

Climate-Resilient Agriculture Webinar Series: Reflections and Resource Launch

Webinar 2: Resource launch



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Session Agenda

- 1** Welcome & Introductions

- 2** Resource Launch: Permagarden and Resilience Design Tools and Guidance Materials

- 3** Practical Aspects of Using the Tools

- 4** Facilitated Learning Opportunity

- 5** Reflections from an RD Training

- 6** Q & A

Today's Presenters



Lauren Pincus
PRO-WASH & SCALE
Consultant, Mercy Corps



Itoskit ITAMBWE
GAINS Livelihoods and Natural
Resources Management Deputy
Manager



Masasa Makwassa
UN WFP Regional Office
Tanzania



Jen Mayer
Climate Resilient Ag/NRM
Senior Advisor, Mercy Corps

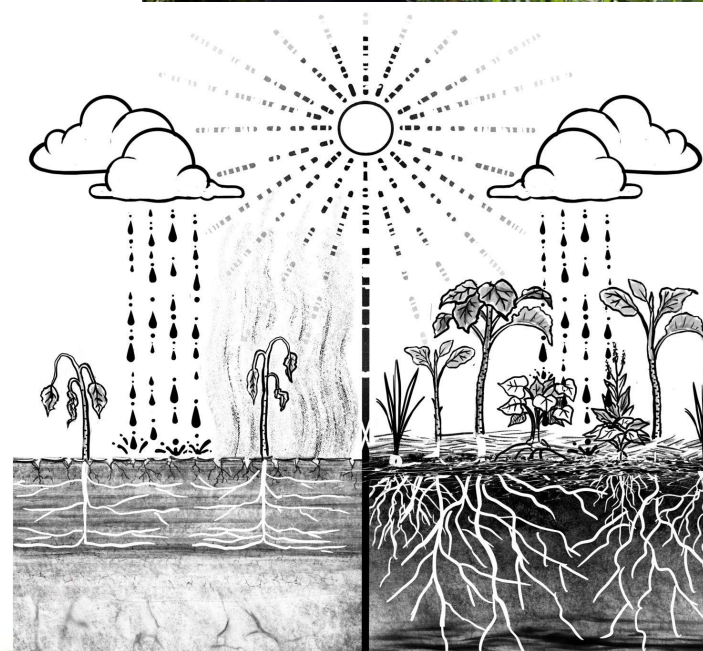
Resource Launch

Permagarden and Resilience Design Tools
and Guidance Materials



Permagarden Approach

- Used to build intensive household gardens
- Nutrition and income goals
- Participatory approach that engages whole household
- Emphasis on living soils, banked water in soils, and building biodiversity
- Integration of household waste and use of local resources



Resilience Design

- Used to stabilize hydrology and build natural resources across a household compound or landscape
- Community-level engagement
- Create food forests that provide year-round production
- Mitigate impacts of droughts and floods across landscape



PRO-WASH & SCALE Team and Consultants



Kristin Lambert

Technical Director – Ag, NRM, Markets,
& Livelihoods, Mercy Corps



Thomas Cole

Resilience Design Consultant



Warren Brush

Resilience Design Consultant



Andrea Mottram

Senior Director, Food
Security, Mercy Corps



Lauren Pincus

PRO-WASH & SCALE
Consultant, Mercy Corps



Jen Mayer

Climate Resilient Ag/NRM
Advisor, Mercy Corps

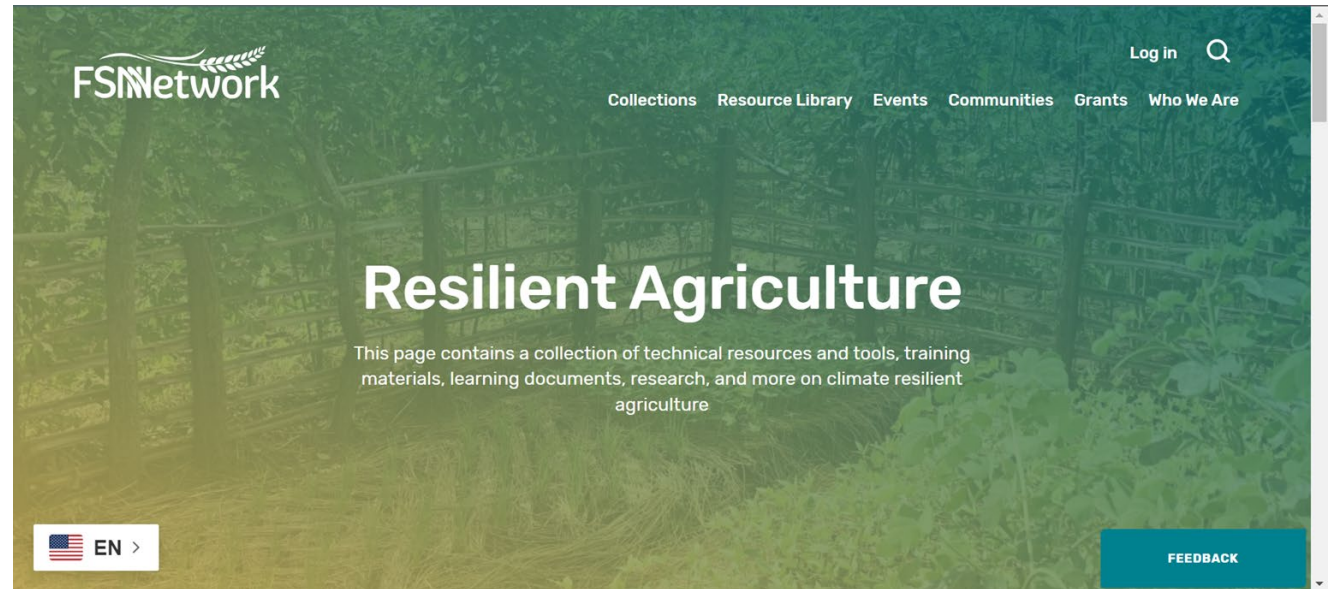


Elin Duby

Resilience Design & Social
Process Consultant

FSNNetwork

<https://www.fsnnetwork.org/SCALE/Resilient-Agriculture>



Resilience Design

Resilience Design (RD) in Smallholder Farming Systems is an approach that helps farmers and those who support them better understand their farming systems within their agroecosystems. Guided by a set of principles, farmers can develop a more integrated site design in relationship to their unique community and surrounding natural systems by identifying influences that affect their farms sites as well as external resources that can benefit the site. Farmers then adjust their farm design, ultimately building a more adaptive and productive farming system that is more resilient to the increasingly frequent and intense environmental and economic shocks and stresses that affect it.

▼ RD Technical Resources and Tools

▼ RD Training Materials

▼ Additional RD Resources

Permagardens

 EN >

FEEDBACK

Proposal

- Integrating Permagarden Approach: A Tip Sheet for Programs

Implementation

- Permagarden Technical Manual 3rd Edition
- Permagarden Foundations e-Course
- 3-Day Permagarden Training: 2nd Edition
- Resilience Design Facilitators Guide

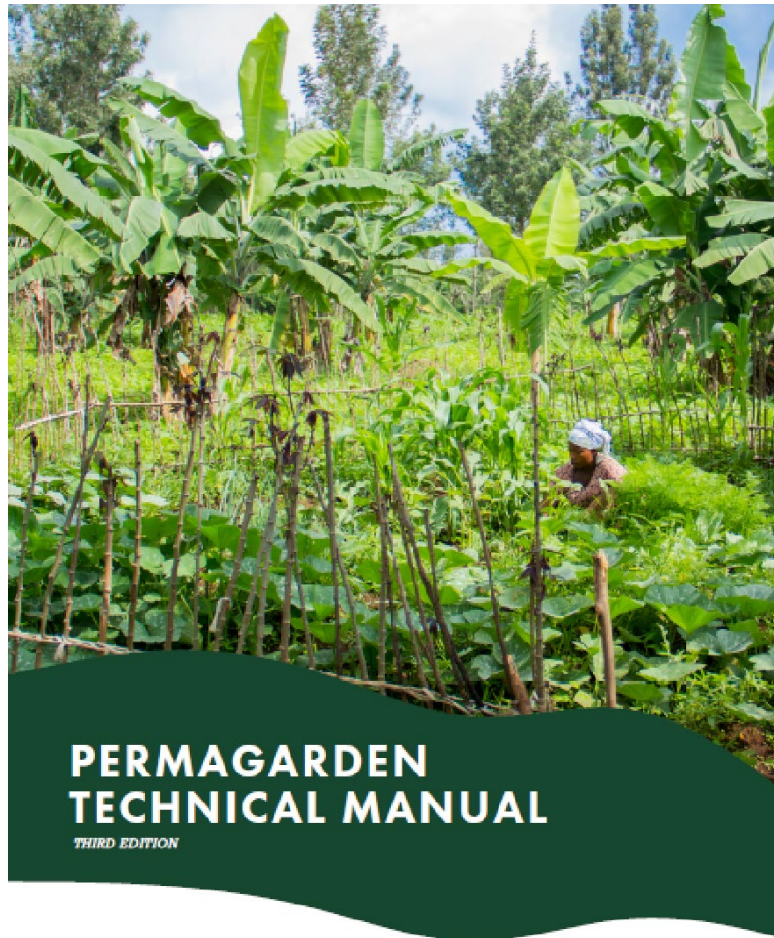
Monitoring

- Determining The Success of Your Permagarden: Permagarden Monitoring and Evaluation Tools

Learning

- How Permagardens and Kitchen Gardens Contribute to Household Food Security: An Assessment of Gardens in Nepal
- The Permagarden Pathway to Resilience & Food Security: Lessons in Scaling Up from Nepal and Uganda
- Assessment of the “Hill Approach”: a Resilient Agriculture Food Security Project in DRC
- Resilience Design for Water and Landscapes: The Story of The Sponge Village of Atego

Permagarden Technical Manual and E-course



FSN Network

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Permagarden Foundations Course

A nine-part course that explores the building blocks of a permagarden (managing water, building soil health, and improving biodiversity) and illustrates the cyclical process to develop and maintain a productive permagarden (observe, design, implement, and monitor).

Warren Brush, Mercy Corps

EN >

FEEDBACK

 **Session 1: What is a Permagarden?** **Permagarden Foundations Course**  
Watch later Share



SESSION 1
What is a Permagarden?
Watch on  YouTube

 **Session 2: How Permagardens Contribute to Household Resilience** **Permagarden Foundations Course**  
Watch later Share



SESSION 2
How Permagardens Contribute to Household Resilience
Watch on  YouTube





 **Session 3: Water Management for Garden Resilience**   Watch later  Share





SESSION 3
Water Management for Garden Resilience

Watch on  YouTube

 **Session 4: Building Living Soils**   Watch later  Share





SESSION 4
Building Living Soils

Watch on  YouTube

 **Session 5: Biodiversity**   Watch later  Share





SESSION 5
Biodiversity

Watch on  YouTube



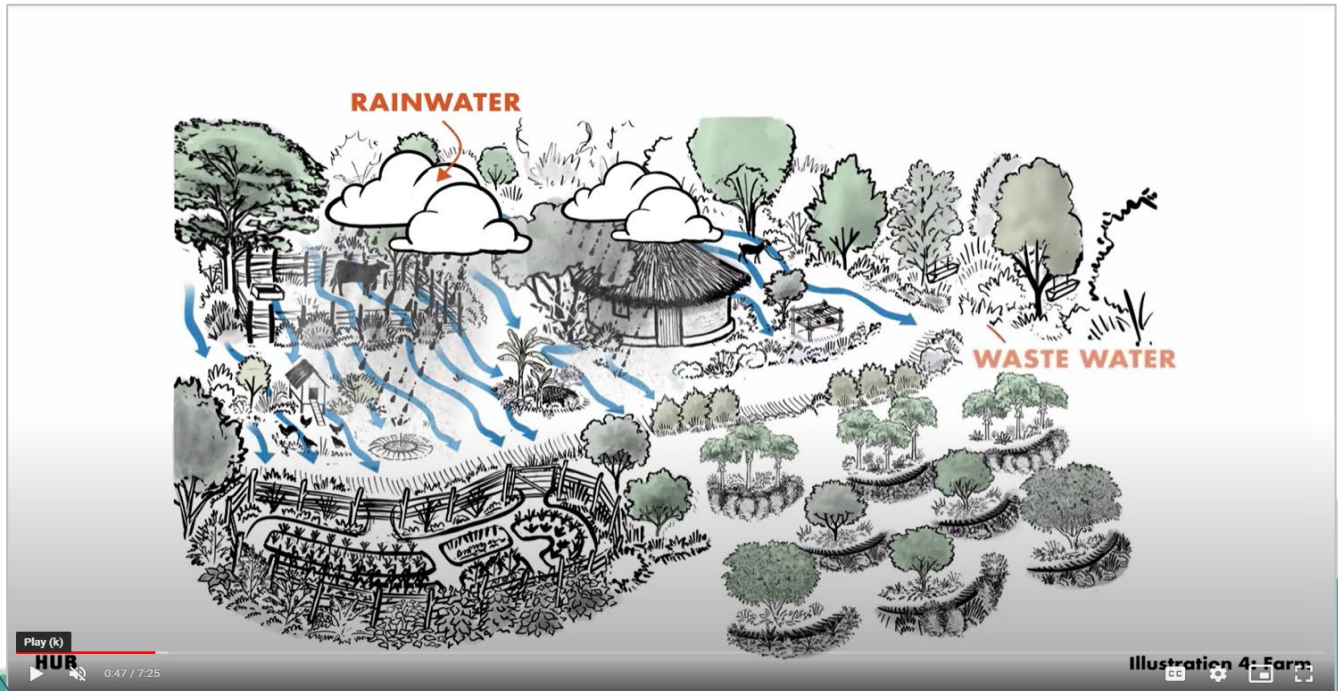
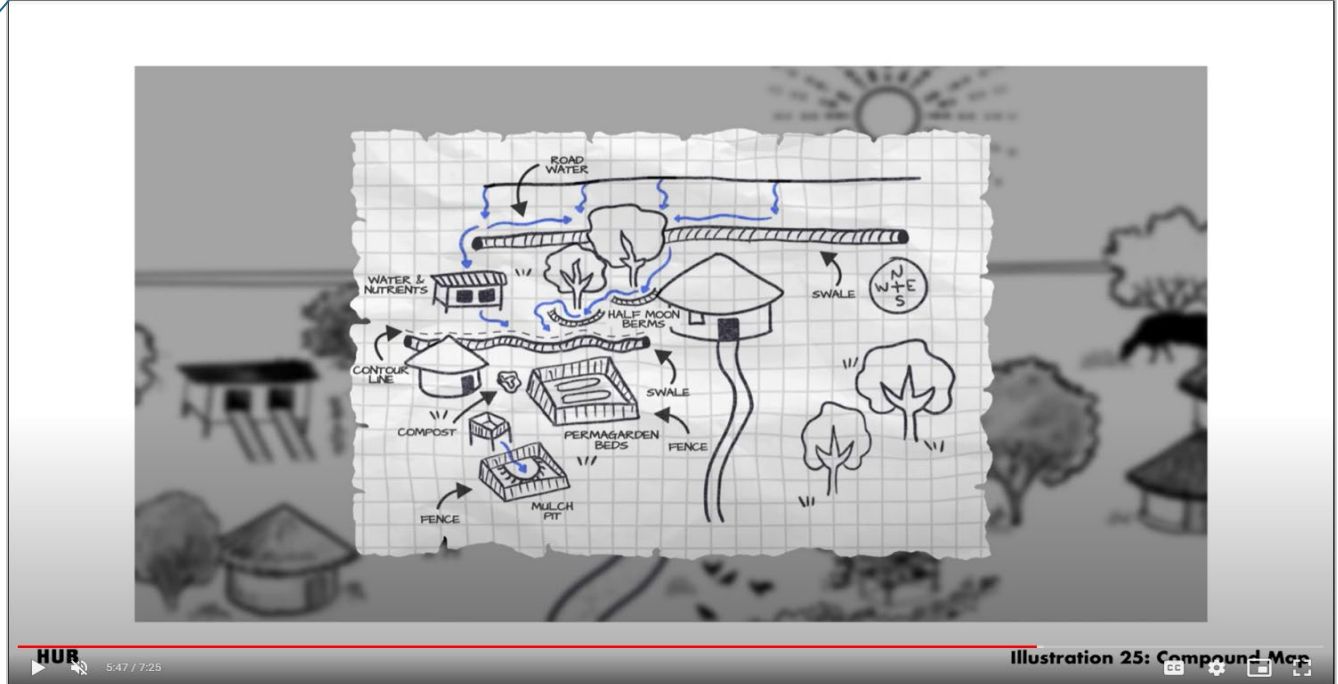

 Session 3: Water Management for Garden Resilience

 Watch later
  Share



SESSION 3
Water Management
for Garden Resilience

Watch on  YouTube



Permagarden Technical Manual, 3rd edition



SECTION ONE

Photo Credit: Evely Kuumuadi Nkomo, Mercy Corps, DRC

The Permagarden Approach

What is the Permagarden Approach?	5
Goals of the Permagarden Approach	8
Permagarden Minimum Standards	9
Scaling up with Resilience Design	10



SECTION TWO

Photo Credit: Thomas Cole, contracted by African Women Rising, Uganda

Building Blocks of a Permagarden: Water, Soil, and Biodiversity

Water Management	12
Soil Management	23
Increasing Biodiversity	30



SECTION THREE

Photo Credit: Thomas Cole, contracted by ICRAC, Chad

Four Steps to Developing and Maintaining a Permagarden

A Four-Step Process	37
Observe	38
Design	43
Implement	48
Monitoring and Feedback	55
Considerations in Emergency Contexts	58

Minimum Standards Checklist

Resilience Design Checklist

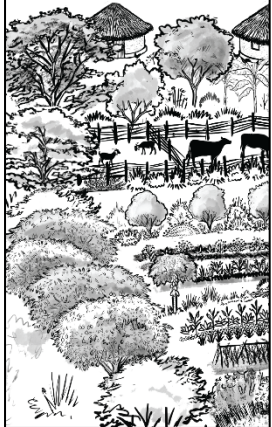
Name:																					
Date:	Transect #1					Transect #2					Transect #3					Transect #4					Notes
Location:	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1. DESIGN: Site has a context-specific design that optimizes resources and external influences.																					
2. WATER: Site has water harvesting strategies to slow, spread, sink and manage water.																					
3. SOIL HEALTH: Site creates a soil food web that supports sustained production and growth.																					
4. BIODIVERSITY: Site has diversity of plant, tree and animal species that work together to support overall health and production.																					
5. PROTECTION: Site's soil and plants are protected from any negative effects of people, animals, insects, disease, and other external influences.																					

3. SOIL HEALTH. Site creates a healthy soil food web that supports sustained production and growth.	
✓-	No soil improvement strategies. No compost pit. Beds shallow (<40 cm) and off-contour, with 0-1 soil amendments. No mulch. Farmer only uses inorganic fertilizers or pesticides. Plants show visible stress. Brix reading is below average for the specific crops.
✓	Some use of soil improvement strategies. Compost pit filled with organic materials from regular sweeping of compound. Trees in compound mulched. Animal droppings placed into tree basins. Beds on contour and >40 cm deep. 2-4 soil amendments used. Mulch present. Farmer has single biofertilizer strategy (e.g., compost teas to fertilize crops). Brix reading is average for the specific crops.
✓+	Multiple, separate pits in compound for trash and organic materials. Compost soil used in permagarden beds and tree basins. Beds > 50 cm in depth with +5 soil amendments. Top 10cm of beds fertilized with compost before each planting. Shade structures protect plants and water. Area mostly mulched. Farmer practices intercropping and crop rotation. Farmer makes their own liquid biofertilizers. Brix reading above average for the specific crops.
*	Farmer grows plants to use as garden amendments. Compost pits linked to water harvesting structures to ensure adequate moisture, with food scraps, kitchen waste and organic materials regularly added. Farmer applies multiple fertilizer strategies (foliar feeding, root drenching, layering of mulch materials). Brix reading is at the top of the scale for the specific crops.



RD Facilitator's Guide

Resilience Design Training Facilitator Guide



D1. Building and calibrating an A-frame

60 mins

Why is this activity important?

This exercise introduces farmers to an A-frame, which is a tool that helps find the contours hidden from our eyes within the landscape. A-frames can be constructed by farmers using locally sourced materials. This exercise equips farmers with an easy-to-use tool that can help them manage water and protect soil on their own farms.

Learning objectives	Participants will be able to... • Construct and calibrate an A-frame
Time	60 minutes
Tools and Training Materials	<ul style="list-style-type: none"> Materials to make A-frames <ul style="list-style-type: none"> Enough 2m x 5cm x 5cm (or thinner) pieces of lumber, branches, or bamboo to make an A-frame for each group of 4-5 participants. Strips of used rubber from the inner tube of car or bike tires 50-100g of nails String that is a minimum of 10m (polypropylene rather than jute) Hammer Saw If possible, bring enough materials to make an A-frame of your own.
Preparation Needed	Practice making an A-frame. Gather all the materials.

Facilitator Instructions

STEP 1. Begin the session by asking participants what they know about contours. Encourage a diversity of voices to share. Make sure the session is a safe space for all.

- Resilience is the ability to "bounce back" from a threat
- RD farmers make sure the needs of their crops (food, income, etc.) are met
- When we carefully assess our landscape, we can find the resources that help us meet the needs of our crops

STEP 2. Check in with farmers about the landscape and ask a few volunteers to share something specific they know about their farm.

- What did you notice about water and nutrient flows?
- Did you notice areas on your farm that are more exposed to erosion?
- Are there places on your farm that are protected from erosion? What kind of protection is that?

Session D

STEP 3. Introduce the activity:

- We have seen that RD farmers are able to save water in their soil so their crops can use it more efficiently.
- When we did the sponge demonstration exercise, we saw how digging ditches that follow the landscape helps us slow, spread, and sink water into our soils. (If possible, inspect the squares done previously for any residual moisture.)
- It is impossible to see contours on our own, so we need a tool called an A-frame to help us see contours on the land. A-frames are made with locally available materials.

STEP 4. Go through the materials with the participants. Ask participants where they can find each material locally. Model how to put the A-frame together.

STEP 5. Divide participants into groups and give each group 30 minutes to construct an A-frame.

STEP 6. Demonstrate how to calibrate an A-frame in front of the group and then ask participants to get back into their groups to calibrate their own A-frames.

STEP 7. Conclude the activity by telling participants that the next activity will be using the A-frame to practice marking the contour lines. These will be important for informing us where to place earthworks in the farm design.

FACILITATION TIPS

As the A-frames are being made, walk around to ensure that participants are constructing their A-frames correctly. Make sure each participant where they can find the A-frame around their own farm.

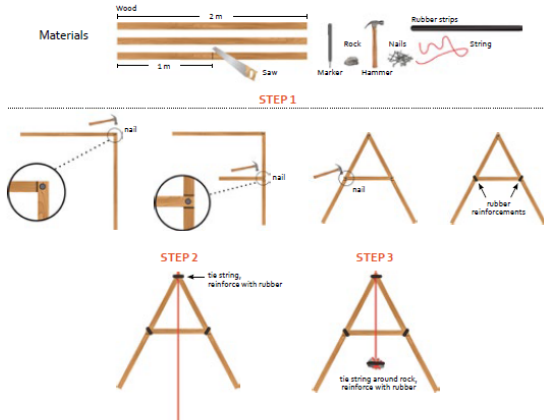
If time allows, challenge participants to make a second A-frame using the materials they find around their farm (sticks, rocks, etc.). This reinforces the idea that A-frames do not need to be made with specific materials.

FACILITATOR NOTES

How to build an A-frame

- STEP 1**
- Build the A-frame by making the "A" with the wood
 - Secure connections with nails and/or rubber (make sure to stretch the rubber tight)
- STEP 2**
- Tie a piece of string or twine at the top of the "A" and ensure that it hangs straight down. Secure it tightly with a piece of rubber.
- STEP 3**
- Find a stone to serve as a weight. Tie it securely with the string or rubber strip so it does not slip and so it hangs 5-6 cm below the crossbar of the A-frame
 - Be sure the crossbar is smooth at the areas that intersect the string (i.e. no bumps, splinters, or holes)
 - Inner tube rubber can be used as a final wrap to help secure the string to the A-frame, as well as the string to the rock. This ensures the string does not become loose when used in the field. Rubber can also be used to strengthen where the pieces of wood have been nailed together.

Note: For larger field-level use, A-frames can have a 2 m wide spread between the legs. For household use, A-frames can have a 1 meter or less spread between the legs.



Session D

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Session Overview

Every farm is different and needs its own design to become more resilient. In this session, participants will learn a set of questions that will guide them as they plan what earthworks they will use. Using a simple tool called an A-frame, participants will learn about the concept of "on contour" and how working with contours can slow, spread, and sink water on their farms. Participants will then practice building three primary kinds of earthwork structures on the demonstration farm.



Learning Objectives

Participants will be able to...



1. Build and calibrate an A-frame
2. Understand the concept of "on contour"
3. Plan the earthworks design for a site using six design questions
4. Survey and mark contours within the landscape and dig three primary kinds of earthworks

Session D Activities	Methodology	Tools and Training Materials	Timing	Page
D1 Building and calibrating an A-frame	Practical activity	<ul style="list-style-type: none"> A-frame materials Hammer Saw 	60 mins	38
D2 Understanding contours and using earthworks to control erosion and slow, spread, sink, and manage water	Demonstration + Discussion	<ul style="list-style-type: none"> A-frames Pegging materials Hoes Shovels 	40 mins	42
D3 Planning the earthworks design	Discussion + Walk	<ul style="list-style-type: none"> Flipchart and markers 	30 mins	44
D4 Creating an earthworks design map	Discussion	<ul style="list-style-type: none"> Flipchart and markers Maps of the demonstration farm from Session C 	60 mins	46
D5 Marking out the earthworks design by surveying and pegging	Practical activity	<ul style="list-style-type: none"> A-frames constructed in D1 Pegging materials 	45 mins	48
D6 Constructing earthworks	Practical activity	<ul style="list-style-type: none"> A-frames constructed in D1 Shovels Hoes Mulching materials 	1-2 hours	50


Session D

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Additional Resources for Program Teams




Integrating Permagarden Approach: A Tip Sheet for Programs



Incorporating Permagarden Approach into your next proposal

November 2022



Determining the Success of Your Permagarden

PERMAGARDEN MONITORING AND EVALUATION TOOLS



Program staff often promote permagardens as a means to boost household income, nutrition and other outcomes, but how can they know if these gardens are having the desired effects? This document is intended to guide program staff in monitoring and evaluating the permagarden component of a project. It contains helpful tips and reminders for how to conduct Focus Group Discussions (FGDs) and surveys with project participants. It also includes example data collection tools that can be modified to suit the desired learning questions and project environment.

CONDUCTING A FOCUS GROUP DISCUSSION

WHY CONDUCT AN FGD

An FGD can be a fast and convenient way to collect qualitative data to better understand how a project is progressing or why certain outcomes have occurred. The information collected from an FGD is best used to understand why something is happening or how people feel about a particular course of events. This can often be a valuable complement to the quantitative information gathered from a survey.

When deciding whether or not to do an FGD as part of your M&E process, first discuss with your team what they want to learn, and then formulate the learning question, or set of questions, that will guide your data collection process. At this point it is possible to decide whether an FGD is appropriate or not. FGDs are best for answering learning questions that seek to better understand the factors or conditions responsible for a behavior,

outcome or social norm. These questions often contain the word "why" or "how come."

PROCESS FOR CONDUCTING AN FGD¹

WHO: In addition to carefully selecting the FGD questions, think about who it is important to collect information from. Different participant types can each offer a unique perspective. Examples of participant types include: female, male, or youth participants; extension workers; market chain actors; local officials; and other project stakeholders. You may also consider conducting FGDs with non-participants in order to compare their circumstances and opinions with those of participants. Consider also the best way to group participants so that existing power dynamics or gender norms do not prevent certain voices from being heard. It may be necessary to have women-only FGDs or to hold separate discussions with local officials so that participants can speak freely about their experiences. For convenience, M&E staff often organize FGDs so they are composed of people who live close to each other and have done project activities together; however, participants may be more inspired to share personal information and sensitive opinions if they do not know each other. For this reason, consider organizing FGDs with participants who have not completed the program together. By conducting FGDs with a variety of actors, more insights can be collected that will help answer the learning questions.

Before holding any FGDs, it is important to review the informed consent procedures required by your institution or project partners. It might be necessary to get verbal or written consent from participants before collecting

¹ Krueger, R. (2002). Designing and Conducting Focus Group Interviews. University of Minnesota. <https://www.aisi.edu/bac/Krueger-FocusGroupInterviews.pdf>



THE PERMAGARDEN APPROACH | Determining the Success of your Permagarden 1

Using PG Checklists: FSP Experience

Itoskit ITAMBWE

Livelihoods Team Leader FSP-ENYANYA





Bailleur

USAID – BHA
Bureau d'aide
humanitaire



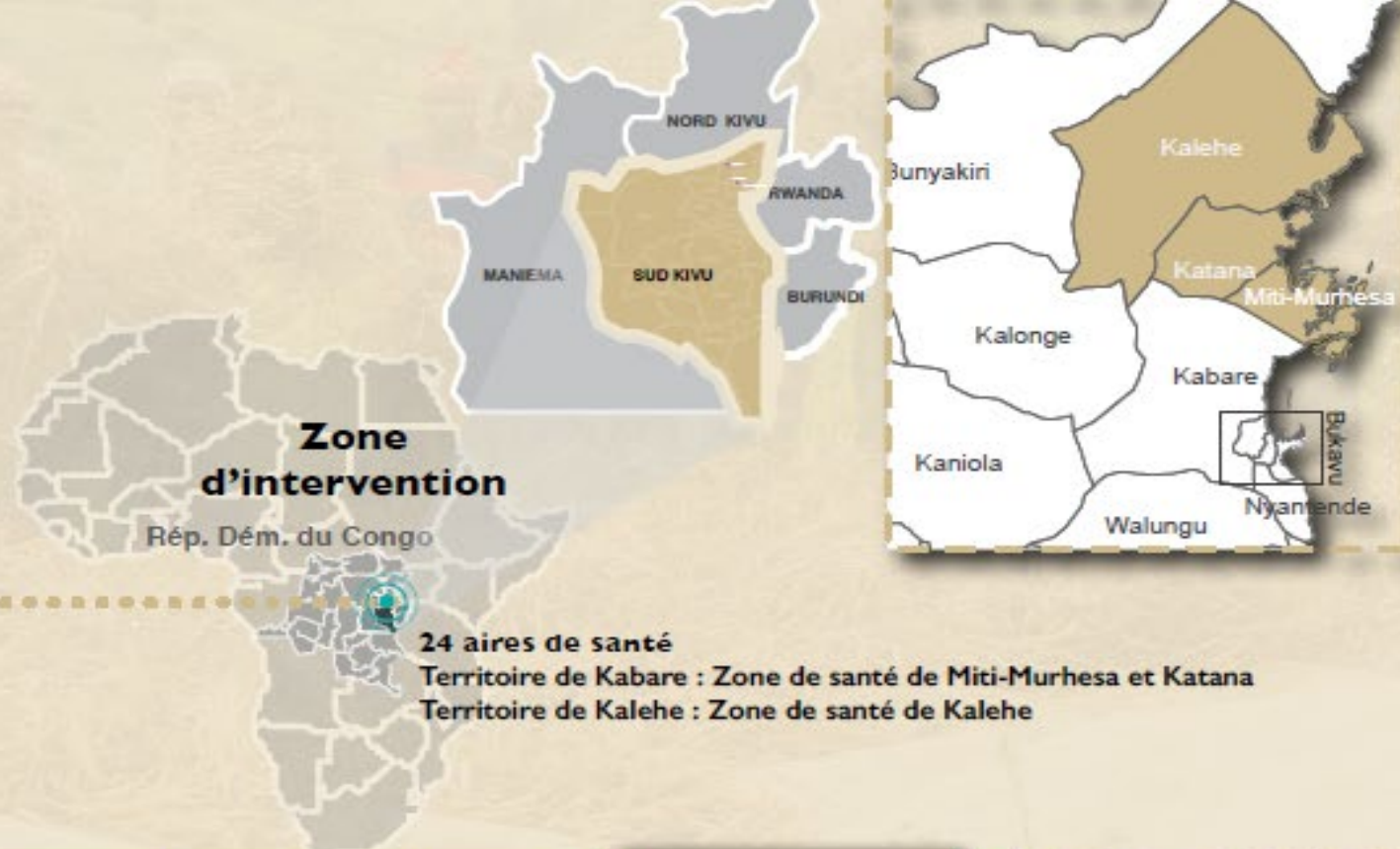
Objectifs

Améliorer
la sécurité alimentaire
et nutritionnelle et le
bien-être économique
des ménages vulnérables
du Sud-Kivu



**Participants
ciblés**

51,660 ménages



OBJECTIFS

Objectif 1 : Développement de l'agriculture et des systèmes de marché

Accroître le revenu des ménages vulnérables malgré l'exposition aux chocs et aux contraintes

Objectif 2 : Santé, nutrition et Wash

Améliorer l'état nutritionnel des enfants < 5 ans, des femmes enceintes, allaitantes et en âge de procréer

Objectif 3 : Gouvernance locale

Soutenir les initiatives locales en faveur de la stabilité et du développement pérenne et inclusif

**Genre
Jeunesse**

**&
SBCC**

(Changement social
et comportemental)

Volet transversaux



Permagarden Activities



Objective : improve the nutritional status of pregnant and breastfeeding women and women with children under 5
Intervention Strategy - Permagarden

❖ Phase 2:

PSP model for Permagarden Extension Agents and their connection to agrodealers

Promotion of traditional, nutritious and drought-resistant seed varieties

❖ **Total number of permagardens installed: 23,917/4,679 spontaneous.**

Examples of PG Checklists developed by FSP

B Productive Practices

- | | |
|---|---|
| 1 | Les jardins bien installés et adaptés |
| 2 | La replantation dans les jardins de case [les plate-bandes bien préparées, le niveau bien mesuré, bonne plantation] |
| 3 | Une clôture adéquate pour protéger le jardin contre les animaux |
| 4 | Les matières vivantes de protection plantées dans la clôture |
| 5 | Les matières vivantes plantées dans la clôture sont bien gérées et entretenues |
| 6 | Le double creusage des plate-bandes bien fait avec enrichissement du sol |
| 7 | L'utilisation des matières enrichissantes locales [la bouse, le compost, la cendre, les os, les charbons, les feuilles vertes et les feuilles mortes] |
| 8 | L'utilisation du paillage pour protéger les plate-bandes et les contours [des feuilles mortes, feuilles vertes, herbes vertes et sèches] |

C: Suivi des résultats

Nombre de pratiques productives observées [sur 25]

Index de points (score standardisé de 0 à 100)

Pendant les derniers 7 jours, combien de jours la famille a-t-elle consommée des produits du jardin ?

Quel montant cette famille a-t-elle obtenu après la vente des produits du permagarden du mois passé ? Veuillez mettre zéro si la famille n'a rien vendue.

Interpretation of Results

USAID **Checklist traduite en langue locale**

Kiasi Nini ina pashwa fanyika ili ikuwe nzuri?
Nzuri Nini ina pashwa fanyika izidi kuwa izidi nzuri?

	1	2	3	4	5
1 Bustani iliyowekwa vizuri mahali panapo stahili	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Kupanda upya katika bustani za nyumbani [vitanda vya mimeya vilivyotayarishwa vizuri, kiwango kilichopimwa vizuri, upandaji mzuri]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Lupango wa kutosha kulinda bustani ya mboga kwa wanyama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Nyenzo za kuishi zilizopandwa kama lupango kwa kutunza bustani ya mboga	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Nyenzo za kuishi zilizopandwa kwenye lupango husimamiwa na kutunzwa vyema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Kuchimba mara mbili kwa vitanda vya mbegu vilivyofanywa vizuri na uboreshaji wa udongo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Matumizi ya vifaa vya asili vya kurutubisha [kinyesi, mboji, majivu, mifupa, makaa, majani mabichi na majani yaliyokufa]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Matumizi ya matandazo kulinda vitanda vya mbegu na kingo [kutoka kwa majani yaliyokufa, majani mabichi, kijani kibichi na nyasi kavu]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Kupangwa vizuri kwa mimeya inayopandwa kwa mustari ama kwa triangulo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Ganrani linalowekwa na kutumika kukusanya mabaki ya viembe za kutoka kwa kazi za nyumbani	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Matumizi ya maji machafu [maji ya kuoga, maji ya jikoni, maji yanayotumika kunawa mikono] kulisha mimea tulio nayo nyumbani.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Kusimama maji safi ili mimea ipate ya kutosha	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Uwekaji wa mtaro wa mikia na visima vidogo vya kukusanya maji	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Uwekaji wa mimeya ya kudumu kuzunguka visima vidogo vya visima vidogo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Kutumiya cadire A kwa ku fanya njia za maji	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Mimea ya kudumu au ya kila mwaka iliyopandwa ndani au karibu na bustani ya nyumbani	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Aina mbalimbali za mimeya yaliyopandwa kwenye bustani ya nyumbani	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Kupanda mimea mipya na kulinda mimea ya zamani zenye malengo mengi katika bustani ya mboga	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Mbinu za kukamata maji litumika vyema kwa mimea yote kwenye shamba	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Zoezi la mzunguko wa mazao	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21 Kufuatiliya vidudu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Udhibiti wa tauni au mbolezo (Uchafu au ya ki majimaji)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Uchaguzi mzuri wa mbegu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Upaliliyaji ndani na nje ya bustani ya nyumbani	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Kipimo ya bustani ya boga	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Alama umepata kisha ucunguzi

125

Shunguza kila miezi tatu

60 Mabaya

62.5 Kiasi

125

100

125 Nzuri

- Data collected monthly and digitized with the COMMCARE application by the program team
- Quarterly analyses by the MEAL team and shared with the program team
- Dashboard visualization and assessment of data evolution
- Feedback to permagarden extension agents and development of action plans with AEPs

Permagarden Results - January 2021



Family food diversification: 99% of participants declared that their diet and that of their household were more diversified thanks to the production of their permagardens



Fewer cases of anaemia and fewer consultation visits for children



More savings and investment within households: selling produce, saving on vegetables, and reducing healthcare costs

Participants invest their savings in income generating activities or VSLAs



Social impact: part of the harvest is donated to neighbors and relatives, strengthening the bonds of community solidarity.

Challenges, Successes and Lessons Learned

Lessons Learned

- Inclusion: Involvement of all household members, especially men
- Local seeds are preferred
- Define clear, quality monitoring using PG checklists.

Challenges

- Limited access to water was seen as an obstacle to permanent vegetable production in some areas, especially during the dry season

Successes

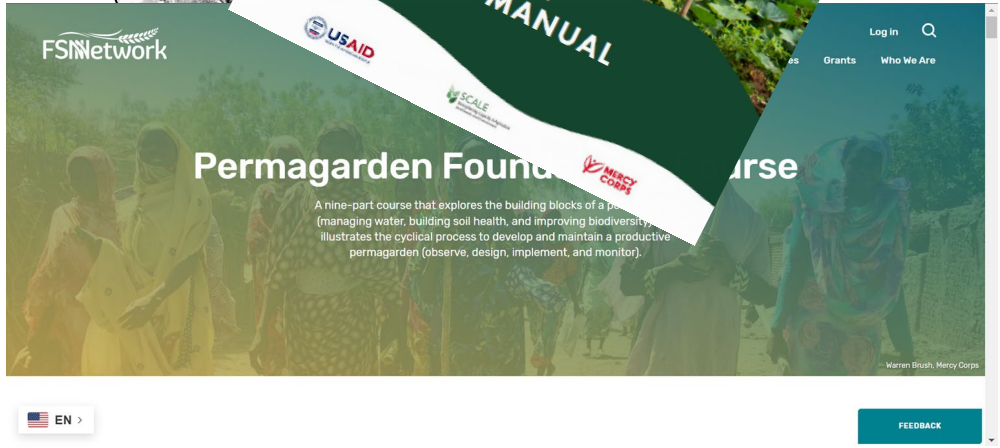
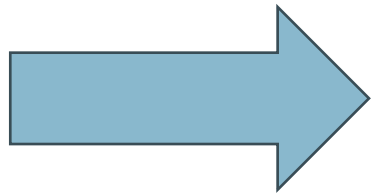
- Understanding participants' nutritional and commercial interests before introducing PGs
- Spontaneous permagardens in the area (4,679 in 8 quarters)



Merci.

Facilitated Learning Opportunity





Facilitated Learning Opportunity

- Sign up sheets circulating early next year through our newsletter
- BHA and non-BHA funded projects eligible
- Open to interested individuals (with supervisor support) and multiple team members
- English and French options



Facilitated Learning Opportunity

Course Outline

The Permagarden Foundations Course includes 9 sessions:

- **Session 1:** What is a Permagarden?
- **Session 2:** How Permagardens Contribute to Household Resilience
- **Session 3:** Water Management for Garden Resilience
- **Session 4:** Building Living Soils
- **Session 5:** Biodiversity
- **Session 6:** Developing and Maintaining a Permagarden, Step 1: Observe
- **Session 7:** Developing and Maintaining a Permagarden, Step 2: Design
- **Session 8:** Developing and Maintaining a Permagarden, Step 3: Implement
- **Session 9:** Developing and Maintaining a Permagarden, Step 4: Monitor



In-person visits depending on interest



Join us!

Website:

www.fsnnetwork.org/prowashandscale

Email: prowashandscale@savechildren.org



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Reflections from an RD Training

Masasa Makwassa, WFP Tanzania





RD Trainer-of-Trainer's Certification Course

*Palabek Refugee Settlement,
Northern Uganda
With African Women Rising*

Q & A

Thank you! | Merci

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