate and IP staff to build critical health and nutrition linkages and provide referrals for gardeners. Fostering strong, long-term relationships between gardeners and local health services and HEWs especially, increases access to outreach and provides gardeners important information on nutrition and health services available in the communities. The program will also continue to use the combination of referral cards, service directories and service maps to assist IP staff, EOs and Community Mobilizers to identify appropriate services and support, and make effective referrals (resulting in the service being realized). Finally, the program will build partnerships and linkages to other health organizations, projects and services, allowing gardeners to access local experts from government and NGOs/CBOs that can serve as technical resources (as needed). Key sub-activities include:

  - Working with IPs and PEPFAR partners, update Year 3 *Health and Social Services Maps* of all health / nutrition related services available in the local areas, including HAPCO offices, health clinics, VCT and ART clinics, government community nutrition activities, and donor (including PEPFAR) funded nutrition or HIV care and support, maternal child health or reproductive health programs and services. Ensure maps are provided and accessible in all gardens.

  - Identify and establish working linkages between gardeners and relevant service providers stated in the service directory. Document services being realized.

  - Update referral cards with information provided in the *Health / Nutrition Service Directory* and maps, ensuring IPs and other program staff know what / where services are available, and when / how to refer. Print and distribute new referral cards and ensure effective utilization of the cards at each garden site.

3.3.2 EXPAND ACCESS TO IMPROVED HEALTH AND NUTRITION EDUCATION

The program will continue to strengthen and improve technical guidelines and education materials for health and nutrition garden discussions and develop stronger mechanisms for encouraging appropriate follow-up and adoption of healthy outcomes at home. The program will also strengthen important linkages with local health partners ensure all garden discussions have strong health and nutrition agendas, with discussions facilitated (as necessary) by trained health practitioners who can communicate appropriate and factual information about each topic and provide education and awareness materials. Below are activities to be implemented in Year 4:

- **EXPAND HEALTH AND NUTRITION EDUCATION OPPORTUNITIES.** Using garden discussions as a platform, the program will continue to provide gardeners with regular, appropriate and relevant health and nutrition education. Nutrition, in particular, is an important component and requires significant and nuanced behavior change. Gardens often vary in their productivity and actual nutrition outcomes are challenging. Key sub-activities include:

  - Develop and integrate *communicable disease prevention section* of the *Environmental Hygiene and Education Guideline* (see Component 1).

  - Update and disseminate the *Health and Nutrition Discussion Guideline*. Guide will include updated health discussion worksheets, question and answer sessions, and role playing tools. Updated information will be provided on HIV prevention, care and support (including ART use);OVC care and support; gender equity in the household; simple complementary feeding practices; improving dietary diversity through home gardening; household hygiene and hand washing best practices; and basics for caring for sick individuals. Ensure effective utilization of the guidelines at each garden site and organize experience sharing opportunities (as necessary).

  - Conduct food preparation and preservation training and demonstrations at gardens, vegetable fairs, and school clubs. Training and demonstrations will include techniques to ensure the nutritional values of food / vegetables are maintained and are then consumed in a more nutritious form. Where possible, the program will work with partners in nutrition (such as the new Empowering New Generations to Improve Nutrition and Economic Opportunities program (ENGINE)) to assist with content and ensure wider participation in the training and demonstrations.

  - Conduct assessment and disseminate results on partnership with the John Hopkins University's *Tsehai Program* in Assosa. Document challenges and lessons learned related to ensuring that the gardeners benefited from the hospital garden produce.

  - Conduct internal assessments of other key Year 3 partnerships with World Food Program (WFP), Land O'Lakes and Save the Children's Food by Prescription (FBP) program. Assess and document partnerships overall value, challenges and lessons learned. Specifically, the analysis will attempt to determine if mutual referrals between food aid and garden programs is a best practice that should be continued. If so, how can these partnerships be modified to ensure gardeners' access to WFP or FBP services and WFP/FBP beneficiaries to IP gardens support.

Table 8 – USAID Urban Garden Year 4 Component 3 Technical / Geographical Target Areas

Cities	Improved Linkages and Referral Networks		Health / Nutritional Education		
	Service Maps	Referral Cards	Education	Food Demonstrations	IYCN Linkages
Debremarkos	X	x	X	X	
Finoteselam	X	X	X	X	

Bahir Dar	X	X	X	X	
Maksegnit	X	X	X		
Gondar	X	X		X	
Adwa	X	X	X	X	
Woldiya	X	X	X	X	
Mersa	X	X	X	X	
Dessie	X	X	X	X	
Kombolcha	X	X	X	X	
Addis Ababa			X	X	X
Sebeta	X	X	X	X	
Jima	X	X	X	X	
Woliso		X	X		
Assossa			X	X	
Debrezeit	X	X	X	X	X
Adama	X	X	X	X	X
Mojo	X	X	X	X	X
Zeway	X	X	X	X	
Meki			X	X	
Shasemene	X	X	X	X	
Hawasa	X	X	X	X	

3.4 COMPONENT 4: BUILD CAPACITY AND KNOWLEDGE OF IMPLEMENTING PARTNERS

Outreach, technical assistance, mentorship and targeted grant support will be provided to empower local implementing partners to support, expand, and strengthen gardens; empower gardeners; and improve overall access to agriculture, health, nutrition and business support services and support.

3.4.1 PREPARE IMPLEMENTING PARTNERS FOR LONG-TERM GARDEN ENGAGEMENT

Since project inception, IPs have been the principle mechanism for outreach, technical assistance, mentorship and management of the group / school gardens. Although the long-term sustainability of the IP itself is not a priority of the program, it is important that gardeners have long-term access to services and support from local community stakeholders. Therefore, the program will invest time and resources preparing IPs for long-term garden engagement without direct program support. Below are activities to be implemented in Year 4:

- **IMPROVE CAPACITY OF IPS TO PLAN FOR LONG-TERM INSTITUTIONAL SUSTAINABILITY.** The program will provide training specifically designed to improve management structures required for long-term financial / operational sustainability to IPs. Technical assistance will specifically empower IPs to think long-term about what they need to do to plan for long-term provision of community-driven services and support and how to effectively engage government and donors for long term financing of these goals. Key sub-activities include:

  - Provide training to IP directors and finance managers in effective *Grant and Financial Management*, including setting up management systems to ensure high-quality standards in financial management, reporting, USAID/USG regulations and compliance. Additionally, the program will continue to conduct regular field visits to ensure IPs have a strong understanding of operations and finance. Where problems or weaknesses are identified, the program will provide targeted technical support.

  - Provide training to IP directors and technical staff in *Effective Outreach and Success Story Writing.* IPs will learn best practices in community outreach, and how to collect, write and share best practices and success stories.

  - Provide training to IP directors in *Planning for Operational and Financial Sustainability.* Training will provide an overview on how IPs can: (a) actively plan for their financial future through strategic long-term financial planning; (b) access tools, methodologies, and technical support on how to diversify funding streams; (c) strategize for diversifying funding bases to other sources, new donors and earned income; (d) leverage grant money for highest returns.

IV. MONITORING AND EVALUATION

Improvements were made throughout Year 3 to help the program track, monitor and evaluate key project outputs, outcomes and impact. The program baseline of gardens was completed in July 2011, beneficiary registration and project output collection forms and process were updated and improved, and a major participatory impact evaluation headed by Tufts University's Feinstein Center was launched. All of these achievements allow the project to effectively track both program deliverables and community investments, and program impact on empowerment, nutrition, economic opportunity, sustainability, and social benefits from gardening.

4.1.1 CONTINUE ACTIVE AND EFFECTIVE PROJECT MONITORING AND EVALUATION.

Below are main activities to be implemented:

- **PROJECT MONITORING.** The project will work with our subcontractor FHI to closely monitor project outputs compared to the July 2011 baseline and improve overall data quality. Results will be presented quarterly and collected in the final report. Key sub-activities include::

  - Continue to update data collection processes and forms to ensure EOs are effectively collecting and reporting quality data on a systematic and regular basis. Train EOs / staff in updated data collection processes and forms, as well as data quality assurance.

  - Train EOs / staff in data collection process, form utilization, data quality assurance and disseminate results regularly.

  - Following up on baseline assessment completed in July 2011, complete two additional (mid and final) program output/outcome assessments. Disseminate results widely.

  - Complete periodic monitoring of gardens with EOs to check data quality and processes and provide technical assistance to IPs and EOs as necessary.

  - Develop a positive garden behavior checklist and train EOs / staff in data collection. Collect and disseminate results regularly.

  - Complete data collection, ensure data quality and effectively communicate results at quarterly partner meetings.

  - Develop and finalize monthly quarterly reports.

- **PROJECT EVALUATION.** The program remains committed to understanding and documenting program impact on HIV/AIDS affected gardeners and their households. Key technical sub-activities include:

  - Finalize Tufts University Feinstein Center's participatory impact assessment to measure well-being, in a broad sense, among project participating gardeners. The study results will document the impact of the program on nutrition, economic opportunity and various social aspects of HIV/AIDS, including issues of stigma and social isolation. The study will also measure the social dynamics of garden groups, the pros and cons of group membership, and the ways in which gardeners describe the qualitative benefits of gardening (if any).

V. COMMUNICATION, OUTREACH AND KNOWLEDGE SHARING

The program remains committed to documenting and disseminating the program's impact on HIV/AIDS affected people as well as sharing best practices, tools, and lessons learned with the broader health and development communities. Additionally, the program believes strongly that effective outreach and knowledge sharing is critical to the program's commitment to, and the sustainability of successful urban gardens. The program's communications and knowledge management strategy in Year 4 covers a variety of mechanisms (described in detail below) to communicate broadly the importance of project successes and impacts, as well as transfer critical knowledge and tools developed under the program as widely as possible.

5.1.1 USE EFFECTIVE COMMUNICATIONS PLATFORMS TO PUBLICIZE AND SHARE TOOLS, RESOURCES AND KNOWLEDGE

The program has developed numerous valuable tools and best practices in urban gardening, water systems management, environmental assessments and planning, savings mobilization, marketing, poultry care and disease management, nutrition, hygiene, HIV and health. Even though many of these best practices are documented and disseminated to IPs, EOs and gardeners in the *Urban Garden Dialogue Tool* and *Tips and Tricks: Local Solutions Handbook,* the program believes these documents can have an even wider impact if they are made available throughout the broader development and public health community.

The program will employ a two-pronged approach to communicate these resources and tools. The first prong will consist of targeted learning seminars and knowledge sharing events that will bring together gardeners, key program stakeholders, public sector officials, and the development community. The second prong will consist of widespread communication of project successes through stories, blogs and the final report. Below are main activities to be implemented:

- **HOLD TARGETED LEARNING SEMINARS AND KNOWLEDGE SHARING EVENTS.** Building off the program's Annual Meeting in November 2010, Micro Garden Contest in April 2011, and the Northern Cluster Knowledge Sharing Event in July 2011, the project will continue to hold regional and national level events to raise awareness, share important information and tools, and bring gardeners and IPs together from different regions to share best practices and lessons learned. Key Year 4 technical outputs include:

  - Conduct internal Tufts University Feinstein Center results meeting with project staff and USAID to share the initial results of the program participatory impact evaluation.

  - If necessary, conduct external Tufts University Feinstein Center results meeting and workshop to share the initial results of the program participatory impact evaluation. Additional recommendations for future action will be share and discussed.

  - Conduct Southern Cluster Knowledge Sharing Event in 2012 for champion gardeners and mentors. The event's objective is to bring together gardeners and EOs to discuss best practices, local techniques and other lessons used to maximize production, conserve water, mitigate environmental constraints, improve dietary diversity, etc. Some of these shared lessons & techniques learned will be incorporated in the updated 2012 version of *Tips and Tricks: Local Solutions Handbook*.

- In line with Component 1, design and conduct outreach and knowledge sharing activities (e.g. press releases, site visits and final event to celebrate the winning teams) for the 2012 Micro Gardening Contest, to be held in March/April 2012.

- Design and conduct *Water Systems Showcase* event for USAID, gardeners and other committed stakeholders highlighting the program's commitment to water system sustainability. The event will showcase water investments, including boreholes, hand dug wells, and the implementation of water-conveyance technology (e.g. pumps and pits).

- Organize and conduct the *National Urban Gardens Knowledge Sharing Meeting*. As a final program event and Year 4 national meeting, the program will design a national knowledge sharing meeting to both highlight and promote the importance of urban gardening for HIV affected women and children as well as to present best practices in gardening, economic strengthening and health integration. The meeting will be conducted in Addis Ababa in partnership with a local champion NGO, possibly PIDCO. The event will also bring together other local development initiatives with urban gardening components, highlight best practices and place a special emphasis on the city's up and coming Urban Agriculture Policy. Breaking from tradition, the event will be conducted at an actual garden so that best practices and techniques can be shared and techniques can be demonstrated in the actual environment.

- **EFFECTIVELY COMMUNICATE PROJECT INFORMATION, SUCCESS STORIES, ACHIEVEMENTS AND LESSONS LEARNED.** In Year 4, the results of program technical assistance, training and institution building will be broadcasted to a much wider audience. In addition, the program will continue to strengthen ongoing media instruments that will be used to communicate, publish and distribute program successes to a broad array of interested stakeholders. Key Year 4 technical outputs include:

  - Identify, collect and publish success stories in book and electronic forms.

  - Update the program's Facebook page with news and successes from project activities.

  - Catalogue and systematize tools, training materials and guidelines, and develop strategies for making available for public use in Amharic.

  - Publish and internally disseminate results of internal partnership assessments of John Hopkins University's *Tsehai Program*, World Food Program, Land O'Lakes and Save the Children's Food by Prescription.

- **PUBLISH PROGRAM FINAL REPORT.** The program will complete a comprehensive final report to document program activities and outputs; program monitoring and evaluation outcomes and statistics; critical lessons learned and best practices; and recommendations for future action. More than a normal program report, this document will serve as an important technical resource for current and future implementers engaged in urban gardening for vulnerable populations. Key Year 4 technical outputs include:

  - Compile, write and edit, finalize, publish and distribute Final Report.

SECTION II:

PROGRAM MANAGEMENT

ORGANIZATION OF THIS SECTION

The following pages lay out the program's Year 4 program management strategy and structure. It includes information on: program management structure, budget realignment, staffing, short-term technical assistance and grants.

PROGRAM MANAGEMENT OVERVIEW

In Year 4, the program will continue to implement and refine systems to ensure efficient and effective management of the program, as well as put in place all necessary systems for program closedown which will begin in earnest in July 2012. With Year 3's investment in strong new finance / operations staff, including the addition of a Director of Administration and Finance / DCOP, the program was able to make significant upgrades to all operations, including personnel, finance and grants, bringing all project operations to the pinnacle of USAID and DAI rules and regulations. Offices in Addis Ababa, Bahir Dar and Adama will continue operation throughout Year 4.

INTRODUCING NEW COP: TESIGE TEFERI

The program is pleased to announce the program's new Chief of Party (COP), Tsige Teferi, who will assume management of the program from Nancy Russell in September 2011. Ms. Teferi, a Canadian / Ethiopian national, is a driving force from the local HIV/AIDS community serving as the Director of the International Conference on AIDS and Sexually Transmitted Disease in Africa (ICASA) with the Secretariat for HAPCO. Ms. Teferi is well versed in the program's mission and indirectly worked with the early phases of the program when she was Deputy Country Director for FHI.

A Tribute to COP Nancy Russell

The program would also like to offer a special acknowledgement for the former COP Nancy Russell's tenure. Her vision, creativity and above all unbreakable commitment to the priorities of the program's women and OVC gardeners was unequaled, and the program's legacy will always be indebted to her three years of strong stewardship.

STRENGTHENING THE LOCALIZED PROGRAM MANAGEMENT STRUCTURE

The effective program "cluster" management structure will remain in place throughout Year 4 with the technical program organized in North, Central and South management clusters. Very efficient and competent Cluster Managers (formally Cluster Coordinators) will oversee each cluster and have increased management control over cluster-level program design, targeting, budgeting and implementation (hence the promotion from coordinator to manager). Cluster Managers will continue to oversee a network of Operational Area Coordinators (OACs) which manage operations and IP grantees at site level. Cluster Managers report directly to the COP.

This praised program management structure has not only ensured efficiently, but has brought important programmatic and operational decisions closer to the gardens, optimizing decision making processes and creating localized responses to localized needs. Cluster Managers meet monthly to discuss management and operations issues, as well as best practices and lessons learned. Additionally, OAC quarterly meetings, regular Cluster Manager site visits, biannual cluster meetings, and weekly staff meetings will continue to ensure staff are empowered and informed at every level, decision making is bottom up (with senior oversight), and that all levels of the program are sharing information, learning from each other, and taking full responsibility for their management decisions.

OPTIMIZING OVERARCHING PROGRAM SENIOR MANAGEMENT AND OVERSIGHT

Similar to the streamlining of the program technical design and the optimization of field management, the senior level management structure will also be simplified to stress efficiency, effectiveness, responsiveness and clear lines of authority / responsibility. To summarize:

- Technical management of the four program technical components will be under the direct management responsibility of the COP, Tsige Teferi.

- Finance, operations, grants and project administration will fall under the management of the DCOP / Director of Administration and Finance, John McElwaine.

- Monitoring and evaluation and management of our subcontractor FHI, will be the responsibility of the COP with support from DAI Home Office technician, Alyson Lipsky.

- Communications, outreach and knowledge sharing will be managed by our subcontractor ECI, with direct oversight and technical support provided by Nicolas Parkinson.

- Overarching Washington, DC based oversight will continue to be provided by Technical Area Manager for Health and Livelihoods, Kirsten Weeks, with support from Project Coordinator, Hilary Langer.

Additionally, program staff have been selected and assigned as "point persons" for major technical areas deemed critical to long-term project success, including water technology (Goshu Worku), fruit trees (Alem Yalew), and micro gardens (Biniam Habtewold). These point people are technically responsible for all outputs and quality related to these technical areas.

BUDGET REALIGNMENT —MAXIMIZING LOCALIZED PROGRAM INVESTMENTS

Since project inception, DAI and the program have remained committed to maximizing program investment to our targeted local partners and beneficiary gardeners. As such, the program will submit the final budget realignment with the submission of the Year 4 technical workplan to adjust program costs to meet program realities and to ensure any cost savings identified to date are effectively reinvested into the local community.

STAFFING — BUILDING OFF YEAR 3 INVESTMENTS

The investments made in technical and operations staffing in Year 3 were extremely valuable, ensuring the program was, and is able to effectively meet the multiple and pressing technical needs of the program's gardeners, to improve the overall quality of program management, and to improve oversight and share impact results. In addition to the localization of the COP position, there will be no major staffing changes expected in Year 4. The program may hire an additional OAC who will oversee, train and mentor IP extension officers in the program's final year.

All staff went through a comprehensive performance evaluation process at the end of Year 3, which will carry over into Year 4 and continue to the end of the project. As part of the abovementioned budget realignment and streamlining of program management, job descriptions, responsibilities and lines of authority have been clarified and strengthened, and individual performance targets have been set. As the program prepares for close down, time and resources will be allocated to ensuring staff have adequate transition plans in place to ensure future employment opportunities.

SHORT TERM TECHNICAL ASSISTANCE

The program will continue to invest in short-term technical assistance to bolster technical responses to project beneficiary gardeners, develop cutting edge tools and approaches, expose program staff and gardeners to globally recognized best practices, and to fill technical and operational gaps that do not require full time staff. Additionally, the program will continue to use the same short-term technical experts over the long-term, ensuring all STTA have strong, long-term exposure to the program, gardeners, and staff.

This successful approach to utilization of short-term technical assistance ensures STTA leveraged to date are viewed by staff and gardeners alike as part of the core program and

technical design. Our short term experts have developed important, long-term relationships with the program at all levels which is critical for ensuring technology and skills are appropriate and optimal for local needs. This all said, the program acknowledges the lack of appreciation for the innate value of these investments at the client level and will therefore minimize their utilization if at all possible.

The table below is a summary of short term expertise to be leveraged in Year 4:

Table 9 – Year 4 Short Term Technical Assistance:

Expertise	Local / Int'l	Scope of Work	Expert / Justification (* Supported Program Prior)
Communications, Outreach & Knowledge Sharing Expert	Local	Provide technical oversight and program management of major communications, outreach and knowledge sharing events / outputs, including development and publication of all success stories, management of major Year 4 knowledge sharing events, and development of the program final report (research and writing). *Technical Component: Communications, Outreach and Knowledge Sharing.*	Nicholas Parkinson* Mr. Parkinson, a former journalist with exceptional writing and organizational skills who currently lives in Addis Ababa, will continue to serve this role that he has for the past two years.
Environmental Engineer	Local	Continuation of program started in Year 3; support OAC, EO, gardener training in waste water sorting, filtration and irrigation. *Technical Component 1: Water Systems*	TBD * Local water engineer with local knowledge of environmental conditions related to waste water.
Horticultural Nursery Expert	Local	To support nursery technical program, consultant will develop guidelines and provide training to OACs and gardeners on modern horticultural nursery establishment and management. *Technical Component 1: Land Systems*	TBD Local nursery expert with experience developing non-commercial nurseries.
Human Resources and Operations	Local	Instead of hiring a full time human resources manager, consultant will support operations team to continue to strengthen HR and program operations system. Finalize employment files, rationalize administration and technical staff job descriptions, support Year 4 performance review, update personnel manual and support DCOP with compensation and performance analyses. *Operational Support: Human Resources.*	Rahel Belete* Ms. Belete, senior operations, HR and finance technician supporting numerous development programs globally. Been supporting program since July 2011.
Close Down IT Specialist	Int'l	Oversee all IT related close down operations including but not limited to scrubbing of all IT equipment for distribution and back up of final electronic program and operational files.	Bill Colter DAI home office IT specialist.
Participatory Training and Gardening Expert	Int'l	Refining participatory approaches (*Dialogue Tool* and *Walk and Talk*) developed in Year 3 for training OACs, EOs, gardeners, and for the first time, broader IP staff in gardening basics ensuring approaches are women and youth friendly. Develop comprehensive agriculture development guidelines and conduct training for IP, linking institutional building in agriculture to the broader program's dialogue approach. Ensuring program is using dialogue approach of every level of technology transfer. *Technical Component 1: Land systems.*	Tom Cole* Mr. Cole, an urban agriculture expert supporting DAI small plot agriculture programs globally, has unique expertise in developing participatory based agriculture training methodology. Mr. Cole has supported program since Jan. 2010.
Poultry Husbandry Expert	Local	Support program poultry expert in designing and conducting training in poultry health and husbandry for EOs and OACs nuanced to local breed conditions. *Technical Component 2: Integrated Economic Opportunities (Poultry).*	TBD Local poultry expert with strong knowledge of local breeds and disease.
Senior Management and Program Support	Int'l	Provide home office senior level management and technical support to ensure high quality technical and operational management of the program. Support program during COP transition period, providing senior level mentorship. Support technical design and implementation, specifically development of technical materials for gardening and economic creation activities. *Operational Support: Senior Management.*	Caesar Layton* Senior technical backstop to program and expert in economic livelihoods and health integration. Supported program since Dec. 2010.
		Support Year 4 grant design and roll out, training of IPs in new grant design/management, support operational grants review, modification and disbursement of new grant. Also provide support in preparation and management of program closedown. Operational Support: Grant Management and Closedown.	Hillary Langer* Grants and project close down expert. Operational backstop to program since June 2011.

Water Management Engineer	Local	Local engineers hired to support Year 4 water investments and Year 3 41 water schemes. *Technical Component 1: Water Systems*	TBD* Local water engineer(s).
Business and Marketing Expert	Local	Lead technical training for OACs and gardeners in WISE business and marketing methodology. Integrate facilitation training techniques into technical updates and meetings with OACs, further enabling the capacity building of IPs. *Technical Component 2: Improvement Marketing Capacity.*	TBD* WISE certified trainer.

USE GRANTS TO FOSTER LONG-TERM SUSTAINABILITY OF GARDENS/GARDENERS

The grants process will change significantly in Year 4 as no additional grantees will be added and all grantees — core and transitional — will be selected internally based on unbiased and transparent criteria. Unlike in Year 3 where grantees were selected in open competition, IP grantees for Year 4 have been selected through an in depth assessment in Aug. 2011 which identified which IPs would be continued in Year 4 as *core* or *transitional* partners. 33 IPs were selected as *core* partners:

1. Committed gardeners who adopt key technologies, especially garden dialogues.
2. Strong, engaged extension agents who remain committed to horizontal technology transfer and knowledgeable of modern agriculture practices.
3. Dedicated IP, with long term vision and commitment to expand Urban Gardens support after program has ended.
4. Long term access to appropriate land with dependable lease and water / irrigation systems.

An additional 18 IPs were identified for three months *transitional* partners (September to December 2011)..These IPs were either already graduated or did not meet all of the abovementioned criteria. All transitional grantees do have committed gardeners and need short-term support to ensure effective utilization and maintenance of drip irrigation technology and accessories. Table below summarizes IP Year 4 selection.

Table10 — USAID Urban Gardens Technical Coverage Areas by IP / Geographical Region.

Cluster	No.	Fully Continuing IPs	Town	No.	Transitioning IPs	Town
Central	1	PICDO	Addis Ababa	1	CVDA	Addis Ababa
	2	SWEDA	Addis Ababa	2	NBGP+	Asosa
	3	Selam Hiwot	Sebeta	3	WICDA	Woliso
	4	Addis Tesfa	Woliso	4	Iddir Union	Jimma
	5	OSSA	Jimma			
	6	Mekdem	Jimma			
	7	Rahab	Jimma			
North	8	Anti- Malaria	Debre Markos	5	Ransom	Debre Markos
	9	DFT	Debre Markos	6	Mirror	Finote Selam
	10	M/Senay	Debre Markos	7	Nigat	Bahir Dar
	11	Addis Hiwot	Finote Selam	8	OSSA	Gonda
	12	Kale Hiwot	Bahir Dar	9	Selam Hiwot	Maksegnit
	13	Wogagen	Bahir Dar	10	Wide Horizon	Adwa
	14	TMIDA	Bahir Dar	11	PADET	Woldiya
	15	Wogen	Gondar	12	Nigat	Kombolcha
	16	FHA	Gondar			
	17	BOH	Gondar			
	18	B. Tesfa	Mersa			
	19	Tesfa Hiwot	Kombolcha			
	20	Mekdem	Dessie			
	21	AHRA	Dessie			

Cluster	No.	Fully Continuing IPs	Town	No.	Transitioning IPs	Town
	22	Netsebrak	Dessie			
South	23	DOH	Debre Zeit	13	NEGANA	Zeway
	24	MSDAO	Debre Zeit	14	FGAE	Adama
	25	Mekdem	Adama	15	Medan Act	Wonji
	26	Medan Acts	Adama	16	SWDA	Mojo
	27	TLM	Zeway	17	PICDO	Shaheshemene
	28	ICEDA	Zeway	18	CVDA	Hawasa
	29	Mulu Wongel	Shashemene			
	30	Mekdem	Shashemene			
	31	Medan Acts	Hawasa			
	32	PICDO	Hawasa			
	33	Fikir Behiwot	Hawasa			

In addition to the abovementioned criteria, no IP has been identified or selected for Year 4 if they did not meet minimum Year 3 grant selection criteria, including:

- Interest in collaboration with other organizations.
- Licensed by the government.
- Strong reputation with government and local communities.
- Prior experience managing funds from multiple donors.
- Good financial systems and ability to support at least 200 households/600 OVC.

The grant management process will continue to be fully managed by the Addis Ababa office in order to ensure unbiased review and management of grant investments. Even though IPs were identified and selected using set criteria and no additional grantees will be added, all IPs will be required to submit a clearly defined Year 4 grant application for program support.

Grant proposals for each IP will be modified for Year 4 to more closely represent fixed obligation service contracts where grant investments will be clearly tied to defined outcomes and project achievements / deliverables. To ensure grant funding can be maximized by program closedown, all core IP grant agreements will be finalized and signed in September 2011 and completed in July 2012, and all transition IP grant agreements will be finalized in September 2011 and completed in December 2011.

As with Year 2 and 3, the project will provide both cash and in-kind grants. In terms of cash grants, the program will continue to support select IP staff, specifically community mobilizers (if they continue) and extension officers. In terms of in-kind grants, the program will cover physical equipment and infrastructure investments, including drip irrigation, wells water pumps, water harvesting equipment and poultry. When feasible and cost-effective, physical inputs are purchased locally rather than in Addis Ababa.

CLOSEDOWN PLAN

DAI is well prepared and has planned for USAID UGP closedown, which will start in earnst in July 2012. It is expected that all regional offices and USAIG UGP grants will be closed in July 2012. Most staff will also be phased out in July 2012 with small core staff remaining in August 2012. Project will officially close in September 9, 2012 with a final report finalized in September 2012. The estimated cost of close down will be $189,000, which includes approximately labor for DAI close down team; severance, disposition and file maintenance / shipment costs (ODC); and demobilization costs for expatriate staff.

SECTION III:

YEAR 4 GANTT CHART

ORGANIZATION OF THIS SECTION

The following pages lay out in detail program activities, estimated targets, estimated dates of completion and responsible parties. It will serve as the main program management document for Year 4 program implementation.

Activity	Unit	Year 4 Total Estimate	South Cluster Total	Central Cluster Total	North Cluster Total	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	Jul-12	Aug-12	Sep-12
COMPONENT 1: DEEPEN LONG-TERM URBAN GARDENS CAPACITY, MANAGEMENT AND POLICY																		
IMPROVE GARDEN LAND MANAGEMENT																		
Improve Community Garden Management																		
IP Agronomic Training Manual Completed.	# manual	1				x	x											
IP agronomic training manual disseminated / IPs trained.	# IPs	33	11	7	15		x	x										
Land Preparation training completed.	# gardens	172	70	22	80	x	x	x										
Soil fertility, nurturing and moisture conservation training Completed.	# gardens	172	70	22	80	x	x	x	x	x	x	x	x	x	x	x		
Garden layout assessments completed.	# gardens	172	70	22	80	x	x	x										
Garden upgraded based on garden layout assessment recommendations.	# gardens	172	70	22	80		x	x	x	x	x	x	x	x	x	x		
Marketing crop calendar preparation training completed.	# gardens	172	70	22	80		x	x		x	x		x	x				
Marketing crop calendars developed for each garden.	# calendar	172	70	22	80		x	x		x	x		x	x				
Garden Dialogue Tool upgraded and disseminated.	# tool	1,125	-	-	-							x	x					
Fencing infrastructure disbursed / construction gardens.	# fences	80	35	7	38		x	x	x	x								
Mini-Nursery guideline completed.	# guideline	1	-	-	-		x	x										
Mini-Nurseries established in gardens.	# nurseries	33	11	7	15				x	x								

Activity	Unit	Year 4 Total Estimate	South Cluster Total	Central Cluster Total	North Cluster Total	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	Jul-12	Aug-12	Sep-12
Microgardens established in gardens (in schools).	# gardens	70	25	15	30			x	x									
Complete assessment of JHU Mother Support Group in Assosa.	# report	1	-	1	-	x	x											
Conduct evaluation of fruit tree program in group gardens. Detail plans for maintenance and care.	# gardens	92	26	21	45			x	x	x								
Fruit tree management, maintenance and care.	# gardens	92	26	21	45				x	x	x	x	x	x				
Complete Year 4 fruit tree distribution (funds pending).	# trees	TBD	-	-	-										x	x		
Strengthen Quality and Management of School Based Gardens																		
Complete MOU review for all school gardens.	# schools	70	25	15	30		x	x										
Conduct *school committee management* refresher training.	# schools	70	25	15	30		x	x	x	x								
Develop / disseminate guideline on child friendly school gardening.	# guideline	375	-	-	-		x	x	x									
Conduct TOT training in child friendly school gardening guideline.	# trained	12	5	3	4			x	x									
Conduct school principles information sharing meetings. Disseminate lesson learned.	# schools	70	25	15	30						x	x						
Complete micro-gardening infrastructure / equipment / media / tools dissemination.	# growbags	7800	2800	1700	3500				x	x								
	# Media	70	25	15	30				x	x								
	# sets	262	94	56	112				x	x								
Conduct *micro-gardening training* for school committees.	# gardens	70	25	15	30			x	x	x								

Activity	Unit	Year 4 Total Estimate	South Cluster Total	Central Cluster Total	North Cluster Total	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	Jul-12	Aug-12	Sep-12
Conduct Y4 Microgardening Contest.	# event	12	5	3	4						x	x						
WATER SYSTEMS MANAGEMENT																		
Water Supply and System Improvement																		
Conduct garden water supply and system assessment.	# gardens	92	30	13	49	x	x											
Finalize bidding requirements for water supply construction works.	# schemes	41	14	9	18	x	x											
Procure and install water systems investments in select gardens.	# HDW Pump	26	9	5	12			x	x	x	x							
	# HDW Rope/Washer	5	0	2	3			x	x	x	x							
	# boreholes	6	3	0	3			x	x	x	x							
	# roof water harvesting	2	2	-	-		x	x	x									
	# water tank stands	79	35	10	34		x	x	x									
	# river stream diversion	2	0	2	0			x	x									
	# canals	2	0	2	0		x	x										
Complete installation of water systems investments made through Corvallis, Oregon Sister City Program.	# schemes	2	-	-	2			x	x	x								
Complete maintenance assessment and maintenance of water tank system (including stands).	# schemes	30	1	8	21			x	x									
Conduct training in proper utilization and maintenance of water system technologies and conveyance systems.	# gardens	41	14	9	18				x	x	x	x						

Activity	Unit	Year 4 Total Estimate	South Cluster Total	Central Cluster Total	North Cluster Total	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	Jul-12	Aug-12	Sep-12
Conduct training in water management committee management.	# gardens	41	14	9	18			x	x	x								
Establish water management committees to oversee garden water systems management.	# committee	41	14	9	18			x	x	x	x							
Complete water quality tests (for irrigation and potable water) for new wells.	# wells	41	14	9	18					x	x	x	x					
Conduct training of gardens in *water treatment process and scheduling.*	# trainings	41	14	9	18					x	x	x	x					
Improve Irrigation and Water Savings Techniques																		
Complete national assessment of drip irrigation kit requirements at each garden.	# gardens	252	96	34	122	x	x											
Complete distribution and installation of drip kits.	# kits	4,806	3509	483	814	x	x	x	x									
Complete drip tank stand and cover construction at all sites.	# stands	4,806	3509	483	814	x	x	x	x	x								
Complete drip line "gate value" installation in drip irrigation systems.	# gardens	113	34	14	65	x	x	x	x	x								
Conduct training in value installation techniques, maintenance and utilization.	# gardens	113	34	14	65	x	x	x	x	x								
Produce and disseminate guideline on *installing, maintenance, and utilizing drip irrigation technology.*	# guideline	2,250	-	-	-				x	x								
Procure and distribute water cans to micro-gardening sites.	# cans	990	470	220	300		x	x	x									
Conduct TOT session for OACs in practical applications in drip irrigation technology, installation and maintenance.	# trained	11	5	3	3	x	x											
Conduct training in drip irrigation technology, system installation, operation and maintenance.	# trained	36	12	8	16		x	x										
Launch program to link gardeners with gov't / private vendors for providing / servicing drip irrigation technology.	# events	33	11	7	15		x	x	x	x	x	x	x					

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ENVIRONMENTAL SYSTEMS MANAGEMENT																		
Expand Knowledge of Environmental Practices, Technologies, Services and Vendors																		
Complete development / updating of EMMPs for gardens. Share evaluation recommendations with gardeners.	# gardens	172	70	22	80		x	x	x	x	x	x	x	x				
Oversee construction of and provide technical assistance for biophysical conservation enhancing infrastructure.	# gardens	83	38	11	34					x	x	x	x	x				
Conduct training in *safe waste water sorting, filtration and use.*	# trainings	53	19	11	23			x	x	x	x	x	x	x				
Conduct linkage program integration school gardens with school environmental committees.	# schools	70	19	11	23				x	x	x	x	x					
Produce and disseminate guideline on *Environmental Hygiene and Education.*	# guideline	500	-	-	-		x	x	x									
Undertake Environmental Compliance and Reporting																		
Complete IIE amendments for water supply and irrigation investments.	# amendments	1	-	-	-	x	x											
STRENGTHENING ENABLING ENVIRONMENT FOR URBAN GARDENING																		
Review Land Access Issues for Gardens																		
Review and update garden MOUs, ensuring access to land and water. Review and renew garden lease agreements.	# gardens	172	70	22	80	x	x	x										
Update gardener registry in each garden.	# gardens	172	70	22	80	x	x	x	x	x	x	x						
Develop cost recovery plan for each garden.	# gardens	172	70	22	80	x	x	x	x	x	x	x	x	x	x			
Strengthen and Expand Urban Agriculture Policy Framework																		
Strengthen Urban Agriculture Policy Steering Committee and clarify roles for participation / support.	# committee	1	-	-	-	x	x	x	x									
Finalize and translate urban agriculture implementation strategy. Combine with policy document.	# strategy	1	-	-	-	x	x											

Activity	Unit	Year 4 Total Estimate	South Cluster Total	Central Cluster Total	North Cluster Total	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	Jul-12	Aug-12	Sep-12
Produce abbreviated version of *Urban Ag. policy and implementation guide.*	# guideline	1	-	-	-		x	x										
Conduct broader education campaign on urban policy framework and implementation guide. Share strategy at garden level.	# gardens	4	1	1	2				x	x	x	x	x	x	x			
COMPONENT 2: EXPAND INTEGRATED OPPORTUNITIES FOR ECONOMIC CREATION AND MARKET ACCESS																		
MOBILIZE SAVINGS TO PROTECT ASSETS AND IMPROVE FINANCIAL LITERACY																		
Mobilize Savings and Expand Gardeners Financial Literacy																		
Update *GSL Guideline* and training materials. Disseminate widely.	# guideline	1	-	-	-	x	x											
Conduct refresher training in GSL updated methodology.	# trainings	3	1	1	1			x										
Expand GSL program, establishing new GSLs across gardens. Disseminate materials / technologies.	# GSLs	172	70	22	80		x	x	x									
Conduct linkage program between GSLs and local microfinance institutions.	# linkages	87	34	20	34				x	x	x	x	x					
EXPAND ACCESS TO COMMUNITY MARKETS FOR GARDEN OR HOME BASED PRODUCED CROPS																		
Improved Understanding of Market Dynamics and Market Identification																		
Update and disseminate *Understanding Markets* guideline and market assessment tool.	# guideline	1	-	-	-	x	x											
Complete market assessments and develop marketing action plans at each garden.	# gardens	12	4	3	5		x	x										
Expand and improve *garden market information boards* in community and school gardens.	# boards	113	34	34	45		x	x	x	x								
Develop and disseminate guideline on *Basics of Markets Information Collection.*	# guideline	1	-	-	-		x	x										

Activity	Unit	Year 4 Total Estimate	South Cluster Total	Central Cluster Total	North Cluster Total	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	Jul-12	Aug-12	Sep-12
Strategic Marketing Events and Formation of Marketing Groups																		
Conduct training on *Marketing and Basic Business Skills*.	# trainings	4	2	1	1			x	x	x								
Establish new vegetable marketing groups (with shops).	# groups	5	2	1	2			x	x	x	x	x	x	x				
Provide training in basics of *marketing group management*.	# groups	5	2	1	2			x	x	x	x	x	x	x				
Conduct performance assessment of existing vegetable marketing groups.	# groups	12	3	2	7		x	x	x									
Conduct Field Fairs.	# events	25	8	5	11	x	x	x			x	x	x					
Complete feasibility evaluation of conducting cluster level Field Fairs.	# gardens	6	2	2	2		x	x										
INTEGRATED ECONOMIC OPPORTUNITIES																		
Strengthen Backyard Poultry Program																		
Finalize current chicken procurement and distribution of remaining chickens.	# chickens	2,700	2700	-	-	x	x											
Conduct and disseminate *poultry productivity assessment* to determine overall effectiveness of 2011 distribution.	# assessment	1	-	-	-	x	x											
Finalize and disseminate basic guideline on *Basics of Poultry Raising.*	# guideline	1	-	-	-						x	x						
Conduct training in *Basics of Poultry Raising.*	# gardeners	450	150	150	150		x	x										
Complete assessment on suitable chicken breeds for possible 2012 poultry disbursement.	# assessment	1	-	-	-		x	x										
If evaluation is positive, complete distribution of chickens and feed.	# chickens	6000	2000	2000	2000				x	x	x							

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Complete and disseminate evaluation on health / economic benefits / risks of integrated ruminate in households.	# guideline	1	-	-	-						x	x	x					
Complete guideline on *Control and Prevention of Communicable Diseases from Animals to Humans.*	# guideline	1	-	-	-								x	x	x			
COMPONENT 3: DEEPENING UNDERSTANDING OF LINKING GARDENING TO IMPROVED HEALTH OUTCOMES																		
STRENGTHEN HEALTH / NUTRITION LINKAGES AND REFERRAL NETWORKS																		
Strengthen and Expand Garden Health Referral Networks																		
Establish working service linkages with health providers.	# linkages	150	-	-	-	x	x	x	x	x	x	x	x	x	x			
Update *Referral Guidelines.*	# guideline	1				x												
Update and distribute referral cards with information provided in the *Health / Nutrition Services Directory.*	# cards	3750				x	x											
Revise and disseminate community *Health and Social Services Maps*.	# maps	33	11	7	15			x	x	x								
EXPAND ACCESS TO IMPROVED HEALTH AND NUTRITIONAL EDUCATION																		
Expand Health and Nutritional Education Opportunities																		
Develop and integrate *Communicable Disease Prevention Section* with the *Hygiene and Education Guidelines.*	# guideline	1	-	-	-	x	x	x										
Update and disseminate *Health and Nutrition Guidelines* for Discussion Groups.	# guideline	1	-	-	-	x	x											
Organize health and *Health and Nutrition Discussion* experience sharing sessions.	# trainings	172	70	22	80			x	x	x	x	x	x	x				

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Conduct food preparation and preservation training and demonstrations at gardens.	# trainings	172	70	22	80				x	x								
Partner with IYCN to provide training in basics of infant and young child nutrition.	# trainings	3	1	1	1			x	x	x								
Complete, as necessary, Tuft's recommended nutrition focused activities.	TBD	-	-	-	-					x	x	x	x	x	x			
COMPONENT 4: BUILDING CAPACITY AND KNOWLEDGE OF IMPLEMENTING PARTNERS																		
PREPARE IMPLEMENTING PARTNERS FOR LONG-TERM GARDEN ENGAGEMENT																		
Improve Capacity of IPs to Plan for Long-Term Institutional Sustainability																		
Conduct training for IP directors and finance managers in *Grant and Financial Management.*	# trainings	33	11	7	15	x	x											
Conduct training for IP directors and technical staff in *Effective Outreach and Success Story* writing.	# trainings	33	11	7	15					x	x							
Conduct training for IP directors in *Planning for Operational and Financial Sustainability.*	# trainings	33	11	7	15									x	x			
COMPONENT 5: MONITORING AND EVALUATION																		
CONTINUE ACTIVE AND EFFECTIVE PROJECT MONITORING AND EVALUATION																		
Project Monitoring																		
Complete updating and developing of data collection and data management processes and forms for EOs.	# system	1	-	-	-	x	x											
Train EOs and staff in updated data collection processes and forms, as well as data quality assurance.	# trained	46				x	x	x										
Complete periodic field monitoring of gardens with EOs to ensure check data quality and processes.	# visits	9	-	-	-		x	x	x	x	x	x	x	x	x			
Develop a *positive garden behavior checklist.*	# guideline	1	-	-	-		x	x										

Activity	Unit	Year 4 Total Estimate	South Cluster Total	Central Cluster Total	North Cluster Total	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	Jul-12	Aug-12	Sep-12
Train IPs and EOs in *positive garden behavior checklist* and ensure proper utilization.	# trained	33	11	7	15			x	x									
Complete baseline follow on survey data collection	# reports	2	-	-	-					x					x			
Complete data collection for quarterly partner meetings.	# reports	4	-	-	-				x			x			x			x
Complete monthly reports / routine data collection.	# reports	10	-	-	-	x	x	x	x	x	x	x	x	x	x			
Complete quarterly reports.	# reports	4	-	-	-					x		x			x			x
Project Evaluation																		
Finalize Tufts external PIA evaluation. Publish / disseminate report.	# reports	1	-	-	-		x		x									
Complete household economic assessment. Publish / disseminate report.	# reports	2	-	-	-				x						x			
COMPONENT 6: COMMUNICATION, OUTREACH AND KNOWLEDGE SHARING																		
MAKE TOOLS, RESOURCES, KNOWLEDGE AND RELATIONSHIPS BROADLY AVAILABLE																		
Hold Targeted Learning Seminars and Knowledge Sharing Events																		
Conduct internal Tufts results meeting with project staff and USAID to share results of PIA.	# events	1	-	-	-		x											
Conduct external Tufts results meeting with broad audience to share results of PIA.	# events	1	-	-	-				x									
Conduct Southern Cluster Knowledge Sharing Event.	# events	1	-	-	-								x					
Complete outreach strategy and event framework for National Microgardening Contest.	# events	1	-	-	-						x	x	x					
Conduct *Water Systems Showcase* to highlight the program's investments in water technology and conveyance systems.	# events	1	-	-	-									x				

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Conduct *National Urban Gardens Knowledge Sharing Meeting*. Will serve as projects final meeting.	# events	1	-	-	-									x	x	x		
Effectively Communicate Project Information, Achievements and Lessons Learned																		
Develop, write and publish success stories.	# stories	10	-	-	-	x	x	x	x	x	x	x	x	x	x	x		
Develop and post blog success entries (Facebook).	# stories	100	-	-	-	x	x	x	x	x	x	x	x	x	x	x		
Publish and disseminate results of internal partnership assessment of JHU, WFP, LOL and FBP.	# reports	4	-	-	-	x	x	x	x	x	x							
Publish Program Final Report																		
Compile, write and edit, finalize, publish and distribute Final Report.	# reports	1	-	-	-								x	x	x	x	x	x
PROGRAM MANAGEMENT																		
Staffing / Personnel																		
New Chief of Party engaged in project.	# staff	1	-	-	-	x												
Workplan / Budget Realignment																		
Workplan / budget realignment submitted / approved.	# report	1	-	-	-	x												
Grant Management																		
Y4 Grant Proposals finalized / approved (transitional / core).	# grantees	51	-	-	-	x	x											
Y4 Core Grantee Implementation.	# grantees	33	11	7	15	x	x	x	x	x	x	x	x	x	x			
Y4 Transitional Grantee Implementation.	# grantees	18	6	4	8	x	x	x	x									

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Short Term Technical Assistance																		
Nicolas Parkinson - Communications, Outreach and Knowledge Sharing.	# Days	See Budget	-	-	-	x	x	x	x	x	x	x	X	x	x	x	x	x
TBD - Environmental Engineer.	# Days	See Budget	-	-	-		x											
TBD - Horticultural Nursery Expert.	# Days	See Budget	-	-	-		x	x	x									
Rahel Belete - Human Resources and Operations.	# Days	See Budget	-	-	-	x	x	x	x	x	x	x	X	x	x	x		
Alyson Lipsky - Monitoring and Evaluation.	# Days	See Budget	-	-	-		x		x							x		
Tom Cole - Participatory Training and Gardening.	# Days	See Budget	-	-	-		x						X	x				
TBD - Poultry Husbandry.	# Days	See Budget	-	-	-			x	x									
TBD - Pro-Poor Value Chain Expert.	# Days	See Budget	-	-	-					x	x	x						
Caesar Layton - Senior Management / Project Management TA.	# Days	See Budget	-	-	-		x				x					x		
Hilary Langer - Grant and Close Down Expert.	# Days	See Budget	-	-	-	x	x									x	x	
Mandefro Negussie - Urban Agriculture Policy.	# Days	See Budget	-	-	-	x	x	x	x									
TBD - Water Management Engineer.	# Days	See Budget	-	-	-	x	x	x	x	x	x	x						
TBD –Business and Marketing Expert	# Days	See Budget	-	-	-	x	x	x	x									

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Project Closedown																		
Complete Project Close down (see close down plan).	-	-	-	-	-											x	x	x