

<p><b>STANDARD SECTOR INDICATOR CODE:</b> AG-019</p>	<p><b>New School Gardens:</b> Number of schools, out of total number visited/advised by the Volunteer/partner that established at least one new garden. (AG-019)</p>	
<p><b>AGRICULTURE SECTOR</b></p>	<p><b>Sector Schematic Alignment</b> <i>Note: This indicator belongs to the “Productivity” Project area and “Garden” Project Activities/Training Package (PA/TP) within the AG Sector but is borrowed by the following Project Activities/Training Packages within the AG and ENV Sectors.</i></p> <p><b><u>AG Sector (“Home” of the SI)</u></b> PA/TP: Gardens</p> <p><b><u>AG Sector</u></b> PA/TP: Nutrition for Healthy Families</p> <p><b><u>ENV Sector</u></b> PA/TP: Gardens</p>	
<p><b>Type:</b> Outcome</p>	<p><b>Unit of Measure:</b> School</p>	<p><b>Disaggregation:</b> None</p>
<p><b>Definitions:</b></p> <p><b>Gardens</b>—can be defined as areas cultivated specifically for production of horticultural crops, which can be either annual or perennial plants. Horticultural garden crops include food (<a href="#">fruits</a>, <a href="#">vegetables</a>, <a href="#">mushrooms</a>, culinary <a href="#">herbs</a>) and non-food crops (<a href="#">flowers</a>, <a href="#">trees</a> and <a href="#">shrubs</a>, medicinal herbs, etc.). Gardens are typically intensively managed areas, perhaps receiving supplemental water through irrigation and may produce multiple crops annually. Source: <a href="http://en.wikipedia.org/wiki/Horticulture">http://en.wikipedia.org/wiki/Horticulture</a></p> <p><b>Partner/s</b>—refers to the local counterpart who is co-facilitating garden establishment activities with the Volunteer.</p>		
<p><b>Rationale:</b> Youth are generally more receptive to new methods and technologies. Introducing youth to improved gardening methods can translate into the use of those new methods and technologies at their respective homes, directly or at some point in their future, thereby improving food security in a community.</p>		
<p><b>Measurement Notes:</b></p> <ol style="list-style-type: none"> <li><b>1. Sample Tools and/or Possible Methods (for Peace Corps staff use):</b> Volunteers should use data collection tools to measure progress against project indicators. A data collection tool to measure this indicator could be based on one of the following methods—survey, observation, interviews, or community mapping—though there may be other data collection methods that are appropriate as well. For more information on the suggested methods, please see <a href="#">Appendix I in the MRE Toolkit</a>. Also be sure to check the intranet page as sample tools are regularly uploaded for post use. Once a tool has been developed, post staff should have a few Volunteers and their partners pilot it, and then distribute and train Volunteers on its use.</li> <li><b>2. General Data Collection for Volunteer Activities:</b> All Volunteer activities should be conducted with the intention of achieving outcomes – knowledge change (short-term), skills demonstration (intermediate-term), and behavioral changes (intermediate to long term) as defined by the progression of indicators within the objectives</li> </ol>		

of a project framework. The progression of measurement for all Volunteer activities should begin with baseline data being conducted prior to the implementation of an activity (or set of activities), followed by documenting any outputs of the activities and then later at the appropriate time, measurements of specific outcomes (see “Frequency of Measurement”).

- 3. Activity-Level Baseline Data Collection:** Activity-level baseline data should be collected by Volunteers/partners before or at the start of their activities with a school or group of schools. It provides a basis for planning and/or assessing subsequent progress or impact with these same people. Volunteers should take a baseline measurement regarding the outcome(s) defined in this indicator (i.e. determine whether or not a school in question has established a garden before working with the Volunteer) early in their work focused on school gardens. The information for the baseline measurement will be the same or very similar to the information that will be collected in the follow-on measurement (see “Frequency of Measurement”) after the Volunteer has conducted his/her activities and it is usually collected using the same data collection tool to allow for easy management of the data over time.

Because Volunteers are expected to implement relevant and focused activities that will promote specific changes within a target population (see the “unit of measure” above), taking a baseline measurement helps Volunteers to develop a more realistic snapshot of where schools within the target population are in their process of change instead of assuming that they are starting at “0.” It also sets up Volunteers to be able to see in concrete terms what influence their work is having on the schools they work with during their service. Please note that data collection is a sensitive process and so Volunteers will not want to take a baseline measurement until they have been able to do some relationship and trust-building with the schools the Volunteer is working with, and developed an understanding of cultural norms and gender dynamics.

- 4. Frequency of Measurement:** For reporting accurately on this outcome indicator, Volunteers must take a minimum of two measurements with schools of the target population reached with their activities. After taking the baseline measurement (described above), Volunteers should take at least one follow-on measurement with the same schools(s), typically after completing one or more activities focused on achieving the outcome in this indicator and once they have determined that the timing is appropriate to expect that the outcome has been achieved. Please note that successful documentation of a behavior change or new practice may not be immediately apparent following the completion of activities and may need to be planned for at a later time. Once Volunteers have measured that at least one school has achieved the indicator, they should report on it in their next VRF.

Volunteers may determine to take more than one baseline and one follow-on measurement with the same school (or group of schools) for the following valid reasons:

- a. Volunteers may want to measure whether or not any additional schools initially reached with activities have now achieved the outcome in the indicator, particularly for any activities that are on-going in nature (no clear end date);
- b. Volunteers may want to enhance their own learning and the implementation of their activities by using the data collected as an effective monitoring tool and feedback mechanism for the need to improve or increase their activities;
- c. A Peace Corps project in a particular country may choose to increase the frequency of measurement of the indicator and Volunteers assigned to that project will be required to follow in-country guidance.

In all cases, any additional data collection above the minimum expectation should be based on the time, resources, accessibility to the target population, and the value to be gained versus the burden of collecting the

data. Following any additional measurements taken, Volunteers should report on any new schools achieving the outcome in their next VRF.

- 5. Definition of Change:** The minimum change to report against this indicator is a school had established at least one new garden as compared to what was measured initially at baseline. In the case of this indicator, if the school the Volunteer/partner works with had already established a small teaching/demonstration garden, then the Volunteer would not be able to count it for this activity because the Volunteer's work did not actually lead to the desired change. However, if as a result of working with the Volunteer/partner, the school decided to establish a vegetable garden, which would count because the Volunteer's work influenced the establishment of the vegetable garden.
- 6. General Reporting in the VRF:** The "number achieved" (or numerator), that Volunteers will report against this indicator in their VRFs is the number of schools who established a garden, after working with the Volunteer/partner. The "total number" (or denominator) that Volunteers will report on for this indicator in their VRFs is the total number of schools whom the Volunteer/partner reached while implementing the activity/ies being reported.
- 7. Reporting on Disaggregated Data in the VRF:** There are no disaggregation requirements for this indicator. The Volunteer must only count the total number of schools who achieved the outcome.

**Data Quality Assessments (DQA):** DQAs are needed for each indicator selected to align with the project objectives. DQAs review the validity, integrity, precision, reliability, and timeliness of each indicator. For more information, consult the Peace Corps MRE toolkit.

**Alignment with Summary Indicator:** AG. ASSIST. TO SCHOOLS, & ENV. NAT. RES. MGMT (SCHOOLS)