



**RESILIM-O:  
Resilience in the Limpopo Basin  
Program – Olifants**

**MILESTONE 1: INCEPTION REPORT**

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**under the  
Lower Olifants catchment  
Agricultural Support Initiative (AgriSI)**

**Implemented by**

**mahlathini**  
development foundation

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## Outline

An inception planning session was held for all staff from AWARD, MDF (Mathlathini Development Foundation) and SOL (seeds of Light) involved in the process on 27 and 28<sup>th</sup> October. The purpose was to complete all inception plans. Annex 1 contains the programme and attendance register.

The process included revisiting the proposal and aligning the framework of implementation there with the deliverables and milestones in the implementation framework as a starting point to develop a detailed activity plan for the period. Also included were the M&E (monitoring and evaluation) planning; the project management process; procedures and protocols; and the media and communications plan.

## Participants

SEEDS OF LIGHT: Wendy Fraser, Penelope Colly ([Penelope.colly@gmail.com](mailto:Penelope.colly@gmail.com)), Nick Vorono, Trygive Nxumalo

MAHLATHINI: Erna Kruger, Sylvester Selala

AWARD: Richard Hatfield, Bigboy Mkhabela, Julia Williams, Ancois de Villiers, Derick du Toit, Sharon Pollard

## Contents

This report contains the following sections:

1. Work plans (overall project as well as upcoming milestone detailed plan).
2. Activity implementation timeline.
3. Project management plan.
4. Monitoring, Evaluation, Reporting & Learning (MERL) plan.
5. Media and communications strategy.
6. Sub-grant procedures and protocols.
7. Action points and further decisions going forward.

## 1. WORK PLANS

### Project work plan

The project activities work plan for the duration of the assignment (14 months running from November 2016 to December 2017), including allocation of days between the two main field officers (Sylvester Selala of MDF and Trygive Nxumalo of SOL), and organised according to Milestone periods, can be found in Annex 2.

### Upcoming milestone period work plan (November-December 2016)

It was agreed that the schedule of Project Milestones will dictate the planning schedule for detailed work planning. As such, detailed activity planning was carried out for the next upcoming Milestone (November-December 2016).

At the same time, a periodic planning and review schedule was incorporated within each Milestone period. It was agreed that two forward planning sessions (see purple boxes) and two progress review sessions (see pink boxes) would take place each month.

Both of these can be found in Annex 3.

## 2. ACTIVITY IMPLEMENTATION TIMELINE

A summary of activity sets' timeline can be found in Annex 4

## 3. PROJECT MANAGEMENT PLAN

Implementation planning is to coincide with the milestones and a project implementation committee consisting of all field based and management staff will meet at the end of each milestone (bi-monthly) to do a review and planning session, work on progress towards indicators, compilation of monitoring report and progress reports.

Monthly reports will be compiled by the field team (BB, Trygive, Sylvester, Nick, Penelope) using the Monthly Assessment Form (See Annex 6). And full monthly reports are to be submitted by Erna Kruger to AWARD by the 5<sup>th</sup> of each month.

### Reporting process

- Baselines; group and individual/homestead
- B2O reports; for each event (field team) (see Annex 7)
- Monthly planning calendars and activity plans
- Monthly team review summaries (field and management team) - MERL
- Monthly reports (management team)
- Garden monitoring forms (local facilitators and field team)
- Farmers self-assessment group process (2x/yr) (farmers, local facilitators, field team)
- Open days

### Summary of project implementation process

- In each of the five chosen villages for which the VSteep contextual assessment has been done, namely
  1. Mabins A (Botshabelo) and Mabins B
  2. Willows
  3. Finale
  4. Oaks
  5. Lepelle (and perhaps Tswenayne, resources allowing)
  - Undertake a baseline and visioning process which includes development of scenarios for defining objectives and then implementation planning of climate change adaptation strategies as well as identification of local innovations for further support and development
- Set up learning groups (15-25 participants) and choose a local facilitator using volunteers, community level criteria and implementation team criteria.
- Learning group participants need to be within walking distance of one another and will work together as a social support system. Meetings and learning sessions are

held at participants' homesteads. The venues are rotated and peer reviews and monitoring sessions are held at the start of each gathering.

- 3 Days of training in soil and water conservation, gardening techniques (soil management) and nutrition and diversification is provided for each learning group
- Participants undertake;
  1. individual farmer level experimentation processes.
  2. work together on joint activities identified by the group for broader scale rehabilitation and SWC (soil and water conservation).
  3. undertake technical innovation demonstrations at collaboratively chosen homesteads such as rain water harvesting and storage structures, small green houses and micro drip irrigation systems.
  4. have monitoring sessions to check how the implementation is going from time to time (bi monthly).
  5. cross visits to other villages doing similar work.
  6. open days and stakeholder involvement of for example the Ground Truth team, the Local municipalities etc to engage in the CC adaptation processes the participants are working with.
- Local facilitators support learning groups by doing garden visits and support for each participant every month, to help with implementation of farmer experiments and also do garden level monitoring. They provide a link between AWARD and community and assist with setting up meetings and processes, arrange for joint working activities, help to identify the sites for technical innovation demonstrations, provide logistical support and also provide a channel for feedback from the community regarding process and implementation. They work 8-10 days per month and receive a stipend of R200/day. Local facilitator will also come together for further learning and monitoring sessions between themselves and be provided with opportunities for deepening their own practice through cross visits.

## 4. MONITORING , EVALUATION, LEARNING AND REPORTING (MERL) PLAN

### Draft framework & indicators

(See Theory of Change for targets and overall indicators in Annex 6)

In addition, regular (monthly) summaries of progress using the following indicators will be made:

Indicator	Overall target
No of participants in learning groups	100
No of learning groups	5
No of local facilitators	5
Percentage of participants engaged in CC adaptation responses	1-2 (45%) 2-3 (25%) >3 (10-15%)
No of participants experimenting with new innovations	
-local	15
-co-designed	45
No of participants showing increased knowledge	80

Percentage of participants engaged in collaborative activities	45%
Percentage of participants with improved livelihoods -increased availability of food -increased income -increased diversity of activities and livelihoods options	40% 5% 5%
Qualitative assessments; -stakeholder engagement -Increased understanding and agency to act towards increased resilience - Adaptation and innovations into local context -Potential for increased resilience -Social engagement	Stories, case studies, photo diaries, collaborative work catalogue

## Baseline

- **A baseline interview:** (homestead assessment form – Annex 6) that gives an indication of present situation and implementation (not a full livelihoods questionnaire, but includes some aspects of livelihoods).
- **Facilitator observation checklist:** Interviewers/ facilitators assist the household participant to draw a homestead land use plan with present practises and flag issues and potential innovations (what they are thinking of doing now) for the household. In addition, they make certain observations that are needed for the overall planning processes
- **Homestead drawing:** This shows the whole homestead and present infrastructure, gardening, water flow, erosion, other SWC management issues and present innovations and or activities (e.g. jo-jo tanks, boreholes, furrows, orchard, etc.). This will be returned to the participant in a plastic sleeve once copies are made- so that they can use that for planning their experimentation.
- **A baseline report:** Compilation of information from the group level climate change assessments, five fingers, scenario development and design of CC assessment sheets

## Ongoing monitoring

- **Garden monitoring form (Monthly):** To be filled in monthly for each participant by and with the local facilitator to assess CC adaptation and gardening implementation. These compiled with photographs of the garden into
- **Photo diaries (quarterly):** Summary compilation of profiles of participants, along with photos that are used to compile photo diaries (for media and communications dissemination)
- **Stories or case studies (2-3):** Within the themes of managing adaptively, thinking systemically, innovation towards positive change, self -organisation leading to collective action and learning together. (for media and communications dissemination)
- **Catalogue of collaborative action:** All collaborative work to be recorded into short visual reports for sharing with other stakeholders and between villages
- **Group reflections and open days (x5):** Using the cc assessments and plans review progress and also level of change and impact- incorporating defined indicators
- **Team reflections (monthly):** Reflection on CC adaptation using indicators alongside general progress, issues, learning and planning. (project implementation committee)

## Evaluation

- Progress reports (x6) and final report - based on project deliverables and milestones.

Upon close out a final close out report stating zero continued financial responsibility from USAID will be written

## 5. MEDIA AND COMMUNICATIONS STRATEGY

The function is largely around communicating the information from the sub-grant to AWARD. MEDIA: media desk, clips, newspaper stories, small handbooks, (Portfolio of farmers). People's Weather for example is making a series of stories and will link into this project as well.

The particular area of practise with its indicators need to be communicated as stories (successes, challenges -video clips). The elements of this reporting will be provided by AWARD.

The M&E – MERL plan go together. In monthly reports we need to put in information about the type of information this is – can some go to newspapers, articles etc.

Who will we be communicating with? Need to decide on the partners for this...

- SADC countries and issues here; board messages
- Interested audiences: Government departments, Municipalities – and messages to communicate
- Involved audiences; those interested and linked as stakeholders; Local economic development desk, traditional authorities, water users associations, – messaging strategy
- Committed audiences – farmers we are working with. – are we producing handbooks and handouts, other tools and PRA materials for example-personalised niche messaging

### Products and Tools

- Digital: websites available – page of the project – new stories interesting things – “Our Olifants” – is a social media platform for all role players. Civil society can put on their own information
- Digital: AWARD website is more formal and required
- Printed; booklets, briefs, flyers (not really for farmers) calling cards, banners, pullups, reports, maps, ad hoc materials and support:
  - o Project brief/overview needs to be produced 4-8 pages – explains with pictures (Objectives, who you working with...)
  - o Reports; USAID branding; disclaimer, acknowledgements – public consumption not the standard reports....may be at the end of the contract...
  - o Monthly reports; just summaries
  - o Quarterly report and annual reports - M&E report

- Photos and profiles; stakeholder profiles (to go back to the farmer and track her story) – the champions- local facilitators. *-Folders on the computer... all photos must be properly captioned.*
- Photos of the catchment; context river, soil, mountain, rain, farming...
- User generated content; farmers, stakeholders
- Media: Phidilis will run this; media releases, special features (People's Weather)
- Indicator protocol sheets (No's per quarter) ----Get from DERICK

Print, electronic media and publicity products are required outside of the monthly, quarterly, etc. reports, aligned very closely to the M&E budget (commitment).

### **Proposed products**

- Photo diaries
- Case studies
- Catalogue of collaborative actions
- Open day and group reflection reports

### **Marking and branding**

Marking and branding will follow provisions in Section M2 of the USAID FAA Standard Provisions as appropriate.

## **6. SUB-GRANT PROTOCOLS AND PROCEDURES**

- Overall, post-award administration requirements were presented and clarified by AWARD; in addition to standard operating procedures. The following are specific highlights noted by MDF:
- Work always through AWARD. USAID may check records and also require a presentation to be made. Also need access to records for milestone verification. All records etc. belong to USAID and need to be submitted to them in full.
- Any after contract amendments of milestones (Dates and activities) have to go through USAID.
- Milestones: Documentation is sent to Richard who does the verification of the documentation prior to sending through to finance (Margaret and Derick and Julia) for payment. Site visits are a requirement – this will probably be covered by work BB is doing.
- Payments: USAID pays out monthly advance payments – if milestones are going to change – if timing changes- then we need to let USAID know. Approval for changes usually does not take a long time. Invoice per milestone rather than actual expenditure- with supporting documentation.
- Outstanding items for signing of the contract is the materials and equipment listing and quotes.
- Cost share: SOL providing cost share for Try's time.



## 7. ACTION ITEMS AND FURTHER DECISIONS GOING FORWARD

- Draft framework for the M&E – find areas where we collect numbers; areas of data collection, this is how these are the people who will do it.
- Project management plan is the USAID document of objectives, outputs, verifiable indicators, quarterly target breakdown.
- When and how to incorporate conservation agriculture techniques for field cropping.
- Tight agenda; Inclusion of technical innovations now in November? Contact Chris Stimie – ERNA.
- Review again the budget for meals for community workshops. R25pp is too little. Need R50pp to be able to use local catering groups – RICHARD.
- Potential for back dating materials orders for present round (beg Nov workshops). As a decision made to include some training aspects here already to accommodate for late start and people's requirement for action - RICHARD, JULIA.
- Facilitator checklist for individual homestead assessments to include pin pointing potential local facilitators and volunteers for technical innovations (Green house, RWH storage and drip irrigation) as well as field cropping (CA) – ERNA.
- Homestead assessment form – ERNA.
- Quotes for materials - ERNA, SYLVESTER.
- Framework for Communication and media strategy – DERICK.
- Project Electronic Folder: cloud or drop box – JULIA.
- Templates for MERL reports; monthly quarterly, yearly – RICHARD.
- Voucher for milestone payments to Erna – JULIA.

## Annex 1: Inception planning program

### MALHATHINI – SEEDS OF LIGHT Sub Grant Inception Planning Program

Oct 27-28, AWARD offices, Hoedspruit

#### DAY 1

Start 0930

#### Session 1: 0930-1030

Work planning (overall review of sub-grant work plan) **(Malhathini, SOL, BB, Richard)**

Break 1030-1100

#### Session 2: 1100-1300

First 3-months detailed planning (Nov-Dec-Jan) including project management (roles & responsibilities, coordination / review / decision-making process & structure) **(Malhathini, SOL, Julia, BB, Richard, Margaret?)**

Lunch 1300-1400

#### Session 3: 1400-1530

M & E plan (process, baseline, indicators review) **(Malhathini, SOL, BB, Richard)**

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#### DAY 2

Start 0930

#### Session 4: 0930-1100

Orientation (AWARD/USAID procedures/protocols etc. as required) **(Mahlathini, SOL, Derick, Julia, BB, Richard, Margaret?)**

Break 1100-1130

#### Session 5: 1130-1230

Media & Comms plan **(Derick, BB, Richard, Fidelis?)**

Lunch 1230-1430

#### Session 6: 1430-1630

Technical – how we embed climate change + bio-monitoring incorporation **(Malhathini, SOL, Sharon, BB, Taryn/Ancois, Thabo, Richard)**

## Annex 2: Project work plan according to Milestone

<b>MILESTONE 2 - Progress Report #1: October-November 2016</b>							
Salaries	EK 6 dys + 6 pds + SS 21 dy + 21 per diems + 1 flight + Nov ground transport + SOL monthly involvement (NV 2 dy + TG 8 dy + transport + per diem) + local facilitators 21 dy + 12 training day lunches	Setting the scene	4 communities (Mabins A&B combined, Willows, Finale) each x 3 days meetings	Baseline data	Baseline report	6	4
Fringe Benefits				Learning groups established	Location map and names		
Travel expenses				Community climate mapping	Community maps		
Contracted services				Established champions identification process	Documentation		
Local facilitators				Visioning & scenario development	Vision and scenarios record	4	3
Training		Learning & Mentoring	4 communities (Mabins A&B combined, Willows, Finale) each x 3 days trainings	New practice training	Training manual, attendance registers	4	4
Indirect costs				Champions training and mentoring	Photos, farmer work plans		
					Garden monitoring	6	4
					PROGRESS REPORT	1	1
					<b>TOTAL DAYS</b>	<b>21</b>	<b>16</b>
<b>MILESTONE 3 - Progress Report #2: December 2016- January 2017</b>							
Salaries	DEC EK 3 dys + 3 pds + SS 12 dy		4 communities (Mabins A&B			9	5
Fringe Benefits							

Contacted Services (CS)	+ 12 pds + ground transport + 1 flight + 15 pds + CStime 3 dy + transport Pret-HDS + 3 pds + SOL monthly involvement + local facilitators 12 dys + 10 training day lunches + 3 units small infrastructure (1/village). JAN EK 4 dys + 4 pds + SS 13 dys + 13pds + ground transport + SOL monthly involvement + local facilitator 13 days + 6 training day lunches.	Intro to Innovations & experimentation	combined, Willows, Finale) each x 3 days trainings	Understand current practices, introduce new ideas,	Learning materials, demonstrations, photographic records			
Contracted services (SoL)				Individuals farm experimental designs	Individual experimentation plans			
Travel expenses		Learning & Mentoring			New practice training	Training manual, attendance registers	3	
Local facilitator					Champions training and mentoring	Photos, farmer work plans	2	
Small infrastructure					Farmer ongoing self-monitoring, -assessment and learning	Garden monitoring		
Learning Group Materials						Monitoring & assessment data, Group session minutes	2	4
Conferences / Workshops								
Indirect Costs								
		Setting the scene	2 communities (Oaks, Lapelle) each x 3 days meetings	Baseline data	Baseline report	2		
				Learning groups established	Location map and names			
				Community climate mapping	Community maps			
				Established champions identification process	Documentation			
				Visioning & scenario development	Vision and scenarios record	2		4
		Learning & Mentoring	2 communities (Oaks, Lepelle) each x 2 days trainings	New practice training	Training manual, attendance registers	4	3	
				Champions training and mentoring	Photos, farmer work plans			
					Garden monitoring			
					BASELINE REPORT	1	0	
				TOTAL DAYS	25	16		
<b>MILESTONE 4 - Progress Report #3: February-March 2017</b>								
Salaries	EK 4 dy/mth + 8 pds + SS 24 dy +	Learning & Mentoring	6 communities (Mabins A&B,	New practice training	Training manual, attendance registers	8	6	

Fringe Benefits	ground transport + 1 flight + 24 pds + CStime 3 dy + transport Pret-HDS + 3 pds + SOL monthly involvement + local facilitators 24 dy + 2 village open days (lunch) + 12 training day lunches		Willows, Finale, Oaks, Lapelle) each x 2 days trainings					
Contracted Services (CS)				Facilitator and champion mentoring of new practice	Photos, farmer work plans, garden monitoring			
Travel expenses								
Contracted services (SoL)				Farmer ongoing self-monitoring, -assessment and learning	Monitoring & assessment data. Group session minutes.			
Small infrastructure				Clusters self-mentoring; review and planning	Cluster activity records			
Local facilitator								
Learning Group Materials			Intro to innovations and experimentation	4 communities(Mabins A&B, Willows, Finale) each 2 days/month	Visits from local facilitators/champions and ongoing homestead food production monitoring (monthly for each participant)	Monitoring forms, photographs, photodiaries		
Conferences / workshops				2 communities (Oaks, Lepelle) each x 2 days trainings	Understand current practices, introduce new ideas,	Learning materials, demonstrations, photographic records		
Indirect Costs					Individuals farm experimental designs	Individual experimentation plans	10	4
			Networking	Villages 1 & 2 (Mabins A&B) open day (each 1 day)	Community awareness raising, demonstrations, presentations	Events, materials, photos, attendance registers	0	2
		Collaborative work	4 communities (Mabins A&B, Willows, Finale) each 2 days	Clusters; joint soil and water conservation works. Facilitation and mentoring support	Cluster activity records	5	5	
					OVERALL PROGRESS REPORT	1	0	
					<b>TOTAL DAYS</b>	<b>24</b>	<b>16</b>	
<b>MILESTONE 5 - Progress Report #4: April-June 2017</b>								

Salaries	EK 4dy/mth + 12pds + SS 29 dy + 29pds + ground transport + 2 flights + CStime 3 dy + transport Pret-HDS + 3 pds + SOL monthly involvement + local facilitators 29 dy + 12 training day lunches + 1 village open day (lunches) + 1 cluster leaders workshop	Learning & Mentoring	6 communities (Mabins A&B, Willows, Finale, Oaks, Lapelle) each 2 days	Facilitator and champion mentoring of new practice	Photos, farmer work plans, garden monitoring	10	8
Fringe benefits				Farmer ongoing self-monitoring, -assessment and learning	Monitoring & assessment data. Group session minutes.		
Contracted Services (CS)		Intro to innovations and experimentation	6 communities (Mabins A&B, Willows, Finale, Oaks, Lapelle) each 2 days	Visits from local facilitators/champions and ongoing homestead food production monitoring (monthly for each participant).	Monitoring forms, photographs, photodiaries	8	7
Travel expenses		Collaborative work	6 communities (Mabins A&B, Willows, Finale, Oaks, Lapelle) each 2 days	Clusters; joint soil and water conservation works. Facilitation and mentoring support	Cluster activity records	7	6
Contracted services (SoL)		Networking	Village 3 (Finale) open day (1 day)	Community awareness raising, demonstrations, presentations	Events, materials, photos, attendance registers	2	2
Local facilitator			Cluster leaders networking 1: all 6 Memetje villages reps	Exchange of experiences and learning	Events, materials, photos, attendance registers	1	1
Conferences / workshops					OVERALL PROGRESS REPORT	1	0
Indirect costs					TOTAL DAYS	29	24
<b>MILESTONE 6 - Progress Report #5: July - Sept 2017</b>							
Salaries	EK 4dy/mth + 12pds + SS 27 dy + 27pds + ground	Learning & Mentoring	6 communities (Mabins A&B, Willows, Finale,	Facilitator and champion mentoring of new practice	Photos, farmer work plans, garden monitoring	7	6

Fringe benefits	transport + 2 flights + SOL monthly involvement + local facilitators 27 dy + 12 training day lunches + 2 open days (lunches) + 1 cluster leaders workshop		Oaks, Lapelle) each 2 days	Farmer ongoing self-monitoring, -assessment and learning	Monitoring & assessment data. Group session minutes.		
Travel expenses		Intro to innovations and experimentation	6 communities (Mabins A&B, Willows, Finale, Oaks, Lapelle) each 2 days	Visits from local facilitators/champions and ongoing homestead food production monitoring (monthly for each participant).	Monitoring forms, photographs, photodiaries	7	6
Contracted services (SoL)		Collaborative work	6 communities (Mabins A&B, Willows, Finale, Oaks, Lapelle) each 2 days	Clusters; joint soil and water conservation works. Facilitation and mentoring support	Cluster activity records	6	6
Local facilitator		Networking	Cluster leaders networking : all 6 Memetje villages reps	Exchange of experiences and learning	Conversation records, photos, attendance registers		
Conferences / workshops			Village 4 (Oaks) & village 5 (Lepelle) open days (1 day each)	Community awareness raising, demonstrations, presentations	Events, materials, photos, attendance registers	6	6
Indirect costs					OVERALL PROGRESS REPORT	1	0
					<b>TOTAL DAYS</b>	<b>27</b>	<b>24</b>
<b>MILESTONE 7 - Progress Report #6 : October-December 2017</b>							
Salaries	EK 4dy/mth + 12pds + SS 27 dy + 27pds + ground transport + 2 flights + CStime 3	Learning & Mentoring	6 communities(Mabins A, Oaks, Lapelle, Mabins B, Willows, Finale) each 2 days	Facilitator and champion mentoring of new practice	Photos, farmer work plans, garden monitoring	7	6

Fringe benefits	dy + transport Pret-HDS + 3 pds + SOL monthly involvement + local facilitators 30 dy + 12 training day lunches + 1 open day (lunches)			Farmer ongoing self- monitoring, -assessment and learning	Monitoring & assessment data. Group session minutes.		
Contracted Services (CS)							
Travel expenses				Clusters self-mentoring; review and planning	Cluster activity records		
Contracted services (SoL)		Intro to innovations and experimentation	6 communities(Mabins A, Oaks, Lapelle, Mabins B, Willows, Finale) each 1 day	Visits from local facilitators/champions and ongoing homestead food production monitoring (monthly for each participant).	Monitoring forms, photographs, photodiaries	9	6
Local facilitator		Networking	Village 6 (Mabins A) open day (1 day)	Community awareness raising, demonstrations, presentations	Events, materials, photos, attendance registers	1	2
Conferences /workshops		Collaborative work	3 communities(Mabins B, Willows, Finale) each 3 days	Clusters; joint soil and water conservation works. Facilitation and mentoring support	Cluster activity records	8	10
Indirect costs					OVERALL PROGRESS REPORT	2	
					TOTAL DAYS	27	24
OVERALL DAYS					157	120	



### Annex 3: Detailed upcoming milestone detailed activity plans (Nov-Dec 2016)

2016		November		AWARD		
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
31 AWARD Baseline and training grp1	01 AWARD Baseline and training grp1	02 AWARD Baseline and training grp2	03 AWARD Baseline and training grp2	04 AWARD Baseline and training grp3	05	06
07 AWARD Baseline and training grp3	08 AWARD Baseline and training grp4	09 AWARD Baseline and training grp4	10 AWARD Baseline and training grp5	11 AWARD OFFICE: TEAM MEETING: Richard, BB, Sylvester, SOL	12	13
14 AWARD TEAM PLANNING: For in interviews: Richard, interns, BB, Trygive	15 AWARD: Ind interviews:Try, BB, interns	16 AWARD: Ind interviews: Try, BB, interns	17 AWARD: Ind interviews:SOL, BB, interns	18 AWARD: Ind interviews:SOL, BB, interns	19 NOTE: SOL to decide on 4 days in one week, 3 days and one day or 2 days ea week	20
21 AWARD: Ind interviews:SOL, BB, interns	22 AWARD: Ind interviews:SOL, BB, interns	23 AWARD: Ind interviews:SOL, BB, interns	24	25 AWARD OFFICE: TEAM MEETING: Richard, BB, Trygive, SOL	26	27
28 AWARD TEAM PLANNING MEETING: Erna, Richard, Chris, Sylvester, BB, Nick	29 AWARD Collaborative work assessment grp 1,2, baseline day2, grp 5..	30 AWARD Collaborative work assessment grp 3,4	01 DEMONSTRATION DAY: All groups - MABINS A and B- tunnels and drip kits	02 DEMONSTRATION DAY: All groups -FINALE; Conservation Agriculture	03 NOTE: Assuming that Nick could provide value in the 'construction sub-team" - if that is an interest	04
05	06	Notes:				

2016

December

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
28	29	30	01	02	03	04
05 AWARD Baseline and training grp1	06 AWARD Baseline and training grp2	07 AWARD Baseline and training grp3	08 AWARD Baseline and training grp4	09 AWARD Baseline and training grp5 .AWARD OFFICE: TEAM MEETING: Richard, BB, Trygive, SOL	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	01

## Detailed activity plan

Activity	Description	Exercise	Time	Dates	Team members	Materials	
<b>BASELINE</b>	Group analysis of land use systems and water management	Climate change: Time line: past, present future	WEEK 1 and WEEK 2: DAY 1 (all 5 groups)	31Oct-4 Nov	Erna, Sylvester, BB, Penelope- 5 days	Trygive (31st and 1st), Nick (31st), Wendy (1st)	W/s materials; flipcharts, felt tipped pens, A4 paper, plastic sleeves, prestick, flipchart stand, attendance registers, B2O report format...
	Drawing out of CC issues and local adpatation	Issues and local innovations exploration; small groups		7-11Nov	Sylvester, BB,- 5 days	Trygive (8th and 9th), Nick (8th, 9th, 11th)	Local venue and catering; BB (R50 pp)
	Social organisation and structures	Venn diagrams (include local innovators)					
	INPUT: Water and soil conservaiton principles	5 fingers with some examples drawn from community and from AWARD					
	<b>PRACTICAL:</b>	<b>Demonstration of how to construct a RWH furrow that leads into a swale or cut off drain</b>					<b>Line level, string, poles. TOOLS: 2xpicks, 2xshowels, 2x spades, 2x hoes, bushknife</b>
	INPUT: Water management at homestead level	Waterflow diagramming group work exercise					A4 sheets, plastic sleeves - homework for all to go home and try out
<b>VISIONING</b>	Project description and outline	layout of process for implementation and roles and responsibilities	WEEK 1 and WEEK 2: DAY 2	31Oct-4 Nov	Erna, Sylvester, BB, Penelope- 5 days	Trygive (31st and 1st), Nick (31st), Wendy (1st)	W/s materials; flipcharts, felt tipped pens, A4 paper, plastic sleeves, prestick, flipchart stand, attendance registers, B2O report format...
	SWC best bet options and local assesments	Using 5 fingers create lists of present and potential innovations (gardens, fields, grazing, river, communal areas etc.), Include tehcnical		7-11Nov	Sylvester, BB,- 5 days	Trygive (8th and 9th), Nick (8th, 9th, 11th)	Local venue and catering; BB (R50 pp)

		innovation demonstrations, and group activities					
		Assess present farming practices_ 'traffic light'					
	<b>PRACTICAL:</b>	<b>Trench beds- and planting of seed and seedlings (deep and shallow)</b>			<b>Everyone to collect - discuss on DAY 1</b>	<b>manure, ash, greens, dry maize stalks dry grass and leaves, bones, old tins,</b>	
	Individual plans (minimum 80)	facilitate household level land use implementation plan (present) and hh level assessment of farming practices and household level interviews	WEEK 3 and 4: 2 days/week	14-18 Nov	Trygive, BB, and 2x professional interns (15,16Nov); plus local facilitators and K2C environmental monitors	Individual interviews copied up. Cameras to take photos of homesteads and gardens	
		Conduct baseline interviews; and flag households suitable for technical innovations, household with local innovations, households with issues and potential local facilitators		21-25 Nov	Trygive, BB, and 2x professional interns (15,16Nov); plus local facilitators and K2C environmental monitors	List of potential people for small dams, mini tunnels, drip kits, CA experiments (8/group for fields), local innovations, and local facilitators	
<b>SET UP LEARNING GROUPS</b>	Finalise learning groups and elect local facilitators	Set up process for eliciting local criteria and adding AWARD criteria, along with volunteers and suggestions from individual interviews	WEEK 5 and WEEK 6: day 1 all five villages	28Nov-2Dec	Erna, Sylvester, BB, and Chris Stimie- 5 days	Trygive (29th and 30th), Nick (29th)	W/s materials; flipcharts, felt tipped pens, A4 paper, plastic sleeves, prestick, flipchart stand, attendance registers, B2O report format...
	Develop 2-3 scenarios of best bet options for improvement;	Community maps of farming and land use		5-9Dec	Sylvester, BB,- 5 days	Trygive (6th and 7th), Nick (6th)	
		Introduce technical innovations					
		Introduce joint activities and plan					

	Farmer experimentation	Introduce process; participants choose. MAKE A LIST OF INNOVATIONS for each participant				
	INPUT:	Soil and water conservation principles: start at the top, slow down, sink in - review the homestead flow and maybe do one for the new homestead. Soils - types- bottle and sausage test and water infiltration demonstration, soil depth importance, soil organic matter - use garden examples...				bottles(2l), handouts on sausage tests, rulers for infiltration pit, banana seedlings for circle (From du Roi in Tzaneen), field crop seeds for shallow trenches (millet, cowpeas, dolichos, velvet beans, From PMB.....), manure, dry grass, ash ,lime bonemeal, tools....
	PRACTICAL:	Infiltration pits, banana circles, shallow trenches				
<b>LEARNING AND MENTORING</b>	Land use assessment data sheet	Collaborative development	WEEK 5 and WEEK 6: day 2 all five villages	28NOv-2Dec		W/s materials; flipcharts, felt tipped pens, A4 paper, plastic sleeves, prestick, flipchart stand,attendacne register, B2O report format...
	SPECIAL TASK: Survey of potential options for small dams and mini tunnels. Survey of options for collaborative work					
	PRACTICAL:	Go through experimentation options and see who is choosing what - put on the list				

	grey water, tower gardens and keyhole gardens-prepare and plant. If not keyhole gardens then do double digging and ecor circles.		5-9Dec		Bakkies with stone collected, shadecloth , poles, buckets, manure, LOTS of ash, 50kg feedbag for keyhole and seedings and plants for planting-veg seedlings, herbs, multipurpose plants, spinach onion, tomato for tower garden
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## Annex 4: Activity implementation plan

## IMPLEMENTATION PLAN

Mahlathini  
budgetAWARD  
budget

Key activities	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Setting the scene															
Learning and mentoring															
Experimentation and introduction to innovations															
Collaborative work															
Networking and cross visits				village open day		village open day	Cluster leaders	village open day		village open day	Cluster leaders	village open day		village open day	
Cross site visits															
ORC Partners meeting															
Climate change literacy & adaptive capacity					workshop 1			workshop 2			workshop 3			workshop 4	

## Annex 5: Indicators and targets linked to theory of change

THEORY OF CHANGE:								
Overall Objectives		KRA 1: To institutionalize systemic, collaborative planning and action for resilience of ecosystems and associated livelihoods through enhancing the capacity of stakeholders to sustainably manage natural resources of the Olifants River Basin under different scenarios						
		KRA 4: To reduce vulnerability to climate change and other factors by supporting collective action, informed adaptation strategies and practices and tenable institutional arrangements						
AgSI Objective		To provide support for increased adaptive capacity and resilience to the effects of climate change for households involved in agriculture in select communities of the Olifants River Catchment						
Objectives	Key activities	Activities	Outputs/milestones	Outcomes/deliverables	Verifiable indicators	Climate change indicators	Time Frames	Targets
<b><i>Increased community empowerment as a result of self-organisation and collective action.</i></b>	Setting the scene	Initial introductions, baseline information, climate, soil and water mapping (past, present, future),	Community participation profiles. Baselines for all participating households .	Community level analysis and increased understanding of climate change. Linkages with local stakeholders	No of communities and community members ready for collective action in climate change adaptation	2:4.8.2-14: Using CC information or vulnerability assessments to inform decisions and actions.	6-8 weeks _October-December	80-100 participants
		Visioning and scenario development	Climate change maps for participating villages	Exploration of the SES under different future scenarios, collaborative understanding of climate change impacts.	2-3 Scenarios developed at a local level with baskets of options for best practice	Developing a plan of action to respond to and build resilience to climate change impacts.		Baseline report for 2-3 communities
		Setting up learning groups (20-25 members /learning group), setting up the process for choosing and	Learning groups formed and local facilitators/champions identified	Set up learning group members, and identify CC champions	List of learning group members, and CC champions			5 learning groups 5 CC champions



		mentoring local facilitators/champions and parameters for support and incentives						
	Networking and cross visits	Seasonal review and planning sessions for each learning group (2x/year). Open days for showcasing activities and creating awareness in the broader community (1/yr/village).	Seasonal review and planning sessions (x3). Open day programmes and events(2)	Increased awareness and community level organisation; collective action	Seasonal review and planning reports (x3). Open day programmes and summary reports (2)	3:4.8.2-26. Number of stakeholders with increased capacity: use climate information in decision making; With increased knowledge of climate change impacts and response options.	Jan 2017, March-May 2017, July-Sept 2017, Nov 2017	35% of participants show increased knowledge and response
		Cross visits between learning groups in the lower and middle ORB (1-2/year) and linking to and taking part in other stakeholder networking activities (1-3/year)	Cross visits conducted inside the ORB(1-2)		Cross visit summary report (1-2)		April 2017, July 2017	
<b><i>Improved soil and water conservation and agro-ecological farming practices for increased food security</i></b>	Learning and mentoring	3x 2,5 day practical homestead based learning sessions (in soil and water conservation, intensive homestead food production and conservation agriculture) for	Training outlines, manuals, handouts, materials and reports (3grps x3 trainings)	Improved, diversified production. Soil and water conservation practices implemented.	Five fingers monitoring reports. Gardening monitoring reports. Attendance registers B2O reports		October 2016 - January 2017 - 3 trainings x 2 grps. April-July 2017 - 3 trainings x 1 grp	45% of participants implement at least 1 CC adaptation response, 25% of participants implement 2-3

		each of 3-5 learning groups (6-8 week intervals).						reponses and 5-10% implement >3. Final training manual by April 2017
		Ongoing mentoring and monitoring with further learning and support activities as required and requested (1 day/month x 12 months).	Introduction, demonstration and piloting of best practice options (new and local ideas- at least 2)	Monitoring of implementation of best practices at household level. Identification and awareness raising around local and new best practice options (at least 2 identified and introduced)	Photo diaries, case studies, B2O reports	3:4.8.2-26. Number of stakeholders with increased capacity: use climate information in decision making; With increased knowledge of climate change impacts and response options; Stakeholders implementing water saving strategies; Individuals diversifying incomes towards less climate	Oct2016- Oct2017	5 case studies developed
<b><i>Livelihood diversification and supplementation through alternative climate resistant production and alternative income production options</i></b>		Focus sessions on climate change aspects and considerations to be included here (3/year).			Reports on 3 focus sessions, that include at least 2 new and or local best practice options.		Feb 2017, August 2017	4 CC w/s impact summaries
	Experimentation and introduction to innovations	Individual drawings of overall farm design with experimentation outlined. Individuals undertake	S&WC and agroecological practices implemented and monitored for at least 50 individuals	Monitoring of implementation of best practices at household level. Final review and reporting of the experimentation and	Individual experimentation plans, and monitoring reports		Oct2016- Oct2017	Best practice booklet by Oct 2017



## Annex 6: M&E forms

### 1. Monthly assessment

Contributing to RESILIM-O KRA (key result area) 4: **To reduce vulnerability to climate change and other factors by supporting collective action, informed adaptation strategies and practices and tenable Institutional arrangements.**

The process of intervention with farmer participants will follow the chronology outlined below:

- Understanding current practices
- Develop a vision of what could be
- Discuss innovations and agree to try; sometimes with collaborative work
- Develop a farm design and plan that includes experimentation with new ideas
- Ongoing mentoring of implementation and experimentation
- Periodic cluster sessions
- Periodic monitoring and self-assessment
- And networking and cross visits (1 of each per year)

A. On a monthly basis photographs from all field staff is to be given captions and compiled in one directory to be placed on drop box.

B. Regular (monthly) summaries of progress using the following indicators will be made:

Indicator	Overall target
No of participants in learning groups	100
No of learning groups	5
No of local facilitators	5
Percentage of participants engaged in CC adaptation responses	1-2 (45%) 2-3 (25%) >3 (10-15%)
No of participants experimenting with new innovations -local -co-designed	15 45
No of participants showing increased knowledge	80
Percentage of participants engaged in collaborative activities	45%
Percentage of participants with improved livelihoods -increased availability of food -increased income -increased diversity of activities and livelihoods options	40% 5% 5%
Qualitative assessments; -stakeholder engagement -Increased understanding and agency to act towards increased resilience - Adaptation and innovations into local context -Potential for increased resilience -Social engagement	Stories, case studies, photo diaries, collaborative work catalogue

The above are to satisfy the overall USAID project indicator requirements.

- C. And there are more qualitative questions to consider that can draw out change in various domains through systemic reflection.

### MONTHLY

**FORM.....Date.....Project.....**

.....

Each team member who has been part of interventions at community level in the month add their figures and perspective to come up with a corroborated summary figure for the month.

Indicator	No
No of participants in learning groups	As per registers (with Erna and Sylvester)
No of learning groups	As per registers
No of local facilitators	Too early in process. Several people have been identified in each village as potential LF's. (How do we facilitate the choice of which one?)
Percentage of participants engaged in CC adaptation responses	1-2 (       %) See below 2-3 (       %) >3 (       %)
No of participants experimenting with new innovations -local -co-designed	Dependant on observations from HH interviews which have not yet taken place.  - -
No of participants showing increased knowledge	Future dated question.
Percentage of participants engaged in collaborative activities	% Future dated question.
Percentage of participants with improved livelihoods -increased availability of food -increased income -increased diversity of activities and livelihoods options	Future dated questions  %  %  %
Examples of local adaptations and innovations that have come to the for (Describe what it is who is doing it and where- with an idea of where it has come from and what the intention of the innovation/adaptation is)	The Willows; banana circle Lepelle; Mr Tsietsi Shai uses rocks and banana trees to slow erosion, planted grass for his goats watered by a pipe that leads from the tunnel waterfall. (previous foraging no longer available) Most villages use ash to purify grey water for watering gardens. The Oaks; Using government supplied drip irrigation Lepelle; Mr Tsietsi Shai is a potential local facilitator. Mabiens A; Onions being planted between other crops to support other plants and fully utilise space

<p><b>Understanding:</b> Examples of people showing an increased understanding (i) of CCA adaptation and increased agency (ii) towards increasing their resilience</p>	<p>Future dated question; explicit vs implicit? What qualifies as CCA vs good practises? (i)The communities already have knowledge of Climate Change although causal reasons are diverse (log per learning group). Rain patterns have shifted. Traditional farming methods no longer followed. Rains comes later, are heavier and lasts longer into the year. Now the weather is hotter than it used to be 10 years ago; extreme weather – temperature (heat not cold) and rainfall. (ii)</p>
<p><b>Actions:</b> Examples of people showing an increased understanding (i) of CCA adaptation and increased agency (ii) towards increasing their resilience</p>	
<p>Examples of increased potential towards resilience</p>	<p>The general majority of people who attended the ‘Marathon’ have stated that they want to try the modalities shared. The availability of water is seen as a potential barrier.</p>

\*For the examples the person’s name and surname and village needs to be given

## 2. Project Life Change Questions:

1. Do we have examples or stories of how we or others are in the process of adaptive management related to CC? (adapt, reflect and respond to....) and examples of what this adaptive management is?
2. Do we have stories that show innovation or lack of innovation towards positive change? What insights have we gained into how innovation can lead to positive change?(INCREASED RESILIENCE)
3. Do we have stories that show evidence of, or an interest in self organisation towards collective action? What insights have we gained into how self organisation can lead to collective action?
4. Do we have stories to show that learning together is happening or that there is an interest in learning together? What insights have we gained about how to learn together?
5. Do we have stories of how we and or others are able to think systemically? What insights have we gained?

6. Do we have stories of how we and or others are able to be inclusive and democratic? What insights have we gained about how this can be achieved? (STAKEHOLDER ENGAGEMENT).

### 3. Homestead assessment monitoring sheet (baseline)

Interviewer:

Signature Householder: Permission

A. IDENTIFICATION OF HOUSEHOLD	
DATE:	
LOCAL MUNICIPALITY	
LOCATION; Village	
Cluster; subvillage/learning group	
HOUSEHOLD NUMBER; GPS COORDINATES (give a no so that you can use that no for ID of photographs!! And take a pic of the householder, her garden and interesting innovations	

B. RESIDENTS OF HOUSEHOLD		
Head of household name & surname		
Gender, age		
Person interviewed; Name, Surname, Age		
<b>Disabilities; physical, mental – injuries, chronic diseases, HIV/AIDs, bed ridden, ...</b>		
Number of people who are permanent residents of the household. Those that eat and sleep in the household for at least 5 days a week:		
	<b>Male</b>	<b>Female</b>
Number of people of these ages and gender in the household:	0 – 5	
	6 – 12	
	13- 18	
	19-25	
	26-40	
	41-59	
	60+	



<b>C. LIVELIHOOD ASSETS: INCOME FROM ALL SOURCES</b>										
Read the list aloud; tick the box which corresponds to the resident members who are older than 18yrs of age. Leave rows blank for categories that do not apply.										
<b>1) INCOME CATEGORY PER MONTH</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
a. Wage or casual work										
b. Income from family members (remittance)	1) food									
	2) cash									
	3) goods									
c. Income from local farm produce										
d. Income from non-local farm produce										
e. Income from formal or informal business										
f. Income from renting dwelling										
g. Pension/disability/other social grant (No of ea type of grant)										
h. Income Aid from formal organisations other than Gov.	1) food									
	2) cash									
	3) vouchers									
i. Other (specify)										
j. Refuse to answer										
k. Don't know										
l. No income										
<b>Amount per person</b>										
<b>2) TOTAL AVERAGE INCOME/ MONTH</b>		Per households								
<b>Categories</b>	<b>Code</b>	<b>Categories</b>		<b>Code</b>						
R0	1	R1600 – R3200		5						
R50 – R400	2	R3200 – R6400		6						
R400 – R800	3	R6400 – R12800		7						
R800 – R1600	4									

<b>D. HOUSEHOLD ASSETS: EXPENSES FROM ALL SOURCES</b>			
Read the list aloud, circle the code that applies and complete the information for that row; if an annual expense, give a monthly estimate.			
<b>3) EXPENSE CATEGORY</b>	<b>Code</b>	<b>Amount</b>	
a. Food and groceries	1		Last month
b. Utilities (water, electricity, etc)	2		Last month
c. Transportation	3		Last month
d. Savings	4		Last month
e. Medical	5		Last month
f. Education (school fees, uniforms, etc.)	6		Last month
g. Insurance (life, burial, etc.)	7		Last month
h. Debt service/repayment	8		Last month
i. Other (specify type of)	9		Last month
j. NONE	10		
k. Refuse to answer	11		

Garden description and size: Include a map drawing of homestead with all aspects including fencing, water sources, fruit, windbreaks, trees, vegetables, kraals. run off, dwellings, slope, aspect, erosion: Proportion of vegetable garden in use:- cultivated within the last 6 months (Put as a percentage)

<b>PRESENT INFRASTRUCTURE?</b>			
	<b>Yes</b>	<b>No</b>	<b>Comments; On quantity, state, interesting things..</b>
a. Fencing			
b. Jo-Jo tanks			
c. Municipal water supply – tap in yard – reliability- how often it works			
d. Irrigation; hoses, pipes, buckets, bottles			
e. Other – local innovations – boreholes.....			

<b>PRESENT PRACTISES?</b>			
	<b>Yes</b>	<b>No</b>	<b>Detailed description of what is there) (Name all types of plants present, with some idea of quantity)</b>
a) Vegetables			
b) Fruit			
c) Herbs and multifunctional plants (including windbreaks, hedges, flowers)			
d) Nursery			
e) Field crops (CA)			
f) Livestock			
g) Soil fertility: (What is used, how much who often) (Compost ,manure (type), fertilizer, liquid manure, green manures, legumes.....			

h) Garden management; tillage practices (incl furrows			
i) Livestock integration:			

<b>CONSERVATION PRINCIPLES?</b>			
	<b>Yes</b>	<b>No</b>	<b>Detailed description of what is there-list practices</b>
<p>Water management:</p> <p>a) Infiltration (soil structure, texture, organic matter,...)</p> <p>b) Greywater use and management (filtered, ash, dedicated structures)</p> <p>c) Water harvesting and storage (diversion furrows, swales, bunds, small stone walls, check dams, gabions, Water conservation (organic matter, mulching)</p> <p>d) .....</p>			
<p>Soil erosion control</p> <p>e) contours, ditches,</p> <p>f) stone lines,</p> <p>g) furrows (function)</p> <p>h) .....</p>			
<p>Soil health</p> <p>i) State of soil; presence of organic matter, presence of erosion, presence of compaction (is the soil very hard just below the surface,</p>			

<ul style="list-style-type: none"> <li>j) Bed design (trench beds, ridges, dedicated beds and paths, terraces, sunken/raised beds,</li> <li>k) Compost, improved manure, green manures, legumes,</li> <li>l) .....</li> </ul>			
<p>Diversity/ crop management</p> <ul style="list-style-type: none"> <li>m) Mixed cropping</li> <li>n) Crop rotation</li> <li>o) Seed saving</li> <li>p) Nursery/ propagation</li> <li>q) Continuity- seedling production</li> <li>r) Natural pest and disease control practices</li> <li>s) .....</li> </ul>			
<p>Wild/ diverse plants</p> <ul style="list-style-type: none"> <li>t) Indigenous or medicinal plants</li> <li>u) Windbreaks/ hedges/ live fencing</li> <li>v) Herbs, bee fodder, pest and disease control species</li> </ul>			

### HOUSEHOLD PROVISIONING (comments from interviewee)

Food provided for family; what, how much, how often (staples ,vegetables, fruit, small livestock):

Nutritional aspects of cropping:

Selling: what, how much, how often

<b>Household observation checklist (for the interviewer)</b>	
Extent and diversity of garden (presence of resources, manure, different trees, ....	
Labour and general health	
Overall situation in the household (are there any obvious social issues)	
Any local innovations and interesting things (different plants, unusual crops – e.g. white sorghum, millet, juko beans, herbs, wild plants, medicinal plants, herbs, fruit) ....	
Social engagement – groups, stokvels, church, farming, selling,	
Non agricultural livelihood activities (e.g craft, use of natural resources in the area, selling water...?...	
Environmental issues; soil degradation, erosion,	
Potential for SWC and RWH – are there nice paved areas, no of houses to collect water from, willingness in household to contribute labour	
Suitability for technical innovation (greenhouse, drip kits, RWH)-	
Potential as local facilitator	
Interest and potential for field cropping and being a CA volunteer	
Other	

## Annex 7: AWARD back-to-office (B2O) report template

# AgriSI B2O Report

## Bringing Process Data and Statistics from the Field Back to the Office

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Complete after a field event and submit to MERL via [richard@award.org.za](mailto:richard@award.org.za) within a week or the last day of the month.

### 1. Making the Connection

<b>What was the field event?</b> (Workshop, meeting, course, conference, talk, etc.)	
<b>Where did it take place?</b>	
<b>When did it take place?</b> (date)	
<b>Purpose of the event</b>	
<b>No of participants (linked to attendance register)</b>	
<b>KRA and Project</b> to which the event relates	KRA 1 and KRA 4
<b>Intended AgriSI Outcome</b> Towards Which the Event Contributes: Increased community analysis and understanding, increased awareness, improved practice, mentoring, monitoring, cross visits	
<b>Name(s) of Author(s)</b>  Complete with colleagues where possible	

<b>Who else from AWARD attended?</b>	

## 2. TraiNet Data

To decide if the data from this event should be logged on TraiNet, please complete:

Could participants learn new information or skills relating to climate change, biodiversity and/or water management?	
Was there a lead facilitator or instructor?	
Was there a defined learning program with learning objectives/ outcomes?	
Was the event run/organised/initiated or funded either by the Sub-Grantee or by AWARD?	
Did the Sub-Grantee or AWARD make a substantial input in the event (e.g. a presentation or planning the program)?	

## 3. Reflections (Successes, Challenges and Learnings)

Reflect on the event and what you have learnt about the catchment and your work. Consider things not immediately obvious from the agenda, that struck you individually or as a collective.

<p><b>What new insights did you gain from this event</b>, or this event in relation to previous ones?</p> <p>Please summarise any key observations regarding the context and/or about your role in the process or AWARD's work in general.</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<p><b>Have any new questions emerged</b> (from you or others) about the context and / or your work arising from this event?</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>



<p><b>Have you identified any new challenges</b> regarding the context and/or your work? Do you have any ideas as to what should / could be done about this?</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Have you gained any new insight regarding progress</b> in relation to the baseline conditions there were previously in this context?</p>	<ul style="list-style-type: none"> <li>•</li> </ul>

**4. Communications**

Help us communicate about the catchment and our work.

- Submit photographs of the event to Richard.
- Send a note about potential social media posts to the Media and Communication or MERL Unit
- Did you hand out any RESILIM-O pamphlets, media packs, calling cards, reports, educational materials, etc? Please name the items and the number you distributed:

RESILIM-O material distributed	Number of Copies Distributed
Yes	

- Were you given any pamphlets, reports, calling cards, educational materials etc.? Please list these below and send copies to the AWARD Media and Communications team.
- 1.
  - 2.

*You are Done! Please submit your B2O to [richard@award.org.za](mailto:richard@award.org.za) with copy of supporting documentation like the register, minutes or a report.*

NAME

DATE

ADDITIONAL DOCUMENTS APPENDED:

.....  
.....