GETTING STARTED!

RUNNING A JUNIOR FARMER FIELD AND LIFE SCHOOL

WFP
World Food Programme

FAO
FIAT PANIS

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ISBN 978-92-5-105724-7

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Empowering orphans and vulnerable children living in a world with HIV and AIDS

Foreword

In 2006, an estimated total of 39.5 million people were living with HIV/AIDS, out of which 37.2 million were adults and 2.3 million were children under 15 years. Sub-Saharan Africa is the most affected region and home to more than 60 percent of all people living with HIV. An estimated 2.8 million people in the region became newly infected in 2006. During the same period 2.1 million adults and children died of AIDS, representing 72 percent of global AIDS deaths.[1]

Among its many devastating impacts, the pandemic has made millions of children orphans or vulnerable. The most impacted region is sub-Saharan Africa, where in 2003 43 million children between 0-17 years were either single or double parent orphans. An estimated 28 percent of these children, or 12.3 million, were orphans resulting from the pandemic. Further, it is predicted that the number of orphans will rise over the next decade as parents living with HIV become sick and die from AIDS.[2] A large majority of orphans are living with a surviving parent or are taken care of by their extended family. For many reasons, children orphaned by AIDS are more likely than other orphans to be at risk from malnutrition, disease, abuse, stigmatization and sexual exploitation. The risk of sexual exploitation is particularly significant for those left alone to cope with poverty and who are forced to adopt adult roles and ensure food for the rest of the family. As parents and family members become ill, children take on greater domestic, agricultural and income generating responsibilities. HIV/AIDS has a particular impact on girls who are left to care for ailing parents, or who have to become the heads of households upon the death of caregivers. Also, as many parents are dying at a young age orphaned children are growing up without the necessary knowledge and skills for their future livelihood.

Orphaning is not the only way in which HIV/AIDS affects children. Other children who are vulnerable because of the epidemic include children whose parents are so ill they no longer are able to care for them. The World Bank estimates around 5 million children have been socially orphaned by HIV/AIDS.[3] Equally, HIV/AIDS is not the only cause of children's vulnerability: other factors include extreme poverty, exploitation and conflict. According to United Nations High Commissioner for Human Rights (UNHCR), 4.6 million people were refugees and 5.8 million internally displaced in sub-Saharan Africa in 2003. More than half of these refugees and internally displaced people are children. Further, the International Labour Organization estimates 600,000 African children are engaged in the so-called "worst forms" of child labour like trafficking, slavery, bonded labour, prostitution, pornography, soldiering and illicit activities. These numbers exclude the many children working in risky labour situations such as children working in mines and quarries, in commercial agriculture involving the use of agrochemicals and machetes, and children working as domestic servants.

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1 UNAIDS/WHO. 2006. *AIDS Epidemic Update: December 2006*. Geneva, Switzerland, UNAIDS

2 UNAIDS/UNICEF/USAID. 2004. *Children on the Brink 2004: A Joint Report of New Orphan Estimates and a Framework for Action*. Washington, DC, USAID

3 World Bank. 2005. *OVC Toolkit for SSA*. Washington, DC, World Bank

In response to the growing number of orphans and vulnerable children, the Gender, Equity and Rural Employment Division (ESW) of the Food and Agriculture Organization of the United Nations (FAO), in close collaboration with the World Food Programme (WFP), has supported the development and implementation of Junior Farmer Field and Life Schools (JFFLS) in various countries of East and Southern Africa over the past several years. In the process, information and training materials have been developed, and reports produced. This JFFLS Getting Started! manual is the culmination of experiences of many individuals, communities, and organizations in Kenya, Mozambique, Namibia, Swaziland, United Republic of Tanzania, Zambia, and Zimbabwe, and is the result of a significant commitment by numerous organizations and individuals over the past few years.

The core team of writers includes Esther Wiegers, Catherine Hill, and Patricia Colbert. Other individuals contributed substantially to the chapters, case studies and annexes. These include: Carol Djeddah, Una Murray, Mary Njoroge, Brian Griffin, Michele Tarsilla, Valérie Ceylon, Mundie Salm, Jaap van de Pol, Edwin Adenya, Dave Masendeke, and Naoko Mizuno.

During the development and evolution of this manual, there were also several individuals who provided insightful comments and technical feedback. Appreciation is shown to: Gabriel Rugalema, Robin Landis, Carla Honwana, Thobias Bergmann, Ilaria Sisto, Margriet Bredewold, Valerio Tranchida, Valentina Prosperi, Rogerio Mavanga, Kiwan Kato, Saskia Husken and Josee Koch. Esther Wiegers had a central role in the overall management and coordination of this manual, while Jane Shaw edited the document and Antonella Porfido was responsible for the graphic design.

The UN System-wide Work Programme on Scaling-up HIV/AIDS Services for Populations of Humanitarian Concern has also played a key role in supporting the JFFLS and the development of the manual.

Special thanks are given to John Hourihan who has been a driving force in the JFFLS programme.

Above all, tribute is paid to the boys and girls, facilitators, parents and guardians, resource people and communities where JFFLS have been implemented to date. It is with the participation of all these people that the experiences and lessons of the JFFLS have been learned and documented here, and from which others can learn and develop their own schools.

Marcela Villarreal
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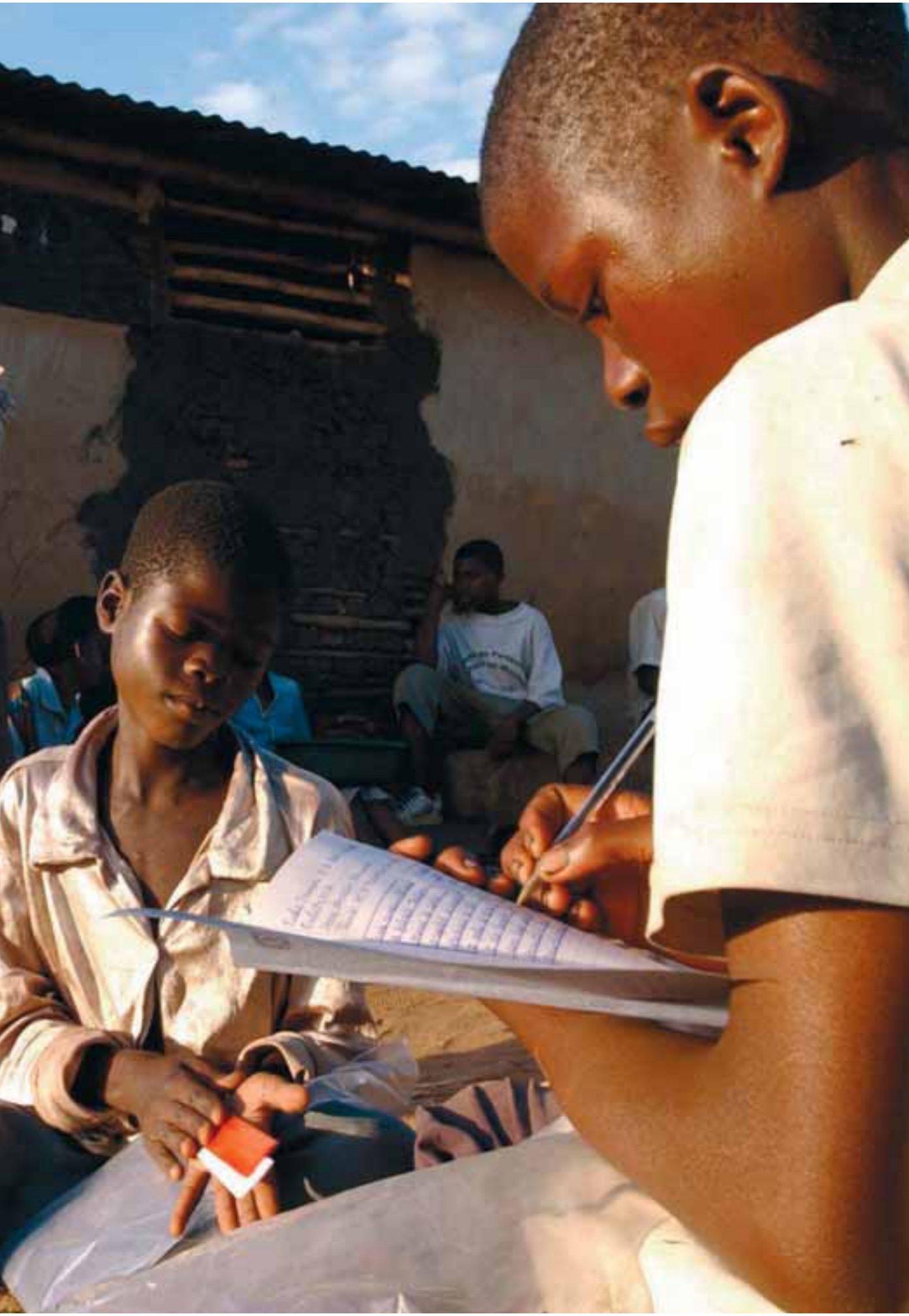

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Acronyms

ART	Anti-retroviral therapy
ACT	African Conservation Tillage Network
AESA	Agro-ecosystem analysis
AIDS	Acquired immune deficiency syndrome
CABA	Child(ren) affected by AIDS
CBO	Community-based organization
ESW	Gender, Equity and Rural Employment Division, Fao
FAO	Food and Agriculture Organization of the United Nations
FBO	Faith-based organization
FFS	Farmer Field School(s)
FFLS	Farmer Field and Life School(s)
FLS	Farmer Life School(s)
HIV	human immunodeficiency virus
IFAD	International Fund for Agricultural Development
IIED	International Institute for Environment and Development
IIRR	International Institute of Rural Reconstruction
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
IPM	Integrated pest management
JFFLS	Junior Farmer Field and Life School(s)
MDG	Millennium Development Goal
M&E	Monitoring and evaluation
NGO	Non-governmental organization
OECD	Organisation for Economic Co-operation and Development
OVC	Orphans and vulnerable children
PM&E	Participatory monitoring and evaluation
PRCA	Participatory rural communication appraisal
PRSP	Poverty Reduction Strategy Paper
PTA	Parent—teacher association
RAAAP	Rapid assessment, analysis and action planning
SMART	Specific, measurable, attainable, relevant and time-bound
SPICED	Subjective, participatory, interpretable, cross-checked, empowering and disaggregated by gender
STI	Sexually transmitted infection
SWAP	Sector-wide approach
TB	Tuberculosis
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WFP	World Food Programme
WHO	World Health Organization

PART A:
INTRODUCTION TO THE JFFLS APPROACH

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PART A: INTRODUCTION TO THE JFFLS APPROACH

A.1 HIV/AIDS and the orphan crisis

In 2000, 147 Heads of Government attended the largest-ever gathering of world leaders at the United Nations Millennium Summit. At that summit, governments committed themselves to the Millennium Declaration and its associated Millennium Development Goals (MDGs, Box A.1), which are intended to improve living conditions and remedy key global imbalances by 2015. Among other goals, the world's governments have committed themselves to combating HIV/AIDS and other diseases. Addressing the needs of orphans and other vulnerable children is paramount to meeting this goal.

Box A.1: The Millennium Development Goals

The UN MDGs, issued by the UN Secretary-General in 2001, are a "road map" for implementing the Millennium Declaration. The MDGs comprise eight goals, supplemented by 18 numerical and time-bound targets and 48 indicators, intended to improve living conditions and remedy key global imbalances by 2015.

The goals are:
MDG 1: Eradicate extreme poverty and hunger.
MDG 2: Achieve universal primary education
MDG 3: Promote gender equality and women's empowerment
MDG 4: Reduce child mortality
MDG 5: Improve maternal health
MDG 6: Combat HIV/AIDS, malaria and other diseases
MDG 7: Ensure environmental sustainability
MDG 8: Develop a global partnership for development

Source: www.un.org/millenniumgoals

In 2006, an estimated 39.5 million people worldwide were living with HIV, of whom 37.2 million were adults and 2.3 million children under 15 years of age. The most affected region is sub-Saharan Africa, where more than 60 percent of these people live. The pandemic has left millions of orphaned children: at the end of 2003, there were 43 million orphans in sub-Saharan Africa, an estimated 12.3 million of whom had been orphaned by AIDS. This number will increase over the next decade as parents infected with HIV become ill and subsequently die from AIDS.

Losing parents is not the only way in which HIV/AIDS affects children. Other children who are vulnerable because of the epidemic include those with an ill parent, those who live in poor households hosting orphans, and those who are discriminated against because a family member is HIV-positive or because they have HIV themselves. Most of the orphans and children made vulnerable by HIV/AIDS live with a surviving parent and/or are taken care of by their extended families.

Children are impacted by HIV/AIDS in several ways. For a child who understands the finality of death, the illness and death of a parent or other

close family member may cause fears of loss and abandonment. When a family breaks down because of the disease, children may lose their sense of belonging, self-identity and security. They may also feel resentment and anger towards the deceased parent or family member. Furthermore, the stigma attached to the disease can ruin a child's relationships with peers, placing him or her in isolation. Some children may not express their worries and anxieties directly, and may appear to be coping when underneath they are depressed and feeling hopeless.

In addition to experiencing trauma, orphans and children who are made vulnerable by HIV/AIDS are at greater risk of malnutrition, disease, abuse, stigmatization and sexual exploitation. Sexual exploitation is a particularly significant risk for those left alone to cope with poverty and for those who are forced to adopt adult roles to secure food for the rest of the family. As parents and family members fall sick and die, children take on greater domestic, agricultural and income-generating responsibilities. As a result, young girls and boys may have to drop out of school, either temporarily or permanently. The hardship caused by AIDS can also deprive children of much-needed recreation and participation in community activities. As many parents die young, orphaned children are also growing up without the necessary knowledge and skills for their future livelihood.

A.2 Empowering children through JFFLS

In response to the growing number of children orphaned by AIDS, the Food and Agriculture Organization of the United Nations, the World Food Programme and other partners have implemented Junior Farmer Field and Life Schools in some African countries. These are designed to empower orphans and other vulnerable children aged 12 to 18 years who live in communities where HIV/AIDS has had a strong impact on food security. A JFFLS seeks to improve the livelihoods of vulnerable boys and girls and provide them with opportunities for the future, while minimizing the risk of adopting negative coping behaviours. To increase these children's self-esteem and livelihood prospects, a JFFLS imparts agricultural knowledge and life skills to orphaned and other vulnerable girls and boys. The knowledge and skills not only empower the children economically, but also help them to become responsible citizens with positive values regarding gender and human rights. The JFFLS contribute to the MDGs of combating HIV/AIDS and improving the lives of children, particularly in rural areas.

Equal numbers of boys and girls are trained in a JFFLS through a combination of traditional and modern methods. The agriculture component

of JFFLS has a practical bias that covers both traditional and modern agricultural practices for field preparation, sowing and transplanting, weeding, irrigation, pest control, use and conservation of available resources, use and processing of food crops, harvesting, storage and marketing skills. The schools pay particular attention to teaching local agricultural production skills that have not been passed down because of the early death of parents. They can also help to recover or sustain traditional knowledge about indigenous crops, medicinal plants, biodiversity, etc., and can be useful in finding innovative solutions to current agricultural labour constraints, such as low-input agricultural production activities and labour-saving technologies and practices.

In the life skills component, the JFFLS address such issues as HIV/AIDS awareness and prevention, gender sensitivity, child protection, psycho-social support, nutrition education and business skills. Experience from JFFLS has shown that the schools provide a safe social space for both sexes, where peer support and community care allow youths to develop their self-esteem and confidence.

What the JFFLS is and isn't about

A JFFLS is:
a sustainable response to empower orphans and vulnerable children living in a world with HIV and AIDS;
a way to improve the self-esteem, livelihood options and long-term food security of vulnerable boys and girls living in rural areas;
a means to institute gender equal attitudes, improve nutrition, agricultural knowledge and life-skills among children in a participatory way thereby reducing their risk of pursuing HIV-risky survival strategies;
an important instrument in promoting respect for the sustainable use of the world's natural resources;
based on the real and locally identified needs of orphans and vulnerable children;
an attempt to be inclusive of both in- and out-of-school youth.

A JFFLS is NOT:
a top-down and authoritarian approach;
a means to stigmatise orphans and vulnerable children;
a means of exploiting child labour or harming children in other ways;
an approach that further marginalises children but rather an opportunity to give vulnerable children a possibility to become a knowledge resource for their community;
a vegetable garden where children sing but an approach where children learn to understand complex issues and how they interconnect through a combination of experimental learning methods, learning by doing, and culturally sensitive methods such as role play, drama and music;
a replacement for formal education or meant to take children out of school;
a way to promote subsistence agriculture as the only livelihood option for the children; rather it encourages and supports livelihood diversification for better food security and sustainable futures.

Food support plays a central role in the JFFLS, both as an attendance incentive for the children and their guardians/parents and to ensure that the children have enough energy to participate actively.

A JFFLS is run by a small group of local facilitators, often including an extension worker, a teacher and/or a community animator. These facilitators are trained prior to initiation of the school. The community plays an integral role in monitoring and implementing the schools, including providing land and volunteers to help school activities.

A.3 The origins of JFFLS

The JFFLS approach is an adaptation of the following two successful participatory training programmes for adult farmers.

Farmer Field School (FFS). An FFS is a field-based training initiative in which a group of farmers meet regularly to study a particular topic. Topics covered range from integrated pest management, animal husbandry and soil husbandry to income-generating activities. The training follows the natural cycle of the topic covered, for example, an entire cropping season. There are no lectures at FFS; instead farmers learn by doing and experimenting with the problems encountered in the field.

Farmer Life School (FLS). FLS are based on the same learning approaches as FFS. In an FLS, adult farmers discuss the problems that threaten their livelihoods, identify the root causes of these problems and make informed decisions about what actions they should take to overcome them. Issues addressed in an FLS include poverty, HIV/AIDS, landlessness, domestic violence and children's school attendance.

The FFS and FLS approaches have been successfully adapted to the needs and situations of vulnerable children. Like the FFS and FLS, the JFFLS approach is based on experiential learning whereby children learn good agricultural and life practices through observing, drawing conclusions and making informed decisions.

A.4 JFFLS guiding principles

Guiding principles provide a group or organization with some rules or standards to follow as it carries out its work. The JFFLS have a set of guiding principles that draw heavily on the Convention on the Rights of the Child[4] and include the following.

Child protection and security

Of all the human rights agreement in the world, the Convention on the Rights of the Child has been ratified by the most countries. It details the rights of children and how these rights should be applied. "Child protection" refers to protection from violence, exploitation, abuse and neglect. The convention says that children, regardless of gender, origin, religion or possible disabilities, need special care and protection because they are often very vulnerable. It also says that governments must take action to ensure that children's rights are respected. Violations of child protection are human rights violations, which are underreported barriers to children's survival and development. Successful protection increases a child's chances of growing up physically and mentally healthy and of achieving confidence and self-respect. It also makes a child less likely to abuse or exploit others, including her or his own children.

The convention is guided by four fundamental principles: non-discrimination; the best interests of the child; survival, development and protection; and participation. Authorities must protect children and help ensure their full physical, spiritual, moral and social development according to these principles. Above all, any actions affecting children must be in their best interests and should benefit them in the best possible way. One of the objectives of JFFLS is to support and protect children by providing a protective environment for learning, social support and relief from the children's daily cares and stress. Children are developing into adults, and protecting them from destitution and the threat of HIV/AIDS creates the conditions for them to reach their potential.

Gender-equal attitudes

Gender equality means that women and men enjoy the same status. In a JFFLS, gender equality means that girls and boys have equal chances to achieve their human rights, fulfil their potential, contribute to economic, socio-cultural and political development, and benefit from the results. Gender equality exists when a society gives the characteristics, roles and responsibilities of both boys and girls equal value.

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4 For information about other relevant conventions, see the reference section at the end of this chapter.

Vulnerable children

HIV/AIDS is not the only cause of vulnerability for children: other factors include extreme poverty, exploitation and conflict. Programmes should therefore address not only AIDS-related problems but also the other causes of children's vulnerability. AIDS programmes for children should assist all the most vulnerable children in a community, regardless of the specific causes of their vulnerability.

Source: UNAIDS/UNICEF/USAID, 2004.

Participation

Participation is a process of communication among development agents and local men, women, girls and boys in which local people (including boys and girls) take the leading role in analysing the current situation and in planning, implementing and evaluating development activities. Under the Convention on the Rights of the Child, children have a right to help make the decisions that affect them, and to have their opinions taken into account.

Addressing vulnerability

JFFLS recognize children's rights and freedoms under the convention. Such rights should take into account children's vulnerability and their need for protection from economic or sexual exploitation, cruelty, abuse, violence and abduction or recruitment into armed forces. This means addressing the vulnerability of girls and boys to HIV infection, as well as the specific needs of communities already affected by HIV/AIDS. In households affected by HIV/AIDS or other chronic illness, fewer adults have to support more people, and the burden of care is often shifted to women and girls. Adults and children who lack food and income security often resort to damaging and high-risk survival strategies, such as selling off land or exchanging sex for food or cash. Children are especially at risk and therefore represent specific concerns and challenges.

Removing stigma and discrimination

Stigma marks a person out for separation or isolation from a group. The stigmatized are given the message that they are different and unwanted. Stigma is based on lack of information and fear, which turn into judgement and blame. As stigma extends to more people, it leads to discrimination against a whole group; those who are discriminated against are denied their human rights. One of the guiding principles under the convention is non-discrimination. It states that children should neither benefit nor suffer because of their race, colour, gender, language, religion or national, social or ethnic origin, because of any political or other opinion, because of their caste, property, birth or "other status", or because they are disabled. "Other status"

Terminology and creating stigma

The term "AIDS orphan" may contribute to the stigmatization of children. It is therefore better to use such terms as "orphans due to AIDS" or "children orphaned by AIDS". Experience also shows that jargon such as OVC (for orphans and vulnerable children) starts to be used by community members to identify particular children, thus contributing to their stigmatization. When children are asked what they prefer to be called, they say: "Just call us children".

Source: UNAIDS/UNICEF/USAID, 2004.

includes children who are HIV-positive themselves or who have parents or care givers who are infected. All children have the right to full access to education, health and social services, and to full inclusion in community life.

Right to food

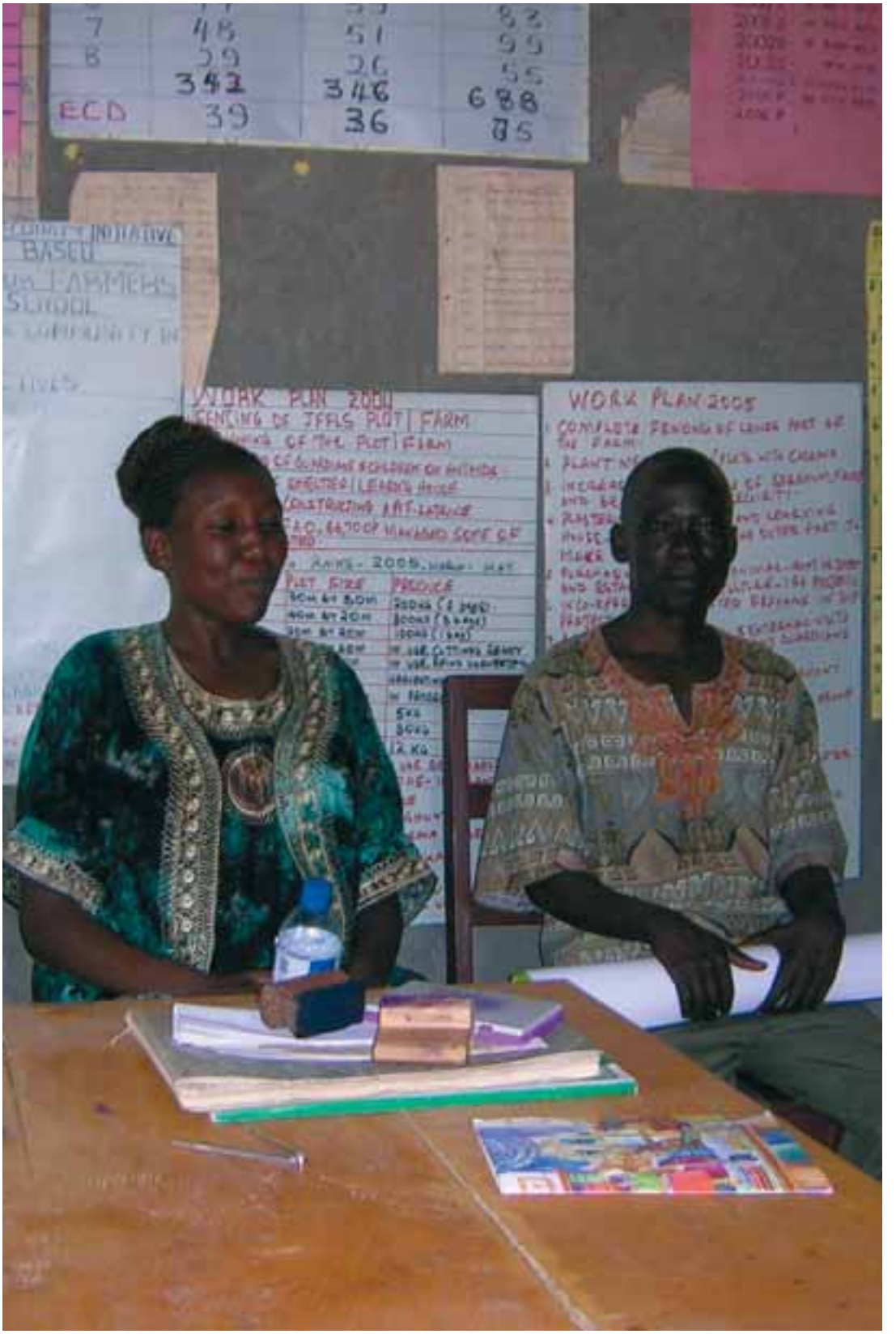
At the 1996 World Food Summit, Heads of State and Government reaffirmed "the right of everyone to have access to safe and nutritious food" as a basic human right. The right to food takes into account the principles of equality and non-discrimination, participation and inclusion, accountability and rule of law, and that all human rights are universal, indivisible, interrelated and interdependent. Voluntary guidelines have been developed to support States in the progressive realization of this right as part of their obligation to fulfil human rights under international law. In a JFFLS, States and relevant international organizations are encouraged to support the right to adequate food for the vulnerable girls and boys participating in the school through direct food support, training, education and livelihood strengthening.

A.5 *The Getting started!* manual

This training manual was developed by FAO and WFP, with input from people working for agricultural ministries and non-governmental organizations that are involved in JFFLS. The manual was written for the staff of government ministries, NGOs and faith-based organizations (FBOs) working with rural communities in developing countries. It is intended to support their response to the AIDS and orphan crisis by empowering orphaned and vulnerable children through JFFLS. The manual provides details on how to set up, operate and sustain a JFFLS.

This manual incorporates experience from people working with orphaned and vulnerable children living in areas with high HIV prevalence levels in Kenya, Mozambique, Namibia, Swaziland, the United Republic of Tanzania, Zambia and Zimbabwe. The manual is generic and is meant to be used in different regions of the world. It can be adapted for use in areas where HIV prevalence is still very low but children are made vulnerable by extreme poverty, trafficking and conflict.

This *Getting started!* manual comprises two parts. The first part provides background information on the JFFLS approach, its origins and guiding principles. The second part describes how to initiate and manage a JFFLS. This part is divided into nine chapters, each representing a step that needs to be taken to implement a school.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UNICEF. *Voices of youth: Know your rights.*
www.unicef.org/voy/explore/rights/explore_155.html

UNICEF. N.d. *Fact sheet: Child protection.* New York, United Nations Children's Fund (UNICEF).

Other conventions

Beijing Declaration and Platform for Action.
www.un.org/womenwatch/daw/beijing/platform

Declaration of Commitment on HIV/AIDS: Global Crisis — Global Action. United Nations General Assembly Special Session on HIV/AIDS (UNGASS). 25—27 June 2001.
www.un.org/ga/aids/coverage/FinalDeclarationHIVAIDS.html

Universal Declaration on Human Rights. Adopted by the UN General Assembly on 10 December 1948 under Resolution 217 A (III).
www.un.org/Overview/rights.html

Convention on the Rights of the Child. UN General Assembly resolution 44/25 of 20 November 1989, entry into force 2 September 1990, in accordance with article 49.
www.unhchr.ch/html/menu3/b/k2crc.htm

Three Ones Initiative.
www.unaids.org

Global Fund to Fight HIV/AIDS, Tuberculosis and Malaria.
www.theglobalfund.org/en

UN Convention on Elimination of All Forms of Discrimination Against Women. Adopted by the UN General Assembly, 1979.
www.un.org/womenwatch/daw/cedaw

THE NINE STEPS TO GETTING STARTED

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Expanding and scaling up

8

On graduation... future activities

7

Monitoring and evaluation

6

Arranging for food support

* input and food procurement
* food storage and preparation

5

Training JFFLS facilitators

* assessment of training needs
* development of training programme and materials

4

Curriculum development

* consultations with community/stakeholders and assessment of training needs
* development of training programme and materials

3

Selecting JFFLS participants

* consultations with community/stakeholders and setting of criteria
* baseline data needs for participants

2

Selecting JFFLS facilitators

* identification of qualified facilitators

1

Planning

* community mobilization and stakeholder identification
* site selection and development
* food support discussions

PART B:
THE NINE STEPS TO GETTING STARTED

ESTATÍSTICA GERAL DE ORFÃOS
ANO:
ÁREA SOCIAL
TOTA
MASC.
RECEITAS DE AUTOSUSTENTO
ENTRADAS
JAN
FEV
COM CARTÃO
NÃO TEM CARTÕES
ÃOS DO CENTRO
CENTRO COM C
CAIXA DOS CRENTES
CENTRO SOCIAL
MACHAMBA
OFERTA DE VISITANTES
DE MISSIONAÇÃO
ALFAIATARIA
CARPINTARIA
ESTOFARIA
OUTRAS
ESCOLINHA
TOTAIS MENSAIS
AÇÃO SOCIAL
GAB. PROJ. COMUNIT.
A.M. JESUS ALIVE
8
21
101
45
56
130
58
72
37
93
ENTES
ROS
LÍDERES VOL
DOENTES
ORFÃOS
P.V.H
DOENTES
MORTES
2003
2004

1

Planning

1

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Step 1: Planning

Introduction

Thoughtful planning improves the chances of running a successful JFFLS that responds to the needs and interests of participating boys and girls and the community as a whole. Planning should look at the needs and interests of the girls and boys participating in the JFFLS, and identify suitable partners and community-based facilitators and resource people who are energetic and interested. Discussions should identify and use age-appropriate approaches for working with children aged 12 to 18 years. Planning should also include a budgeted work plan with clearly defined roles and responsibilities for implementing the JFFLS. This chapter describes some of the key issues that need to be addressed when planning a JFFLS. These include:

- minimum management needs;
- clear management roles and responsibilities;
- identification of stakeholders;
- mobilization of community members;
- inputs and food support;
- costing the JFFLS.

Other issues, such as identifying facilitators and participants and more on input and food provision are addressed in other chapters. As much as possible, it's important to try to document the JFFLS initiation process in order to build on the lessons learned.

1.1 Minimum management needs, roles and responsibilities

Each JFFLS programme will have its own needs regarding management arrangements. However, there are some minimum management needs that should always be satisfied when starting a JFFLS; these are related to human, financial and structural issues. At a minimum, a JFFLS requires the following:

- ***One JFFLS programme coordinator*** (or a number of sub-coordinators to cover the catchment areas of a number of schools) to coordinate the overall JFFLS programme.
- ***A (community-based) management committee*** made up of the coordinator, the facilitators, parents/guardians and youth representatives to support the planning, running and monitoring of the JFFLS.

- ***Two to three facilitators**:* at least one to work with children on agro-ecological knowledge and production skills (i.e. extension worker) and at least one to work on life skills, children's potential, self-esteem and confidence, and — most important — HIV/AIDS and gender equity issues. The facilitators do not all have to be at the site at the same time.
- ***Other resource people*** to cover special of agricultural topics, such as conservation agriculture, and life skills, including HIV/AIDS prevention, treatment and control, other health issues, promoting gender equity and entrepreneurship skills.
- The ***minimum management responsibilities*** that need to be discussed and designated when planning a JFFLS programme are highlighted in Box 1.1.

Box 1.1: Planning a JFFLS: minimum management responsibilities for team members	
✓	Holding consultations with host government ministries; presenting the JFFLS approach/ concept to relevant departments, such as those of agriculture, health, education, gender, social services, children's welfare and national HIV/AIDS councils; seeking collaboration and participation; exploring intervention areas in government plans that could form a basis for government support; seeking ways to incorporate specific methodologies into government year plans and work plans.
✓	Gathering and reviewing secondary data, such as statistics, census reports, workshop reviews and demographic studies; conducting a baseline assessment of JFFLS participants for monitoring purposes.
✓	Identifying where the need is strongest using such indicators as high HIV/AIDS prevalence, orphan rate, food insecurity, poor nutrition.
✓	Holding discussions with provincial-level government bodies to identify specific districts for implementation of a JFFLS, based on indicators similar to those above.
✓	Meeting district authorities to identify suitable communities and other organizations (including FBOs) already working with orphaned and/or vulnerable girls and boys in the area.
✓	Organizing and holding preliminary information sessions with community and administrative leaders to introduce the JFFLS approach and strategy.
✓	Clarifying the roles of stakeholders - government, development partners, host institutions, participating boys and girls, facilitators, resource people, etc.
✓	Elaborating and identifying the human, financial and infrastructure resources needed and the costs involved in terms of time, labour, facilitators' and resource people's travel costs (if funds are available), etc. For more, see Step 2: Selecting JFFLS facilitators and Step 3: Selecting JFFLS participants.
✓	Organizing logistics, ensuring supply of materials (school site selection, etc.) and organizing feeding programmes.
✓	Liaising among coordinator, facilitators, management committee and other partners.
✓	Developing a JFFLS work plan – i.e., prepare land, procure inputs, ensure food, plan the curriculum, etc.
✓	Selecting facilitators and training them according to the curriculum and the needs identified.
✓	Promoting and monitoring gender balance among staff, facilitators, participants and resource people.
✓	Addressing targeting and vulnerability issues, including stigmas and gender issues.
✓	Keeping track of schedules, responsibilities and deadlines, including food preparation, input procurement, land preparation, etc.
✓	Reporting and record-keeping.
	Source: Adapted from FAO, 2005.

1.2 Stakeholder identification, community mobilization and involvement

Stakeholders and stakeholder analysis

Stakeholders are all the women, men, boys, girls, groups and institutions (informal and formal) that are interested in, or affected by, a development activity such as a JFFLS. There are different types of stakeholders at the national, the provincial/district and the community levels. Identifying stakeholders is best done through *stakeholder analysis*, which is a way of learning about the different interests, needs, constraints and opportunities that people and groups face in relation to a development activity[5]. Conducting a stakeholder analysis can also help identify areas of potential partnership or conflict. At the community level, stakeholders who could be potential partners in a JFFLS include individuals or organizations working on nutrition or health or those with experience of working with girls and boys. Other JFFLS stakeholders at the community level might include potential participants, community-based organizations (CBOs), NGOs, FBOs, women's groups, men's groups, government offices, primary and secondary schools, and international volunteers.

When involving stakeholders, particularly community members, in the development and implementation of a JFFLS it is important to (IFAD, 2002):

- inspire them to identify, manage and control the JFFLS;
- ensure that JFFLS goals and objectives are relevant and meet the needs of participants;
- ensure that the JFFLS strategy is appropriate to local circumstances;
- build interest, partnership, ownership and commitment for effective implementation.

It is necessary to explain the JFFLS objectives and approach to all stakeholders and to assess the community's interest in having such a school. It is also essential to draw the community's attention to any possible gaps in the current services extended to help vulnerable boys and girls. Emphasizing the role of the community and its ownership of the process of implementing a successful JFFLS should be core in all communication with stakeholders. At this point, it is vital to pinpoint cultural practices that may hinder some communities' participation in the JFFLS and to seek consensus on how to address such issues. At the same time, it might be useful to explore other development interventions that were rejected or badly received by the community and to look at the reasons why this was so.

5 FAO's *SEAGA Field Handbook* (Wilde) provides an overview of stakeholder analysis as well as some useful tools for approaching this type of analysis with a community.

Other types of analyses that are useful during the initial planning of a JFFLS include context and livelihood analyses. These are explained in Box 1.2.[6]

Box 1.2: Context analysis

Many factors affect girls' and boys' lives and options. These can be political or economic (policies, laws, market trends, access to education), institutional (access to services), environmental (drought, access to and control of water and land), and socio-cultural (intra-household and gender relations, stigma and discrimination). During initial planning, all those involved need to consider the local context and should not assume that the situation will be the same for JFFLS in other locations.

Livelihood analysis
Livelihood analysis looks at how people, households and communities make their living. Access to resources is critical for a decent livelihood. All those involved in managing the JFFLS should have a thorough understanding of how women, men, boys and girls make their living and on their different livelihood options.

Community mobilization and involvement

Before embarking on community mobilization, the JFFLS organizing team should be clear about who will guide the process of discussion with the community.

Local men and women know best how they can contribute their own time, labour availability, skills and knowledge; this can be established through a community meeting. Community involvement helps to ensure the sustainability of community support for the JFFLS over longer periods. For example, some community members may have substantial knowledge of grazing patterns or prevention of livestock disease. Others may have knowledge about local varieties of highly nutritious vegetables and fruits that can be planted in home or JFFLS gardens to support nutrition security for girls and boys in the community. Still others may be knowledgeable about health and life skills. Gender-sensitive participatory approaches should be used at community meetings in order to harvest all the voices, knowledge and skills of men and women in the community.

Initial discussions with the community should emphasize the JFFLS focus on vulnerability, *not* orphanhood. Discussions should be clear about the ages of the children expected to be involved — 12 to 18 years — and the need for both girls and boys to participate. JFFLS focus on children in this age group because of their particular vulnerability; teenagers are more likely to suffer the stigmatization and discrimination of their peers and the community in general. Discussions should consider the context in which the JFFLS will be situated. This

Consulting with the community in Swaziland

A core team of FAO, WFP, UNICEF and Ministry of Agriculture staff organized a community consultation. The community had several questions about the JFFLS. People were concerned about how the JFFLS would be monitored; they wanted to know the qualifications for becoming a community facilitator, what incentives were in place for the facilitators, and what the criteria were for selecting participants.

Source: FAO Swaziland.

6 The *SEAGA Field Handbook* (Wilde) has more information on how to carry out context and livelihood analyses.

Engaging the community in JFFLS garden protection

The JFFLS coordinator in Mozambique often heard the same complaint: "Goats ate our produce just before harvest!" There were also cases of produce being robbed from remote gardens. The coordinator and facilitators met community leaders to discuss the issue. Everyone agreed that livestock owners must keep their livestock away from JFFLS plots, and together they developed incentives to support this policy. They also decided that plots had to be fenced. As the project did not provide fencing materials, communities used local fencing methods, such as alternating prickly trees and bushes with close- and fast-growing plants. Everyone agreed that facilitators should link garden protection to child protection.
Involving community leaders and sensitizing them to the JFFLS is essential to the school's success. If the chief is convinced that the JFFLS is valuable, the community will be more supportive. As more people support the schools, problems such as the robbery of field produce will become less common.

Source: Mundie Salm, Mozambique

means looking at social, agricultural, health, cultural and economic factors; *context analysis* is useful for this. It is also important to emphasize that the agricultural and life skills introduced to the participants will benefit other community members, for example, through conservation agriculture; *livelihood analysis* can be helpful in this process. JFFLS are intended to benefit participants, but are also meant to help the community as a whole in the long term, by easing the burden of caring for orphans. Community members should contribute their time, labour and expertise according to their interest and availability.

Discussions should also clarify issues related to resource needs and mobilization. For more about this, see ***1.4 Initial food support discussions***, ***1.6 Costing*** and ***Step 6: Arranging for food support***.

1.3 Selecting and developing a site

When selecting and developing the site for a JFFLS, the community must agree about what will work well in local circumstances, including the agro-ecosystem, preferred foods, water availability, livelihood systems and possible income-generating enterprises. Discussions should focus on what sorts of activities community members feel boys and girls can carry out, based on labour requirements, cost effectiveness, nutrition, length of crop rotation, types of plants (including food and medicinal plants), livestock production cycles, marketing opportunities and agro-ecological and climatic factors.

In most places, particular attention needs to be paid to local influential people. They may be interested in gaining political or other benefits from donating land, and this can cause sharp divisions among community members and may result in different factions becoming allied with or opposed to the JFFLS. As far as possible, the JFFLS should avoid political and social divisions in the community. It is also important to be clear about

the terms of land tenure; JFFLS organizers must be firm when addressing the various expectations of community members towards the project.

Individuals from the community should discuss their roles and responsibilities in land preparation and other site-related work — constructing chicken coops, etc. — that is likely be too hard for many of the children to do themselves. All community members should be involved in the discussions, but it is local community leaders who decide where the JFFLS will be sited; leaders also often donate the land.

The following are criteria for selecting the site:

- **Location**: The location of a JFFLS should be: safe; within walking distance for participants, facilitators and others; near major roads for ease of community access and demonstrations; near reliable, preferably continuous, sources of water, or with access to irrigation; close to schools, especially those with school feeding programmes, or adult FFS; accessible to participants, families, facilitators and resource people; well-protected from human and animal interference; and linked to other community initiatives.
- **Cost**: There should be no monetary cost to the community.
- **Size**: The area of land should not exceed 1000 m^2.
- **Field crops**: The site should include a field that can support a variety of crop types for learning purposes. There should be staples to meet basic food needs, and a nutritional garden for healthy growth; long-term crops, such as cassava, pineapple and sweet potatoes, to introduce planning for the future and investing; a small area for indigenous vegetables and medicinal plants to address health care; appropriate agroforestry to provide fuelwood, soil fertility and erosion control, and to contribute to long-term livelihoods and natural resource management.

- **Livestock and fisheries**: A JFFLS should consider livestock that are locally accepted, cost-effective, not too labour-intensive

and feasible. JFFLS have focused on poultry, pigs and beekeeping. Communities that practise or are interested in aquaculture, may want to study the feasibility of aquaculture and consider digging a pond for learning purposes.

- **Fertility and drainage**: The JFFLS field should be of moderate to medium fertility and free from large rocks and compressed (packed) soil. It should be on a moderate slope to avoid water logging during wet seasons; this reduces the incidence of disease associated with dampness, such as blight.

Benefits of linkages with other programmes and organizations

Links with formal and non-formal education for out-of-school children
School feeding can attract JFFLS participants into formal schools, thereby increasing enrolment rates.
Links between formal schools and JFFLS activities can create effective combinations of theory and practical learning.
There is greater access to the Direct Support to School funds for orphan-related activities. These funds are obtainable through ministries of education and culture at the central to district levels.
The decentralized government institutional network (in which there are many more schools than NGOs and extension workers) allows JFFLS to expand.
Formal schools have a stakeholder framework and management structures such as parent—teacher associations (PTAs) and district education boards. These are less bureaucratic and more participatory than those in other institutions.
Sustainability and exit strategy: JFFLS with links to FFS are expected to increase community production and become providers for school feeding programmes.
Facilitators who are teachers or extension workers already receive salaries and need no additional incentive to take part in JFFLS; facilitator training strengthens their capacity by equipping them with additional skills and expertise.
Special efforts will be made to reach out-of-school children during site selection and targeting; community assessments will identify children with limited access to formal schooling or who have left school in order to support family members.

Links with FFS
Whenever possible, JFFLS sites will be located within walking distance of FFS to capitalize on the skills and experience of adult farmers. As well as using FFS facilitators, JFFLS can benefit greatly from interaction and networking, particularly from more mature FFS groups that are experimenting with enterprise development.

Links with NGOs and FBOs
Creating strategic partnerships with NGOs, FBOs and volunteer organizations generates community interest in implementing JFFLS.
These organizations have well-trained staff who are familiar with the communities, know local languages, are trained in the life skills approach and have access to small grants.

Source: FAO/WFP, 2005.

1.4 Initial food support discussions

Food plays an important role in the JFFLS programme by providing vulnerable boys and girls with an incentive to attend and with enough energy to participate actively. Facilitators and community members should discuss the need to provide children with nourishing meals during JFFLS sessions and/or with take-home rations. Contributions from organizations such as WFP have reinforced the important linkages between school feeding and learning activities at JFFLS sites. In the initial stages of organizing a JFFLS, it is important to identify food support organizations and hold discussions with them. Such organizations include WFP and a large number of NGOs. For more about food provisions, see ***Step 6: Arranging for food support.***

1.5 Different JFFLS modalities

The introduction to this manual outlined the objectives and approach of JFFLS. While the overall goal and aims of JFFLS are the same everywhere, each JFFLS is likely to be implemented differently, depending on the social, cultural, economic and environmental context. It is important to be flexible when determining the organizational arrangements and approach that best suits the local community and needs. It is very important to select an appropriate host institution at each JFFLS site, because this has immediate and long-term implications for the implementation and potential scaling up strategy of the JFFLS approach.

The JFFLS implementation strategy ought to build on the existing system in the community. New concepts about feeding should be explored and introduced gradually to avoid causing social imbalance and to ensure that existing sustainable nutritional practices are not abandoned. The food support component needs a time plan and a proper exit strategy so that the community does not become dependent on it. For more about food provisions and inputs, see ***Step 6: Arranging for food support.***

1.6 Costing

Each implementing costituency has its own expenses; it is important to calculate the cost of activities and inputs to ensure proper budgeting for the JFFLS. The costs to be considered include personnel (coordinators, facilitators, resource people, etc.), transport, food inputs, non-food items such as pots and pans, training (and materials), monitoring, agricultural inputs and infrastructure, and other items and resources that support sustainability and scaling up. The use of local materials, resource people and innovations generally reduces the implementation costs. The JFFLS team should consider conducting a baseline study to determine the livelihood situation and health status of participants before implementing the JFFLS so that changes and impacts can be monitored; the financial and human resource costs of this exercise need to be considered. There should also be plans for record-keeping and reporting (monthly, mid-term reviews, workshops, etc.) to ensure accountability to participants, communities and partners. Reports should include uses of finances and human resources, attendance lists, issues covered and problems encountered. For more about reporting, see ***Step 7: Monitoring and evaluation***.

Costing a JFFLS in Mozambique

Mozambique's JFFLS programme highlighted the following recurrent costs:

- seed and inputs — fertilizers, back-up pesticides, etc.;
- improvements costs — Vetiver grass for erosion control, etc.;
- gardening tools — watering cans, hoes, etc.;
- school supplies — notebooks, rulers, pens, etc.;
- recreational supplies — footballs, etc.;
- support to public relations activities — field days, graduation ceremonies, etc.;
- animals — goats, chickens, turkeys, etc.;
- food.

It also noted the following one-off infrastructure costs:

- JFFLS infrastructures — improved granary, dryer, chicken coop, goat kraal;
- infrastructure at the school or open centre — extra classrooms, food warehouse, kitchens, fences, latrines, etc.

Source: FAO/WFP, 2005.

1.7 References

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2

Selecting JFFLS facilitators

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Step 2: Selecting JFFLS facilitators

JFFLS facilitators play a central role in the day-to-day running of the school. They manage the JFFLS, its resources, and relations between the JFFLS and the wider community. Good facilitators are essential, so it is important to choose the best people available rather than automatically appointing those who set up or are already associated with the JFFLS. Some potential facilitators have features that would contribute to the sustainability of the JFFLS: for example, facilitators from local ministries of agriculture or education are paid via their existing salaries. This chapter outlines the issues to consider when identifying and selecting facilitators.

2.1 The role of JFFLS facilitators

An interdisciplinary team of men and women facilitators accompany the children in the field during the year-long learning cycle. Each team is composed of a school teacher who will take the JFFLS methodology into the school setting; an agriculturist (a local extensionist, FFS facilitator or JFFLS graduate) who will help improve agricultural skills; and a social animator who is an expert in drama, dance or other creative activities. Each team of facilitators is responsible for approximately 30 children; half of them girls and half of them boys. JFFLS learning groups are small in order to encourage participation and trust. As the programme is scaled up, additional teams of facilitators are created to meet the demand. Facilitation teams have links to local support networks, such as CBOs, local NGOs, FBOs and health and social sectors, to guardians and to government services, including those for social welfare and women, health, education and culture, youth and sports. Volunteers identified by the community help to prepare the fields, carry out labour-intensive activities, act as care givers and prepare meals.

2.2 Where to look for facilitators

Local people make the best JFFLS facilitators because they:

- are part of the community, familiar with the nature and extent of community problems, generally trusted, and more willing to help;
- live within the community, so can lend a hand at any time;
- probably know the local language;
- are cost-effective in terms of lower transport and other costs.

Selecting facilitators in Zambia

When selecting facilitators, the coordinating team drew up a list of community-based institutions for each site and identified people who were directly or indirectly involved in HIV/AIDS-related activities.

The selected facilitation teams consisted of livestock and crop specialists from the Ministry of Agriculture and Cooperatives, staff from the Ministry of Health, Community Development and Social Welfare, and a local teacher. The community nominated a representative for the facilitation team.

Source: Martin Muyunda, Zambia.

Every community has a pool of human resources from which good facilitators can be selected. Potential facilitators include primary school teachers, extension workers, health and social workers, and people engaged in community development. The team should be well balanced between men and women so that both the girls and the boys in the JFFLS have potential role models and are exposed to different perspectives and life experiences.

When a community has decided to establish a JFFLS, community leaders can be very useful in helping to identify potential facilitators. ***Step 1: Planning*** discusses the issue of *stakeholders* and *stakeholder analysis*. A stakeholder analysis can also identify potential facilitators and resource people, as well as local, national and international stakeholders who are active in the area. Before starting to find suitable facilitators, the community should be given guidelines about the characteristics and qualities that are needed to facilitate a JFFLS, so that it can identify potential candidates. Sections 2.3 to 2.5 can be adapted for this.

2.3 Face-to-face briefing with facilitators

After identifying a team of facilitators, it is important to meet them all directly — preferably as a group — to discuss the JFFLS, its aims and objectives and what is expected of facilitators. The facilitators' commitment to the JFFLS should also be assessed at this meeting, although it may be difficult to judge their level of commitment so early on. The meeting is an opportunity to emphasize the community nature of the JFFLS approach and the need for facilitators to contribute their imagination, time and effort to reach the JFFLS objectives. This first meeting is also a good time to start establishing team spirit among the facilitators and between the facilitators and the coordinators. Facilitators should be given plenty of time and opportunity to contribute to the meeting and ask questions. It is crucial to emphasize that the JFFLS is *not* a conventional school and that facilitators need different skills from those required in conventional teaching. It should be clear to facilitators that the learning approach is based on facilitation and learning by doing rather than on conventional instruction-based learning. The individual and group training needs of facilitators can also be establish.

2.4 What to look for in a facilitator

Professional and personal background

A JFFLS benefits from having facilitators of different professional and personal backgrounds. Appropriate professional backgrounds include agricultural extension officers, social/health workers and elementary or secondary teachers.

Qualities that participants like in facilitators

Children participating in a JFFLS in Kenya like facilitators who:

- teach them songs and poems;
- teach them about agriculture and how to plant things;
- tell them to be active;
- teach well;
- are good at relating to them.

Source: Edwin Adenya, Kenya.

It is important to be familiar with JFFLS facilitators' professional or work backgrounds so as to understand what sorts of skills and knowledge they can bring to the school, and what help they might need to become better facilitators. For example, teachers might have knowledge of child pedagogy, but may know less about poultry production. Livestock specialists might have strong animal production skills and knowledge and be good at communicating with adults, but have little or no experience of working with children – especially not of age-appropriate ways to work with boys and girls. Getting to know the JFFLS facilitators makes it easier to design appropriate training programmes for them.

A facilitator's personal background is equally important as he or she will be working directly with the girls and boys participating in the JFFLS. It is essential to know how facilitators behave with other people, especially with boys and girls. This includes knowing whether or not a facilitator has a history of violence, alcoholism or drug abuse, child abuse or molestation. The JFFLS must be able to guarantee a supportive, safe learning environment.

Characteristics of a good JFFLS facilitator

The overall aim of the JFFLS is to *facilitate* learning. A good JFFLS facilitator must be motivated to work with children. She or he should be able to "make a difference" and run a JFFLS programme so that:

- the community and the participating boys and girls feel it is adding value to the community stock of knowledge and opportunities;
- all the resources available to the JFFLS are focused on achieving the goals set;
- the JFFLS is run with a minimum level of conflict.

JFFLS facilitators deal with girls and boys who have nearly all been traumatized by the difficult life circumstances that they have already experienced in their short lives. A JFFLS facilitator should therefore be sensitive to boys and girls, show concern and understanding, and motivate children to become active, confident participants. It is helpful to remember that JFFLS are born out of need; the girls and boys participating in them, and their guardians, may face many social and economic problems that need attention.

A key characteristic of a good JFFLS facilitator is the ability to communicate clearly, particularly with children. Ability and enthusiasm to listen to boys and girls is also valuable; children beg for attention and appreciate someone who listens to them. A facilitator who does not listen to children will have problems facilitating. A good facilitator should also recognize that group dynamics and management are critical to the success of the JFFLS; if the children do not work well together, the whole process becomes difficult.

A good facilitator is also a good problem solver; facilitators may have to deal with problems among participants, between participants and family or community members, or between the school and the community. Although one facilitator may not be able to solve all problems, she or he should be able to identify individuals or community, government or private organizations that can help. A good problem solver needs good observation and communication skills, as well as the ability to deal with conflict, as conflict is an inevitable part of working with people.

Keeping girls in the JFFLS – an example of problem solving

One JFFLS just outside the town of Caia in Sofala province, Mozambique is located at a school that is very resource-poor. The children are far smaller and more malnourished than the children at the primary school in town. However, this JFFLS has some useful special characteristics: a motivated teacher who facilitates culture and life skills; a charismatic principal who is very interested in the project; and a chief who supports the community and school well.

At one point, the cultural facilitator noticed that one of the girls in his group was becoming more and more despondent. She usually led the other JFFLS children in cultural activities, and was the most dynamic of the girls. She opened up to the facilitator about her problems. It turned out that her adoptive family wanted to marry her off to a local man. This meant that she would have to leave school, which she did not want to do. Together with the chief, the JFFLS facilitator and director went to talk to the family about the importance of education. The family agreed to wait, and the girl is now back normal and enjoying school again. She graduated from the JFFLS last year, but continues to help out with the new intake as a tutor.

Source: Mundie Salm, Mozambique.

2.7 References

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2.6 Facilitators' checklist for good practices

A JFFLS facilitator SHOULD:	
✓	Work with girls and boys as individuals.
✓	Be open, approachable, helpful and the voice of reason.
✓	Give boys and girls leadership positions in the group.
✓	Praise children's efforts enthusiastically and emphasize their successes.
✓	Encourage creativity in whatever sphere the child seems to shine in.
✓	Create mutual respect among the children and between the children and the adults they come into contact with through the school.
✓	Encourage peer counselling where appropriate.
✓	Work as "we" and encourage interaction among children.
✓	Be a mentor and role model; this includes working the land and taking part in activities with the children - it also helps build facilitators' empathy with the children.
✓	Make learning fun.
✓	Ensure confidentiality among participants.
✓	Create an environment where each child is valued and encouraged to use her or his strengths for the benefit of the group.
✓	Be punctual (i.e., on time) and deliver on promises.
✓	Follow a consistent approach to working and interacting with children as they need stability and continuity.
✓	Adhere to the curriculum and related activities where and when they are supposed to take place. (Although it is important to be flexible in responding to such factors as climatic changes, droughts, etc.)
✓	Find the right people for the right job (resource people for specialized sessions).
✓	Share lessons learned and good practices with others.
✓	Maintain good relationships with other stakeholders in the process.
✓	Communicate with the coordinator about problems in the school - be alert and alert others to potential problems.
✓	Ensure that meals are prepared.
✓	Ensure that the learning field and livestock pens (e.g., chicken runs) are well maintained and visible for demonstration purposes.
✓	Account for JFFLS resources.
A JFFLS facilitator SHOULD NOT	
✓	Be alone with any of the boys or girls; this can lead to possible accusations of abuse (sexual or other).
✓	Compare one child's performance with that of another or give the idea that there is a "teacher's pet".
✓	Make children work long hours in the field in production activities; there should be a balance. The JFFLS is about learning, not labour.
✓	Emphasize past failures.
✓	Ignore complaints; try to get both sides of the story.
✓	Demean individual children in front of the group.
✓	Bring gender stereotypes into learning situations; give both girls and boys the same exposure to knowledge and opportunities to improve their skills.

3

Selecting JFFLS participants

3

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Step 3: Selecting JFFLS participants

This very important step focuses on identifying and selecting the boys and girls who will participate in the JFFLS programme. This process should be carried out with facilitators, local leaders, women and men from the community, and representatives from NGOs and CBOs as appropriate. This chapter describes how to consult the community, develop selection criteria for JFFLS participants with community help, identify out-of-school participants, and avoid selection pitfalls.

3.1 Consultation with the community and other key stakeholders

When selecting vulnerable children for the JFFLS, women, men, boys and girls who live in the community or know it well should be consulted to help decide the selection criteria. Box 3.1 lists some of the general selection criteria that have been developed for existing JFFLS. It is important that the community knows that these general rules exist so that it can build on them and develop others to suit the local situation. Selection criteria must be transparent, and the community must establish and apply them. This increases the community's sense of ownership and makes it easier for the community to assign and accept roles in the school's activities. All definitions and criteria should be in the local language to ensure ownership of the selection process and avoid confusion.

Box 3.1: Criteria for selecting participants

- Each JFFLS should have a maximum of 30 child participants.
- Participants should be selected at the community level.
- Support should come from: district-level departments of social welfare, schools, community and church organizations or centres, community activists, the JFFLS manager, the local chief and other influential community leaders and members.
- Participants are orphaned and vulnerable OR confirmed vulnerable children (non-orphan). Vulnerability is one of the terms that the community must help to define; the men and women of the community are best equipped to identify which girls and boys are most at risk in the local situation.
- Participants must be between the ages of 12 and 18 years.
- Gender balance – equal numbers of girls and boys – is essential: promoting gender equity is one of the pillars of the approach.
- Participants and their families/guardians must be willing to participate in school activities. (The reasons for including them must be explained to them.)
- Participants must reside within walking distance of the project site, to avoid having to travel long distances.

3.2 Reaching out-of-school youth and avoiding selection mistakes

When selecting participants, every effort should be made to reach those girls and boys who no longer have the time or money to attend formal school, regardless of whether this is because of parents' illness or death or has some other cause. The JFFLS curriculum must take into account the different needs that these children may have, for example in basic literacy and numeracy skills. It is therefore important to define and understand "vulnerability" within the community. Vulnerability is a state in which people are unable to cope with a threatening situation because of their economic, social or other (political, environmental) reality; being orphaned is not the only cause of vulnerability for the children within a community, and being an orphan does not automatically make a child vulnerable. The central issue in vulnerability is the likelihood that a person will miss out and be victimized or exploited. The next section gives guidelines on how to define *vulnerability* and *orphan*.

3.3 Terminology [7]

There is much debate about the terms to use when referring to children who have been affected by HIV/AIDS, and about how such terms as AIDS orphans, children affected by AIDS (CABA), and orphans and other vulnerable children (OVC) should be defined. The following are some key points about terminology:

- Activities should focus on all vulnerable children and not just on orphans or those affected by HIV/AIDS. Local communities should establish for themselves which children they consider to be vulnerable.
- It may be helpful to establish an agreed definition of orphan when assessing the impact of HIV/AIDS in a given area.
- An orphan is usually defined as a child or young person under 18 years of age who has had one or both parents die.
- All the terminology used should be respectful and avoid increasing stigma and discrimination. The people these terms are describing are first and foremost children.
- This manual uses the term orphans and other vulnerable children wherever possible, in order to highlight that orphans are not the only vulnerable children.

7 This section is drawn directly from the International HIV/AIDS Alliance. Web site: www.aidsalliance.org/sw4117.asp.

Why use common terms?

There are several reasons for using common terms with commonly agreed definitions when describing children who have been affected by HIV/AIDS:

- When discussing activities, either verbally or in print, it is helpful to know that a term — for example, "orphan" — is always used in the same way. This allows people to compare different areas.
- Clear definitions are helpful when quantifying the effect of HIV/AIDS on a given population over a particular period. For example, different papers may give very different figures for the projected number of orphans and other vulnerable children because they define terms in different ways.
- Some terms have been introduced to replace and avoid discriminatory, stigmatizing or misleading terms. For example, the term "AIDS orphan" is no longer used because it increases stigma and falsely implies that children orphaned by AIDS are themselves infected with HIV. Unfortunately, even some of the terms selected to avoid stigma, such as "children affected by AIDS" and "orphans and other vulnerable children" may themselves be stigmatizing, particularly when used as acronyms (CABA, OVC, etc.).

Serious problems occur if organizations use these terms and definitions to decide whether *a particular child or family can receive services*. Children may be denied services because they do not fit into a particular group, even though the local community has identified them as particularly needy. Decisions about which children should receive services should be based on the local community's assessments of need.

There is also evidence that some groups use particular terms for the wrong reason. For example, some organizations have started to use the term OVC because they believe that this is required by donors, or because they wish to appear knowledgeable.

Defining criteria

Attempts to categorize children use the following criteria and definitions:

- ***Parental death***: The definition of an orphan implies the death of one or both parents. Initial work on children orphaned by AIDS defined an orphan as a child whose mother or both parents had died. However, this definition was strongly criticized for underestimating the total number of orphans and the impact of paternal death. Consequently, more recent publications (such as UNAIDS/UNICEF, 2002) define an orphan as any child under 18 years of age who has lost one or both parents. They also recognise different types of orphans:
    - *a paternal orphan is a child whose father has died;*
    - *a maternal orphan is a child whose mother has died;*
    - *a double orphan is a child whose parents have both died.*

• ***Cause of death***: Estimates of the number of children orphaned by AIDS can be useful in showing the impact of the epidemic in particular geographical areas. However, cause of death should *not be used for programming purposes*: such targeting increases *stigma and discrimination*. (In any case, it is impossible to calculate the total number of AIDS orphans because many people who die of AIDS have not been tested and their final cause of death is tuberculosis [TB], malaria or other illness.)

• ***Defining a child***: Internationally, a child is defined as a person under 18 years of age. This manual uses the terms child and children in this way. The term "children and young people" is used when seeking to emphasize the inclusion of older children — those aged 15 to 18 years. Many documents relating to orphans and other vulnerable children focus on people under 15 years of age because they use data from standard health surveys that categorize children in this way. This means that the number of orphans and other vulnerable children in a particular geographical area will be underestimated, because those aged 15 to 18 will be excluded. Although international definitions use age to define childhood, many traditional concepts of childhood do not. They equate childhood with dependency and see the end of childhood as the attainment of a particular status, such as marriage or completion of full-time education, rather than the attainment of a specific age.

• ***Vulnerability***: Other children and young people, as well as orphans, lack support and are vulnerable. Children and young people may live outside parental care even when their parents are still alive, or they may take on parental responsibilities when parents become ill. Children may also be vulnerable because of their own illness or disability. Non-orphaned children living in the same household as orphaned children may also be vulnerable. In many African languages the word that would be translated as "orphan" in English includes all such vulnerable children. Various terms have been used in English to describe these children, such as "virtual" "social" or "*de facto*" orphans, but they are most commonly referred to as "vulnerable children".

Despite all of these precautions, there is still a danger that the selection process may include some boys and girls who are not part of the JFFLS target group. It is useful to prepare a report with the names, ages, sexes, family status (i.e., living with parent[s], guardian, etc.) of the children chosen and the criteria used for selection. This makes the JFFLS more accountable to the community and other partners.

3.4 References

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4

Curriculum development

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Step 4: Curriculum development

At the centre of a JFFLS is a detailed curriculum that outlines the activities to be undertaken by the JFFLS participants. This curriculum will help the facilitators to plan the different learning activities throughout the year. This chapter explains how a JFFLS curriculum is developed and what topics should be included.

4.1 What is a curriculum?

A curriculum is a set of learning activities that are undertaken by a group of students; in this case the JFFLS participants. A curriculum spells out what learning activities the children will undertake in a specific period, the learning objectives of these activities, when they will take place (i.e., the learning programme) and how each will be facilitated (i.e., the learning methods).

Ideally, a JFFLS provides two one-year learning cycles. The first year of the curriculum concentrates on transferring good agricultural and life skills to the participating children. A further goal of the first year is to empower the children to make informed choices for their future lives. In the second year of the curriculum, JFFLS graduates are assisted as far as possible in securing the livelihood they would like to pursue through youth associations and the provision of credit and saving assistance (see ***Step 8: On graduation… future activities***). This chapter concentrates on the first year of the JFFLS.

4.2 JFFLS learning activities

During the first one-year cycle of a JFFLS, the integrated curriculum is built around three main pillars: 1) school site or learning field activities where children learn by doing; 2) special agricultural topics; and 3) life skills.

Learning field activities

In a JFFLS curriculum, learning field activities are all those that involve setting up and maintaining the site of the JFFLS. Depending on the crop choices of the participating children, and with the help and support of adults, the learning activities in the school site follow the agricultural cycle and range from laying out the site, preparing the land, seeding or planting, and weeding and thinning to constructing suitable storage units, storing harvests,

making compost, managing livestock, establishing a nursery and irrigating vegetables. Most of these activities can be facilitated through practising them with the children, following a short introduction and/or demonstration. To increase the learning impact of school site activities, JFFLS facilitators could stimulate the children to collect data from the school site, analyse the data and present them to the other children for discussion and deciding crop management actions. This will help JFFLS participants to make the right crop management decisions because it increases their understanding of why, if and when they should carry out different school site practices. This process is called agro-ecosystem analysis (AESA) and is explained further in ***4.4 Learning methods***.

Adults from the community should carry out all those school site activities that involve intensive manual work; the children can observe and assist with easy tasks. JFFLS are focused on learning, and are not places for child labour. It is common for children in rural areas to be engaged in some form of agricultural activities, whether seasonal to coincide with crop cycles and/or school holidays or full-time out of necessity. "Child labour" differs from this, and refers to children working in ways that harm, abuse and exploit them, or deprive them of education. JFFLS should clarify the differences between acceptable forms of work undertaken by children, which can be regarded as positive, and child labour in agriculture, which should not be encouraged and needs to be eliminated.

Acceptable forms of children's work are non-intensive activities for short periods every day that do not prevent children from attending school. Activities could include land preparation that does not involve heavy machines that are too big for children, planting and weeding with appropriately sized cutting and sharp tools, watering that does not involve loads that are so heavy they may cause musculoskeletal disorders, harvesting, feeding animals, bringing animals to pasture, shearing, collecting eggs and sweeping.

The distinction needs to be drawn between various forms of child labour in agriculture and the *worst forms of child labour* in agriculture. The worst forms of child labour require urgent action for elimination and include tasks that are likely to harm the health of children, such as strenuous work that causes musculoskeletal disorders from repetitive bending, stooping and adopting awkward and uncomfortable postures. These lead to problems with tendons and muscles and backache. Repetitive carrying of heavy loads is debilitating. Cutting the produce from trees by climbing or stretching and using inappropriate cutting tools puts a lot of strain on the musculoskeletal system. Using knives, scythes, machetes and sickles can result in cuts and sometimes severed body parts.

Great care and safety precautions must be taken if chemical products are used in the JFFLS. Children often have problems reading safety instructions because of language problems or illiteracy, so they may not know the dangers of overexposure to pesticides, chemical fertilizers and veterinary products. Children rarely have access to gloves or protective mouth gear. Children are also at risk from spray drift, contaminated soil on their bare feet, and water that is polluted by pesticides. Some banned pesticides are available in developing countries, which can lead to children being poisoned or suffering allergic respiratory diseases.

Special agricultural topics

A JFFLS curriculum includes special agricultural topics that deal with concepts of good agricultural practice such as conservation agriculture and IPM. These topics are difficult to facilitate through practice alone, so other methods should be used to transfer knowledge to the children, such as brief presentations, discussions, field visits and experiments. The following agricultural topics are recommended for inclusion in a JFFLS curriculum.

Integrated pest management

In the IPM approach farmers consider all the available pest control techniques and select the measures that are economically justified and that reduce or minimize the risks to human health and the environment. The promotion of healthy crop growth is central to IPM, as healthy plants are more resistant to attack from pests and diseases. Through several sessions in the JFFLS curriculum, participants will gain a sound understanding of good crop management practices that contribute to healthy crops, such as selecting the right varieties, proper seed management, land preparation, correct spacing, fertilizer and soil management, water management and crop rotation. IPM also encourages natural pest control mechanisms, which use the many beneficial insects, spiders and pathogens that help farmers to defend their crops against pests. Girls and boys in the JFFLS will learn to recognize these natural enemies of pests through regular structured observation sessions and will gain understanding of their roles and the optimum field conditions that favour their development. The learning methodology used for this in JFFLS is AESA (see ***4.4 Learning methods*** for more details). IPM is presented to the children by an agricultural extension officer or other resource person and, through AESA, it forms an integral part of the practical learning activities that help JFFLS participants to make decisions about aspects of crop management.

Conservation agriculture

Conservation agriculture aims to improve crop yields while conserving and making more efficient use of natural resources. It is based on three main principles:

1) *Maintain as much soil cover as possible:* In conservation agriculture, it is important that the soil is covered with crop residues, mulch or nitrogen-fixing cover crops in order to limit weed growth, prevent soil erosion and contribute to healthy and fertile soils through the added organic matter.

2) *Disturb the soil as little as possible*: Farmers should plough as little as possible and plant directly into the soil, with either a hoe or more sophisticated equipment such as a jab-planter or animal-drawn seeders. Minimum or zero-tillage planting improves the soil structure and enables the soil to retain more water.

3) *Mix and rotate crops*: Instead of monocropping, farmers are encouraged to intercrop and rotate their crops in order to prevent pests and diseases and to increase soil fertility. Intercropping also contributes to a more varied diet.

These principles are not new; what is innovative about conservation agriculture is that all the principles are applied at the same time. Not only does this help to increase yields and improve soil fertility, but it can also reduce costs and labour as it eliminates ploughing and aims to control weeds more effectively than other agricultural practices. It also spreads the manual labour more evenly throughout the year. Because conservation agriculture can reduce the amount of work needed for land preparation and weeding and also contributes to a more varied diet, it may be a good agricultural practice for communities stricken by HIV/AIDS.

At different stages of the JFFLS curriculum, facilitators can introduce crop management issues that are related to conservation agriculture, such as field preparation and planting using planting basins and planting spots, different ways to plant seeds, and how much seed and fertilizer or manure are needed. Another learning objective of this topic is to help the children gain an understanding of soil health and organic matter and of how to improve and maintain healthy soil. JFFLS participants learn why the soil needs to be covered and how to do this by using cover crops or mulching. Children can also learn about and experiment with different cropping systems — such as intercropping, strip cropping and sequential cropping — the importance of crop rotation, and the best crop varieties and combinations to use. JFFLS participants can learn how to manage weeds using cover crops, when and how to weed, and which cover crops to use. The conservation agriculture topic might also include sessions on soil and water conservation in which participants learn about different erosion control measures such

as grass strips, contour ridges and terraces, as well as about various ways of conserving and harvesting water that can be used in combination with conservation agriculture methods.

Men, women, girls and boys each tend to be responsible for different crop management tasks and for cultivating different crops. Conservation agriculture may therefore affect them differently, so discussions on gender should be an integral part of the conservation agriculture topic. For example, the higher yields derived from conservation agriculture demand more time on harvesting, which women and children usually carry out. The money earned from sales of the increased harvest might go to men, who decide how to use it. Women therefore lose time that they could have spent on tasks that provide them with income about which they decide. On the other hand, reduced requirements for weeding, which is generally women's work, might make women more willing to adopt conservation agriculture. The effects of introducing a new farming practice differ from place to place, and are best discussed at a separate session within the curriculum.

The JFFLS curriculum might also include a discussion session on cultural and traditional beliefs in the community that might prevent the adoption of conservation agriculture: for example, many farmers believe that they must plough to facilitate the penetration of roots and rainwater, that they must clear the land before planting by burning stubble and weeds, and that they should only cultivate maize rather than rotating their crops.

Livestock management

Managing small livestock is another important component of a JFFLS curriculum as it exposes children to income generation and diversification of the farming system and the household diet. Small livestock also provide a comforting source of contact for orphaned children, who may benefit psychologically from caring for small animals. The type of livestock selected by the JFFLS participants should be affordable and manageable and should not provide too high a risk of failure. Depending on the local context, possible options include goats, rabbits, ducks, guinea pigs and poultry.

Through activities at the school site and related discussion sessions, children gain knowledge of technical subjects such as improved housing and shelter, livestock management, feeds and feeding management and animal health and hygiene (Box 4.1).

The psychological benefits of livestock to children

At the end of the agricultural season, the children participating in JFFLS in Mozambique were asked whether they would like to include livestock in their study fields. The main purpose of keeping small animals is to include animal husbandry topics in the JFFLS curriculum, such as management, feeding and vaccinations. The children decided to rear goats. Very soon the JFFLS facilitators realized that keeping these animals had psychological benefits by providing the girls and boys with a sense of security and comfort. The animals also triggered amusement, laughter and play. The introduction of the goats had, in a way, enhanced child empowerment.

Source: Carol Djeddah, FAO.

Avian influenza (bird flu)

Like humans, birds can get flu. Currently, there is a type (strain) of bird flu called H5N1, which can also prove deadly to humans. Both wild and domestic birds are at risk of infection. To date, only a few human cases have been attributed to transmission from birds, but the greatest looming threat with bird flu is probably socio-economic. In most of the cases where H5N1 has been found in domestic birds (chickens, ducks, etc.), the flocks have had to be slaughtered. It is good to be informed about and keep up-to-date with the status of avian flu in the country. Extension workers or Ministry of Agriculture staff can provide information about whether or not avian flu is present in their countries. Health workers or health units may also have the most current information.

To avoid the socio-economic shocks that could arise from having to slaughter flocks of poultry, some junior and adult FFLS are promoting other small livestock such as guinea pigs and rabbits in case avian flu reaches their areas.

Sources: BBC news at: news.bbc.co.uk/1/hi/health/3422839.stm
FAO also publishes information about avian flu at: www.fao.org.

Box 4.1: Poultry and JFFLS in Zimbabwe and Namibia

In both Zimbabwe and Namibia, indigenous poultry management plays a central role in the JFFLS curriculum. Poultry is an appropriate income-generating enterprise for JFFLS because:

it has low labour demand, so children can do most of the work and thereby learn about the whole process;
it has low initial investment costs, so can be replicated after donor funding ends;
the resulting produce is marketable through rural schools, clinics and the community;
it gives quick returns and is also a good source of nutrition.

In Zimbabwe and Namibia, the JFFLS curriculum includes poultry management sessions dealing with a wide range of technical subjects, such as breeds of chicken, housing systems, disease prevention, vaccination, disease management, nutrition and feeding, feeding and drinking equipment, brooding management and hen to cock ratios, laying nest to bird ratios, factors affecting egg production, and marketing of poultry and its products.

In Zimbabwe, the children learned about the importance of supplemental feeding through AESA. Chickens were divided into two groups, each with its own pen. The cocks in one group were supplemented with grain while those in the other were not. Both groups were free range. The children recorded the initial weights and health status of 40 percent of the pullets. At subsequent meetings, the children compared the weights of the chickens and the numbers and weights of the eggs for the two groups. They also compared the incidences of pests and diseases and the mortalities of the two groups. For both groups they registered the number of fertilized eggs, tested the hens to determine whether they were laying and recorded the survival rate of chicks.

Most of the poultry topics dealt with were new for many JFFLS participants, and they especially enjoyed the AESA sessions, candling to see the chick developing in the egg, and the technique for determining laying and non-laying chickens with their fingers. The boys and girls said that poultry gave them something to help sustain their livelihoods, which made them feel that they were valuable members of the community as opposed to dependents. Some JFFLS groups sold eggs, which allowed them to buy exercise books and pencils for group members who were attending school. Other groups planned to raise enough money from poultry to start up a school uniform making business.

Community members also showed great interest in poultry activities and helped to build poultry houses and to cut and carry thatch and thatching. Communities also provided start-up poultry for the project. Community members – especially those living close to the sites – learned a lot from the JFFLS through assisting and attending the children's demonstrations. For instance, they learned the importance of supplementary feeding: although many people already knew that poultry need to be given supplements in order to produce economically, they had not realized the extent to which supplements increase productivity.

Sources: Dave Masendeke, Zimbabwe, and Imms Namaseb, Namibia.

Horticulture

Horticulture diversifies income and also provides a major source of many of the micronutrients needed for human development and to boost the immune system.

Through learning by doing at the school site and group discussions, JFFLS participants can learn about all the management-related aspects of vegetable cultivation. These include setting up a nursery, fencing a garden, selecting and sowing seeds, transplanting seedlings, vegetative propagation, seed conservation, and IPM for vegetables. By the end of the first one-year cycle, children should know how to make compost and how and when to irrigate vegetable crops. Because many vegetables are perishable, the curriculum should also include sessions on food processing, preservation and storage techniques to ensure year-round access to vitamin- and mineral-rich vegetables.

Horticulture provides a good entry point for addressing life skills such as good nutrition and a healthy life style, and for teaching boys and girls to cook healthy recipes using products from the JFFLS vegetable garden. Medicinal plants and their uses for treating HIV-related symptoms are also usually included in the horticulture sessions of a JFFLS curriculum.

Life skills

The life skills component of the JFFLS curriculum addresses issues such as HIV/AIDS awareness and prevention, gender sensitivity, child protection, psycho-social support, nutritional education and business skills. Life skills are gender-specific and every effort should be made to ensure that the different needs of boys and girls are identified and met. Through building their life skills, children develop self-esteem and confidence and become responsible citizens with positive values and respect for gender and human rights. Many of the topics covered in the life skills training make wide use of culturally based learning methods, including theatre, drama and music, to explore sensitive issues such as sexuality, sexual health, psycho-social problems, children's rights, gender roles and HIV.

Gender equality and attitudes

Gender equality and attitudes is a cross-cutting issue in all JFFLS. Introduction of this topic helps participating boys and girls to develop the capacity to assess traditional power relations between the genders, identify the shortcomings of these relations and find ways of addressing them. Drama and dance are good mechanisms for JFFLS participants to express these relationships in verbal and non-verbal ways.

Promoting gender equity through JFFLS

Through JFFLS, girls and boys learn to question unhealthy gender norms and to participate in agriculture – and life – in a gender-equitable manner. The JFFLS curriculum in Mozambique includes exercises that address gender issues. The "Planning for the future" module introduces the daily clock exercise, focusing on how women and men, girls and boys spend their time differently. The cropping calendars exercise emphasizes the different roles of men and women concerning different crops and livestock and the use and control of resources. Girls and boys also discuss why these differences exist, and whether they have to.

Girls and boys share tasks in the JFFLS: boys as well as girls weed and water, and girls make AESA presentations alongside boys. Ultimately, transmitting gender-equitable attitudes to the boys and girls depends on a gender-equitable attitude among the facilitators. In the facilitator training course, participants presented two theatrical scenarios – a classroom with a gender-aware teacher and one with a teacher who reinforced traditional gender norms. Through humour, this session demonstrated how girls and boys are treated differently in many classrooms, leading to a discussion of customs and what the community could do to address injustices.

Source: Mundie Salm, Mozambique.

The curriculum should also include gender analysis sessions in which girls and boys gain understanding of how their culturally determined roles can lead to greater risk of contracting HIV and what they can do to protect themselves. For example, girls often lack decision-making power about how and with whom to have sexual relations, and social pressure often means that boys start having sex with different partners from an early age.

Gender equality and attitudes should not only be a special life skills topic, but should also become an integral part of the JFFLS curriculum. This means that JFFLS facilitators should encourage equal roles and responsibilities for both boys and girls in JFFLS activities, particularly in leadership positions.

Using creative methods to confront a difficult issue

One JFFLS life skills facilitator at a rural primary school in the Nhamatanda district of Mozambique finds that a combination of theatre and books helps him to facilitate the difficult topic of AIDS. The books provide facts about the disease, while the drama brings the facts across to the children in an easy way. He starts by telling a story about a man who has two wives (very common, especially in rural Mozambique) and finds out that he has contracted HIV. The facilitator tells the story with variations, starting with a version in which someone contracts HIV from a dirty needle at the traditional doctor, and later covering heavier issues such as extramarital sexual relations.

The children and facilitator discuss these stories together and make up a play based on the story and its characters. Through the characters, they can express their learning and feelings freely, which helps them to get to the heart of a difficult issue. The facilitator reports that the children are now very interested in learning about AIDS and have opened up to talk with him about their relationships.

Source: Mundie Salm, Mozambique.

AIDS

AIDS is a crucial element of the JFFLS curriculum, which aims to equip participants with the necessary knowledge and skills to make well-informed and "healthy" decisions and to avoid negative coping strategies that may put them at risk of transmission. Through peer-group discussions and other participatory methodologies at several sessions, the children learn about modes of transmission, ways to prevent transmission and risky behaviour, how to care for patients, and different strategies for mitigating the social and economic impacts of the pandemic. Because women and girls are more vulnerable to AIDS than men and boys, the JFFLS participants should also explore biological and cultural factors that increase the risk of HIV transmission. The AIDS sessions should ideally also address the stigma attached to the disease and what stigma and discrimination do to people. Cultural activities such as role plays and social theatre will help the children to discuss sensitive issues such as sexuality and sexual health, which in many cultures are not usually discussed in mixed groups of boys and girls or between children and adults.

Like gender equality and attitudes, AIDS should not be a stand-alone topic, but as much as possible should be addressed throughout the three core activities of the JFFLS curriculum — school site activities, special agricultural topics and life skills. For example, when studying plant diseases at the school site, facilitators could link discussions on plant protection to human disease prevention, especially HIV. Similarly, when introducing the horticulture topic, discussions could include the use of medicinal plants to treat HIV-related symptoms such as cold, fever, rash, headache, stomach ache, diarrhoea and vomiting.

Group building and decision-making skills

Group building and decision-making skills are vital to the sustainability of a JFFLS. Simple participatory team building exercises, games and sport can help the children to feel part of the group and to deal with problems that arise in the group. The group needs to have a mature attitude so that the girls and boys feel confident and trusted when addressing sensitive topics

such as gender equity and AIDS. The children also require decision-making skills to be able to decide about their own lives and futures. This involves exercises to help them plan for the future through observing, experimenting, analysing and making decisions.

Nutrition and health

Nutrition education should explain how food is obtained, processed, prepared and eaten; how it is digested, absorbed and used by the body; and how it influences people's well-being. In the nutrition and health inputs of the JFFLS curriculum, children learn that food consists of different nutrients: carbohydrates, proteins, fats and micronutrients, including vitamins and minerals. Another objective of this topic is that JFFLS participants know how important a healthful and balanced diet is to their growth, functioning, development and health. This involves learning which crops at the school site are rich in energy and what key nutrients are important for good health. Because the nutrient content of food depends on the processing, preservation and preparation methods used, the JFFLS curriculum might include sessions in which boys and girls are directly involved in cooking, food processing and preservation.

By the end of the first year children should know how a good diet can help people living with HIV delay the progression of the virus, support drug treatments and prevent malnutrition. This includes introducing and exploring with the children what locally available remedies, such as herbs and spices, can be used to alleviate symptoms linked to HIV.

Discussions on health should not be restricted to HIV, but should also mention all the major health issues in the community — diarrhoea, malaria, TB, etc. The facilitator can also build a lesson on a local epidemic (e.g., a cholera outbreak) to help bring these issues alive.

Child protection

Child protection is central to the JFFLS curriculum. According to UNICEF, child protection involves protecting all children from violence, exploitation, abuse and neglect. Children are less vulnerable to the violation of their rights when they are aware of those rights and of services that will protect them. The JFFLS curriculum should therefore include sessions that explore such topics as early marriage, child labour, gender discrimination, sexual abuse and neglect, and should provide children with accurate

Children's property and inheritance rights: Zambia takes action

Zambia's Law and Development Association (LADA) has an initiative called the Paralegal Kids' Project, which has developed a manual to help boys and girls learn, understand and act on their rights. This training includes sessions on property and inheritance rights under Zambian law.

More information about the manual and the approach used can be obtained from LADA: lada@zamnet.zm

information about who they can contact if they feel threatened. In order to address these issues in a relatively light manner, facilitators can make use of the animated series *SARA,* developed by UNICEF. This uses a combination of books, comics and videos to provide insights into and solutions to child protection-related issues for young audiences. The JFFLS participants can also use stories such as those from *SARA* as the basis for plays about problematic situations and how to resolve them.

The JFFLS curriculum should also include sessions on children's property and inheritance rights, as these are crucial to children's protection now and in the future. These rights are often covered in national law but are not acted on at the community level. Without access to property or other resources, boys and especially girls face uncertain futures and are forced to engage in risky behaviour such as transactional sex to secure food and income.

Psycho-social support

A person's psycho-social well-being refers to his or her emotional and mental state (psycho-) and network of human relationships and connections (-social). With good psycho-social well-being a person's emotional state and social relationships are predominantly positive and healthy. When children suffer hardships, such as losing parents to HIV/AIDS, extended family relationships typically provide the most immediate means of support. Family support is vital for vulnerable children, but the premature death of family care givers often leaves children to cope on their own with trauma and loss. Living with HIV or caring for a parent sick with HIV can cause confusion and worry and can lead to children being stigmatized by their peers and/or the community at large. When children are orphaned they may lose confidence, self-esteem and their sense of belonging. In some cases, children can feel ashamed of a parent's death from AIDS because of the social stigma attached to the disease.

To help children to overcome these losses and rebuild their self-esteem they should be given opportunities to express their feelings and talk about how their lives have been affected by their changed roles and responsibilities. However, although children need opportunities to express their feelings, they should not be forced to talk before they are ready. Some children might not feel comfortable sharing their deepest feelings in a group of their peers, so the JFFLS curriculum should include sessions using various creative approaches in which children can explore and express their feelings through drama, role play, drawing, telling stories, for example. Group building exercises such as games and sports can help build the children's trust in the JFFLS facilitator and in one another, and encourage them to open up more easily in discussions. Through these activities, the JFFLS helps to integrate a child into his or her "new extended family" and community. In this context,

facilitators and volunteers act as care givers, ensure security and safety and assist children in familiar routines and tasks such as regular school attendance and interaction with other children.

Entrepreneurship

Although entrepreneurship is central to the second year of a JFFLS (see ***Step 8: On graduation… future activities***), some business training skills can be included in the first year of the curriculum. The objective is to promote enterprising behaviour gradually through sessions where girls and boys begin to think about business ideas and become familiar with the concepts of profits and marketing.

Discussions could be held on how to develop a business idea (based on surplus product) and on marketing a product. Children might also be exposed to simple profit and loss concepts. They can consider the feasibility of what they are producing in the JFFLS as a source of income from sales of surpluses. The importance of forming groups to strengthen business opportunities could also be covered.

Emphasize that JFFLS participants have to select their own business ideas. These must be based on the available resources — often agriculture-related (fruits, vegetables, fish, animals, herbs, farmland, water) — the location of markets, and the skills required. Brainstorming about business ideas can be a starting point. Ask JFFLS participants to suggest ways of adding value to raw agricultural products – e.g., pickling and preserving of fruit, vegetables, meat and fish, and making environmentally sound packaging. Discussions should also focus on essential products and services that are not easily available locally, such as types of meat, milk products, clothing, materials for hairdressing and particular types of vegetables. There may also be special needs for local institutions. For example, JFFLS participants could estimate how many chickens the nearest commercial establishment requires every week, or what vegetables do not spoil quickly and can be used in large institutions where food is prepared daily, such as government office canteens.

If the JFFLS is already producing crops or

Income-generating activities in Kenya

In March 2005, an American Peace Corps volunteer facilitated a workshop on child-friendly income generation activities at the Odhuro JFFLS in Kenya. The workshop was funded by Community Aid International in Bondo. Twenty young people, mainly girls, participated in a practical exercise on making necklaces from glossy magazine paper. The children were shown how to select colourful paper, cut it into the proper size and roll it into beads. Using fishing line, the beads were strung into necklaces and completed with brass clasps.

Within two hours, every participant had completed a necklace. They wore their necklaces and showed them to the care givers and teachers, who demonstrated their appreciation with a round of applause. The children were confident that they would be able to make the necklaces by themselves. From an initial investment of less than Ksh. 100, JFFLS participants could make a profit of about Ksh. 400.

Source: Joyti Patel, Kenya.

A trip to the local market: watching business in process

A trip to the local market can be organized, so that JFFLS participants can make key observations such as:

- Which produce is produced locally?
- Which stalls sell out quickly, and why?
- Where are most people gathering to buy?
- What are the characteristics of good sellers?
- What is in demand?
- Does this relate to the season, the taste?
- Which produce looks good on display?
- Which spoils easily? How do people agree on prices?

has animals that can be sold, these can be used as examples. If poultry is kept, even if the eggs produced are not being sold, simple calculations can be based on the theoretical sale of a certain number of eggs daily, taking into account the costs of feeding poultry and the daily egg consumption of JFFLS participants.

Discussions on group formation and decision-making skills could cover issues related to working together in groups for production. The advantages of producing as a group include helping and learning from each other, economies of scale for purchasing inputs, and quality control. The disadvantages include the possibility of some group members being careless and not working as hard as others, some being unpopular with customers for various reasons, and the tendency for a group not to give sufficient thought to customers' needs. The difference between having something valid to sell and marketing it could be highlighted, emphasizing the need for children to consider the six "marketing Ps" — product, place, people, price, promotion and plan — in their future businesses. Issues related to feasibility plans and access to finance and business development services are covered in more detail in ***Step 8: On graduation... future activities***.

Entertainment

Entertainment is central in the JFFLS curriculum, and each session should devote some time to it. Playing games, engaging in sports, making art, singing songs and dancing are important activities for the children, as they create joy, build confidence and self-esteem, and develop group spirit. They also reward the hard work and learning of the girls and boys in the JFFLS. Entertainment provides fun relief from daily stress and new responsibilities, helping the children to socialize and giving them a sense of belonging. Children can sometimes learn better through fun games and exercises with hidden lessons — learning by playing. For example, a song/poem with a dance or actions can help children to remember details from the learning field, such as different plants and their nutritional or medicinal value, recipes for medicines, optimal spacing for crops, and the reasons for field activities.

4.3 An integrated learning programme

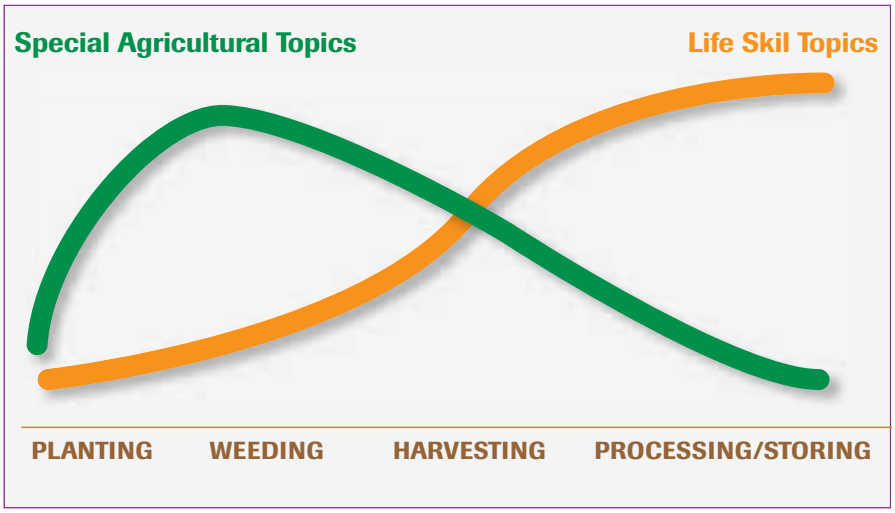
This section describes the sequencing of the curriculum topics and activities described in the previous section — the learning programme. In general, JFFLS participants meet two or three times a week at the school site, depending on local timetables. They meet once a week in the study fields and once or twice a week for life skills and special agricultural topics. Formal JFFLS activities do not usually take place during the school holidays, but school feeding and entertainment may continue. Holidays give the children time to consolidate and internalize the learning from previous months.

The one-year JFFLS curriculum follows an entire local cropping season for the following reasons:

- Each stage of the crop cycle has its own problems and needs — water, fertilizer, mulching, weeding, etc. — so all stages of the crop and all the related crop management requirements need to be covered by JFFLS training activities.
- Some of the processes that the children will observe through AESA, such as the population dynamics of natural enemies or diseases, develop over time during the cropping season.
- The impacts of some crop management decisions made at an earlier stage of the crop can only be seen at the time of harvest, in terms of yield, quality, and cost and benefits.
- After the peak of the agricultural season, more time is available to deal with complex life issues such as losses and threats and HIV/AIDS. By this time, the group has also matured and the children are used to exploring issues together. The children feel confident enough to discuss sensitive issues that are affecting their lives (Figure 4.1).

Special agricultural topics are triggered by specific activities at different times of the crop cycle, and life skills topics are chosen to complement/link up with the agricultural topics. In this way, introducing good agricultural practices goes hand-in-hand with introducing good life practices. For example, the “Growing up healthy” theme is scheduled for periods when diseases are starting to appear in the field. This means that IPM principles as a special agricultural topic can be linked to health and nutrition as a life skills topic. The JFFLS curriculum is not static, but can be adapted to take into account seasonal changes and issues coming up in the field, such as plant disease, or to help individuals cope with issues in their personal lives, such as the loss of a family member or a health epidemic in the community.

Figure 4.1 Sequencing of life skills and special agricultural topics



source: Rogerio Mavanga

An integrated curriculum following the crop and life cycle

- FAO and WFP first piloted JFFLS in Mozambique in January 2004. In the initial experimental phase, the JFFLS curriculum was centred on good agricultural practices and life skills that reflected the children's interests and needs. As the schools gained experience, it became clear that a more detailed curriculum was needed to guide the facilitators in their daily activities. An integrated curriculum was developed that combines problems encountered in the field with problems faced in life. This new curriculum helps children to:
- understand how to live healthily through growing healthy crops;
- observe their fields regularly and make informed decisions on crops, perhaps using the same processes to make informed decisions about their own lives;
- learn about crop as well as human diseases, and ways to prevent them;
- understand agro- and human ecology so that they can become experts and feel in charge of their own lives;
- develop problem solving and decision-making skills in dealing with AIDS-related concerns.

The curriculum JFFLS is organized according to monthly themes that link good agricultural practices and life skills. For example, when learning about cropping calendars and the life cycles of plants, children discuss the life cycles of people and planning for the future; and when dealing with pests and diseases and how to manage them through IPM, children also discuss HIV/AIDS and how to face and manage diseases and losses in life. The monthly themes follow the cropping season and include preparation, planning, growing up healthy, diversity, protection, water and granaries for life, threats and loss, and transformation and preservation. By structurally integrating agriculture and life skills according to monthly themes, the curriculum helps both the JFFLS facilitators and the children to approach life and agriculture from a holistic point of view.

Art, theatre, song and traditional dancing play a central role in encouraging self-expression and integration with peers. These cultural activities are also used when exploring sensitive issues, such as psycho-social problems, children's rights, gender roles and HIV/AIDS because they help to build trust, explore risks, solve problems and develop more gender-equal attitudes.

Source: Carol Djeddah, FAO

Figure 4.2: Example of an integrated JFFLS curriculum following the crop and life cycle in

Learning module	Learning field activities
Preparation	**Field preparation** • Selection of type of crops • Layout of learning fields • Land preparation
Planning	**Seeding or planting**
Growing up healthy	**Maintaining a healthy crop** • Weeding and thinning • Start of IPM • Weekly AESA exercises
Holidays	**Consolidating themes of november**
Diversity	**Preparation: second crop season** • AESA • Selection of type of crops • Layout of learning fields • Land preparation
Protection	**Horticulture** • AESA • Fencing the plot • Establishing a nursery
Water of life and granaries of life	**Importance of water/harvesting first-season crops** • Constructing a dryer and granary
Threats and loss	**Pest and disease management** • AESA • Drying and storing harvest
Transformation and preservation	**Agroprocessing: food conservation livestock keeping** • AESA • Compost making • Using the A-frame • Livestock management: – planning for and selecting livestock • Long-term crop harvesting
Two-week break	***Evaluation and graduation*** **Training of new facilitators**

Source: Developed by Carol Djeddah, Rogerio Mavanga, Jaap van de Pol, Mundie Salm, Valentina Prosperi and Isabel Almeida, FAO Mozambique.

Mozambique: the 3 pillars

Special topics – agriculture	Special topics – life skills
• Cropping calendar • Life cycles of plants • Introduction to conservation agriculture • Conservation agriculture land preparation	• Group building • Life cycles of people • Games, sports, art, theatre, song, dance
• Agricultural planning • Testing germination of seeds • Spacing/number of seeds per hole • Introduction of AESA	• Group building, continued • Planning for the future • Games, sports, art, theatre, song and dance
• Conservation agriculture soil fertility management • Introduction to IPM principles	• Decision-making: observing • Nutrition: food • Health: hygiene and sanitation • Games, sports, art, theatre, song and dance
• Horticulture: selecting crops • Selecting secure land • Conservation agriculture intercropping/layout of field • Planning for experimentation	• Decision-making: experimenting • Nutrition: variety in the diet • Girls and boys: equal opportunities • Games, sports, art, theatre, song and dance
• Crop protection measures • Nursery management: Advantages Sowing density	• Decision-making: analysing • Protecting children: child labour, child abuse, gender inequities, protection against HIV • Games, sports, art, theatre, song and dance
• Conservation agriculture water management: Irrigation techniques Mulching Improved dryer and granary	• Decision-making: making decisions • Water for life: what it means • Granary of life: reflection on what learned so far
• IPM of vegetables and other crops • Managing post-harvest losses • Seed conservation • Introduction to medicinal plants • Role of natural and chemical pesticides	• Facing and managing threats, diseases and losses in life • What is disease? • HIV/AIDS • Using medicinal plants to treat symptoms (e.g., cold, fever, rash, headache, stomach ache, diarrhoea, vomiting) • Art, theatre, song and dance
• Drying foods, making preserves, flour, oil, etc. • Soil conservation measures, e.g., A-frame • Livestock keeping: feeding, disease (prevention and treatment), use of manures • Improved corrals • Improved (chicken) coops • Fish farming: feeding, disease (prevention and treatment) • Construction and management of a fish farming tank • Biodiversity and natural resources • Looking at local (wild) food plants to supplement diets • Problem of uncontrolled fires	• Continue discussion of previous month • Cooking together (boys and girls) • Spreading risk • Marketing • Make a basic budget • Simple exercise in economic analysis and constraints • Nutrition: getting through the “hungry period” • Games, sports, art, theatre, song and dance

4.4 Learning methods

Most of the boys and girls participating in a JFFLS are orphaned because of AIDS or live in AIDS-affected households; they are therefore often deprived of attention for their physical, intellectual, emotional and spiritual needs. A top-down and authoritarian approach to supporting these children is not a suitable way of meeting their needs. Different child-centred learning methods are used in JFFLS to help children experiment, discover, analyse and make their own decisions. Because learning is most effective when it is fun, the JFFLS facilitators should use a combination of experimental learning methods, learning by doing, and culturally sensitive methods such as role play, drama and music. As much as possible, learning should be done in groups to stimulate the sense of belonging and to build confidence.

Experimental learning

Carrying out experiments

JFFLS participants are involved in simple field experiments that stimulate experimental learning and self-discovery and help them to become expert farmers. The experiments carried out during the first year of the JFFLS curriculum are generally not meant to introduce new farming techniques but rather to help children learn more about the crop that they are growing, the pests that are common to the crop and the natural enemies of those pests. The aim is to provide answers to problems that the children have identified at the school site. There are many field experiments that can help the JFFLS participants learn about good crop management. In mulching, for example, the girls and boys can compare plots with and without mulching and discuss the effect it has on the development of the crop. They can also compare monoculture with intercropping practices, and different crop varieties to discover their different resistances to pests and diseases. The JFFLS facilitators and participants should jointly select one or two appropriate field experiments. To help in this, the facilitators can consider the main farm-related problems identified by participants and key stakeholders in the community, the normal practices that farmers in the community apply to minimize these problems, and the recommendations made by extension officers.

Agro-ecosystem analysis

JFFLS use AESA to enhance children's observation and decision-making skills and to develop their critical thinking ability. AESA involves regular observation of the crop and the field situation in small sub-groups — for example the 30 JFFLS participants can be divided into three or four groups. Detailed observations are recorded and might include the growth stage of

the crop, crop height, deficiency symptoms, numbers of pests and different natural enemies, disease symptoms on leaves and stems, weeds, the weather conditions, and the humidity of the field. The children can illustrate their observations with drawings, which stimulates them to observe closely and intensively. They can also collect insects and plant parts with disease symptoms.

AESA can also stimulate children to conduct simple experiments. For example, they can use AESA to compare the plant health and pest and natural enemy populations on a plot that is managed according to IPM principles with those on a plot where pesticides are applied. At harvest time, with the help of facilitators, they can compare the yields of the two plots and calculate the differences between expenses on inputs and profits. AESA can also be used for comparing different crop varieties and assessing the use of compost.

Learning by doing

Through direct involvement in all the crop and livestock management-related activities that take place at the school site, JFFLS participants are exposed to good agricultural practices. The JFFLS facilitators can provide a brief introduction and/or demonstration before the activities are put into practice, and might ask the children critical questions about why and how these activities should be undertaken.

Another form of learning by doing is sharing the result of JFFLS activities with other community members. The value of sharing the fruits of children's participation in the JFFLS cannot be underestimated; it is a fundamental part of the learning process and builds confidence and self-esteem. Demonstrating knowledge and skills to community members reinforces the lessons the children have learned, helps to decrease stigma and isolation, and strengthens social networks, as well as increasing the community's ownership of the school. The JFFLS can organize field days in which the children demonstrate good agricultural practices to community members. By sharing their knowledge with others, the children can practise leadership skills and learn more about the importance of self-expression. JFFLS participants can also be encouraged to sell the crops produced in their communities, which helps them to learn about income generation and management. Ways of sharing the results of JFFLS include:

- field days in which JFFLS participants explain their learning field to the community, share their songs and drama, and offer what they have cooked using produce from the school site;
- posters and other artwork, including messages about HIV/AIDS, dance and theatre performances;
- dance and theatre performances in collaboration with social animators;
- crop exhibitions and seed fairs.

Cultural learning: the use of creativity

Creativity and child development are often related. Improvisation through dance or drama helps children to express themselves, to get to know themselves, to define risks and resources in a safe environment and to integrate with their peers. The creative use of local culture through drama, theatre, mask-making, art, dance, songs and poetry is a crucial part of the JFFLS learning process. These learning methods are very useful for exploring sensitive life skills issues, such as psycho-social problems, child protection, gender equity and HIV/AIDS. Drama and role play give children the confidence and encouragement to explore their feelings and thoughts, to acquire a notion of their own body and to express themselves. They can also be used to explore the risks related to HIV/AIDS while in a safe environment and to come to grips with difficult and sensitive problems identified by the JFFLS participants.

Pros and cons of using resource people

Resource people provide a JFFLS with expertise and authority on specific issues and bring the JFFLS closer to the community. Resource people often know the children and their backgrounds, and they can be contacted at any time in the village for clarification or follow-up. In turn, the children trust the messages given by resource people from their community or vicinity.

The benefits of resource people can only be realized if the JFFLS manages them carefully. Because their knowledge is so specific, resource people's teaching may sometimes conflict with the JFFLS curriculum. Resource people may also lack the necessary facilitation skills or experience of working with children. JFFLS coordinators should also keep in mind the saying, "a prophet is not honoured in his backyard". The children may not take resource people from their own community so seriously, and interpersonal conflicts in the community may be transferred to the JFFLS. Practical problems such as requests for payment and transport to the JFFLS site also have to be resolved.

Source: Edwin Adenya, Kenya.

Cultural learning activities used in the JFFLS should be relevant to the life skills topics in the curriculum. Activities should not be conducted in a top-down manner, but should encourage the boys and girls in the JFFLS to propose new types of cultural activity. It is also important that the content of the songs and theatre used in JFFLS does not create stigma or contradict good agricultural and life practices.

4.5 Training materials and resource people

It is impossible for JFFLS facilitators to know about all the special topics addressed in the curriculum; these range from IPM to nutrition and health and from livestock management to gender analysis and HIV/AIDS. JFFLS facilitators therefore make use of knowledgeable resource people who work near the school and can facilitate one or more sessions in which they are specialized. For example, a community health worker or a member of a local anti-AIDS organization can help with the HIV/AIDS sessions; extension officers or NGO personnel can help with conservation agriculture or IPM sessions. It is important to identify the resource people in time and to check their facilitation skills and experience of working with children. Some resource people might need short training assistance on facilitation and the use of training exercises that are tailored to the needs and interest of children.

JFFLS do not work with a standard set of training tools, because the exact content of a JFFLS curriculum might change, depending on the interests and needs of the participants and the context in which the JFFLS has been established. However, many topics introduced in JFFLS are not new, and so there is a wealth of existing training tools and exercises that can be used or adapted to the children's situation.

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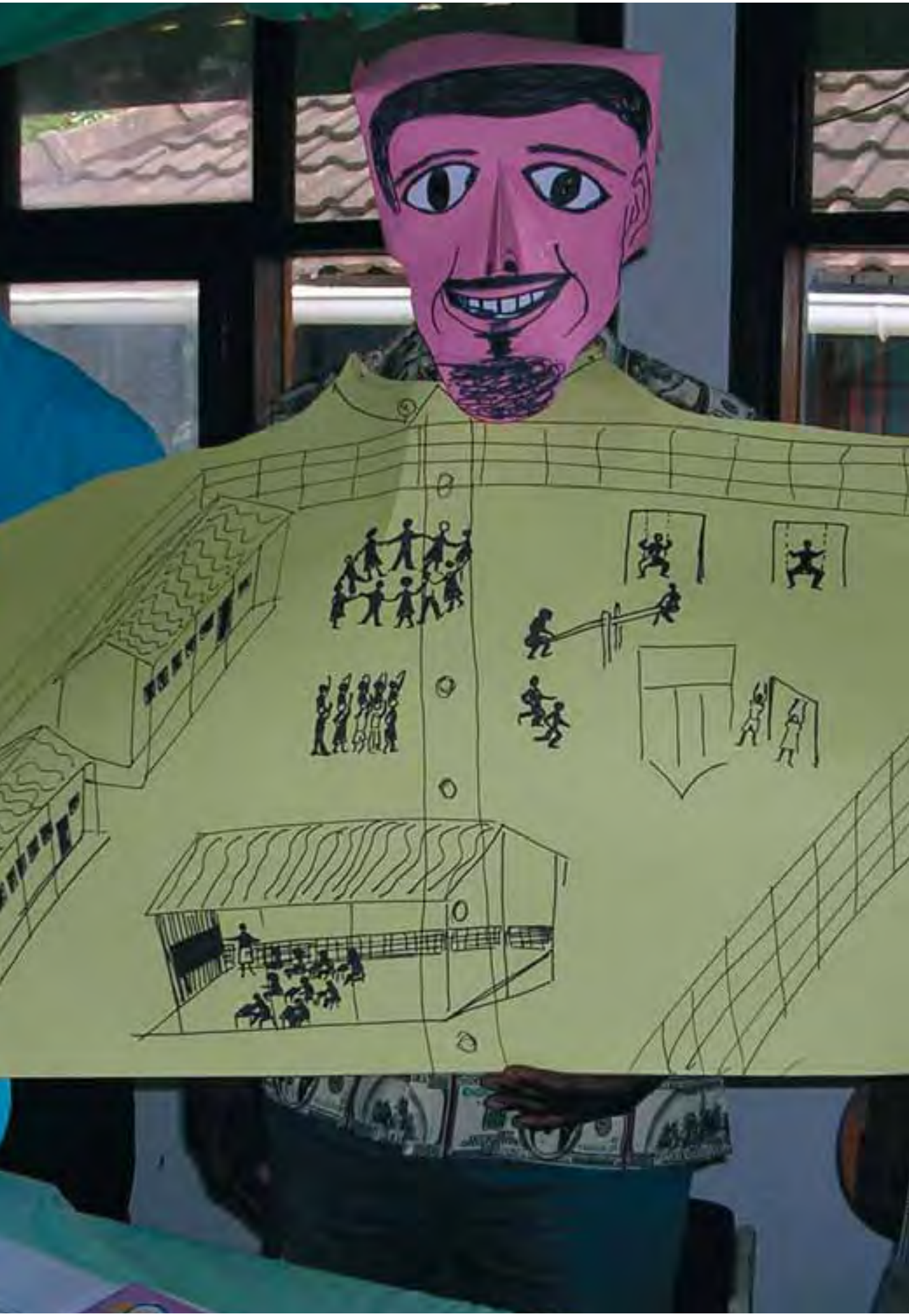

5

How to train JFFLS facilitators

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Step 5: Training JFFLS facilitators

Facilitators will need training to ensure that they all understand the JFFLS approach and what it means to be a JFFLS facilitator. The facilitator's role is crucial as he or she has the task of organizing the school, facilitating agricultural and life skills activities and dealing with basic administrative issues. Together with JFFLS managers, facilitators must also network with local government, NGOs and other agencies to ensure their full support and availability. The ethics of working with children also need to be taken into account, as the first duty of a facilitator is to protect the children she or he is working with.[8]

This chapter describes how to assess facilitators' training needs, how to design the training programme, what approach to use, and how to evaluate the training, with a view to offering facilitators refresher and skills building opportunities in the future.

5.1 Assessing training needs

The design of a JFFLS training of facilitators should be based on a training needs assessment. This means finding out what kind of training each facilitator has had in the past, identifying gaps between what they already know and what they need to know, and based on this designing a training programme that meets everybody's needs. Because of the different backgrounds of facilitators, which include teachers and extension workers, and possibly social animators and food security facilitators, a single training of facilitators will have to meet different sets of needs.

Box 5.1 Training of facilitators model for Mozambique and Swaziland

A two-week intensive programme at the beginning of the season to share facilitation skills with participants and the basics of how to set up and run a JFFLS.
Monthly three-day training sessions to top up knowledge on specific topics and provide advice on who to network with locally.
If necessary and affordable, a further two-week intensive training session half-way through the season at which the new facilitators can refresh their focus for the second half of the curriculum and monitor their own progress.

Source: Mundie Salm, Mozambique.

8 For details please see: *Building Blocks in Practice*, International HIV/AIDS Alliance , 2004

Examples of knowledge and skill gaps among facilitators in a Kenyan JFFLS

Facilitator	Background and skills	Knowledge and skill gaps
Teacher	Formally trained in the Kenyan primary education system. Implements curricula and acts as link between parents and the Ministry of Education. Some teachers have additional training on children's rights, HIV/AIDS and basic counselling.	• The JFFLS approach • Facilitation skills • Farming skills • Project administration
Extension worker	Government-based extension worker, especially in a division. Holds diplomas/B.Sc. in agriculture or livestock production. Skilled in community mobilization, participatory rural appraisal, working with adults and demonstrations	• The JFFLS approach • Facilitation skills • Working with children
Social animator	Community social workers employed by the government (social services) or local CBO/NGO. Skilled in dissemination techniques, community mobilization and awareness programmes. Works with the local authorities and the provincial administration.	• The JFFLS approach • Linking agriculture and life skills • Working with children
Food security facilitators	Volunteer farmer educators who facilitate adult FFS. Have basic training in agriculture. Serve as community interpreters and village extension agents	• The JFFLS approach • Working with children • Modern farming technologies

Source: Edwin Adenya, Kenya.

Most facilitators will arrive at the training of facilitators with some, but not all, of the capacities required to run a successful school. An agricultural extension worker may have knowledge about crop and animal husbandry, but lack knowledge of life skills. A teacher may be used to dealing with children in classroom settings, but not be accustomed to participatory learning approaches. The capacities and gaps of every facilitator to be trained need to be assessed. This will determine what to cover in the training of facilitators workshop.

Questionnaires can be used to assess facilitators' capacities relevant to the JFFLS and the skill gaps that need to be addressed in the training. Face-to-face interviews can be used to supplement the findings from questionnaires. If questionnaires and interviews are not possible, a short needs assessment can be carried out on the first morning of the training workshop to identify what changes can be made to the training schedule so it better meets the needs of those to be trained.

5.2 Developing the training programme

According to feedback from facilitators in JFFLS that were set up over the past two years, the greatest need for training is not in technical issues such as conservation agriculture, but rather in how to facilitate and create opportunities for learning.

Extension workers and teachers may have difficulty adjusting to JFFLS learning approaches, and they need time to practise participatory facilitation skills during the training of facilitators workshop. The training workshop should introduce facilitators to the JFFLS Facilitator's Manual and help them practise adapting the activities therein to the local context. The schedule for the workshop should also include training on agricultural innovations that facilitators may be expected to share with the children, such as IPM and conservation agriculture.

The value of facilitation in Mozambique

During JFFLS sessions, children learn to think for themselves by observing and analysing problems. Instead of providing all the answers, JFFLS facilitators must learn to facilitate children's learning processes by encouraging them to ask questions and by stimulating participation and discussion. Training of facilitators is therefore a crucial component in the JFFLS programme. In recent evaluations of their JFFLS training course, new JFFLS facilitators stated that they learned the most about facilitation skills and methods, and in particular how to facilitate life skills. This is the most difficult component of JFFLS and needs great attention and discussion — not only among the school participants, but also among the facilitators during their training. The evaluations also showed that the facilitators found the integration of gender equality into the sessions interesting. JFFLS training courses are an opportunity for facilitators to think about and improve their own attitudes. Attitudes cannot change overnight, however, so JFFLS training remains just one step of a long process of teacher development.

Source: Mundie Salm, Mozambique.

The following planning questions should be kept in mind when planning a JFFLS training of facilitators:

- Which training needs should be addressed first? Which can be addressed later in the season/year?

- Will the facilitation team have only one training opportunity, and how long will it last? Will facilitators need refresher courses at various intervals?
- How many people should be trained? This depends on the number of schools that are planned, but in participatory processes it is customary to limit the number of participants in a training workshop to 20 to 25.
- What equipment and materials are needed? What is realistically available and appropriate to local conditions?

The type of training provided depends on the available budget and on whether or not the facilitators can attend long training sessions while continuing their full-time employment. Box 5.1 recommends one model that has proven successful, but this is not the only viable option. No matter what model is used, the following issues should be covered during a training of facilitators workshop:

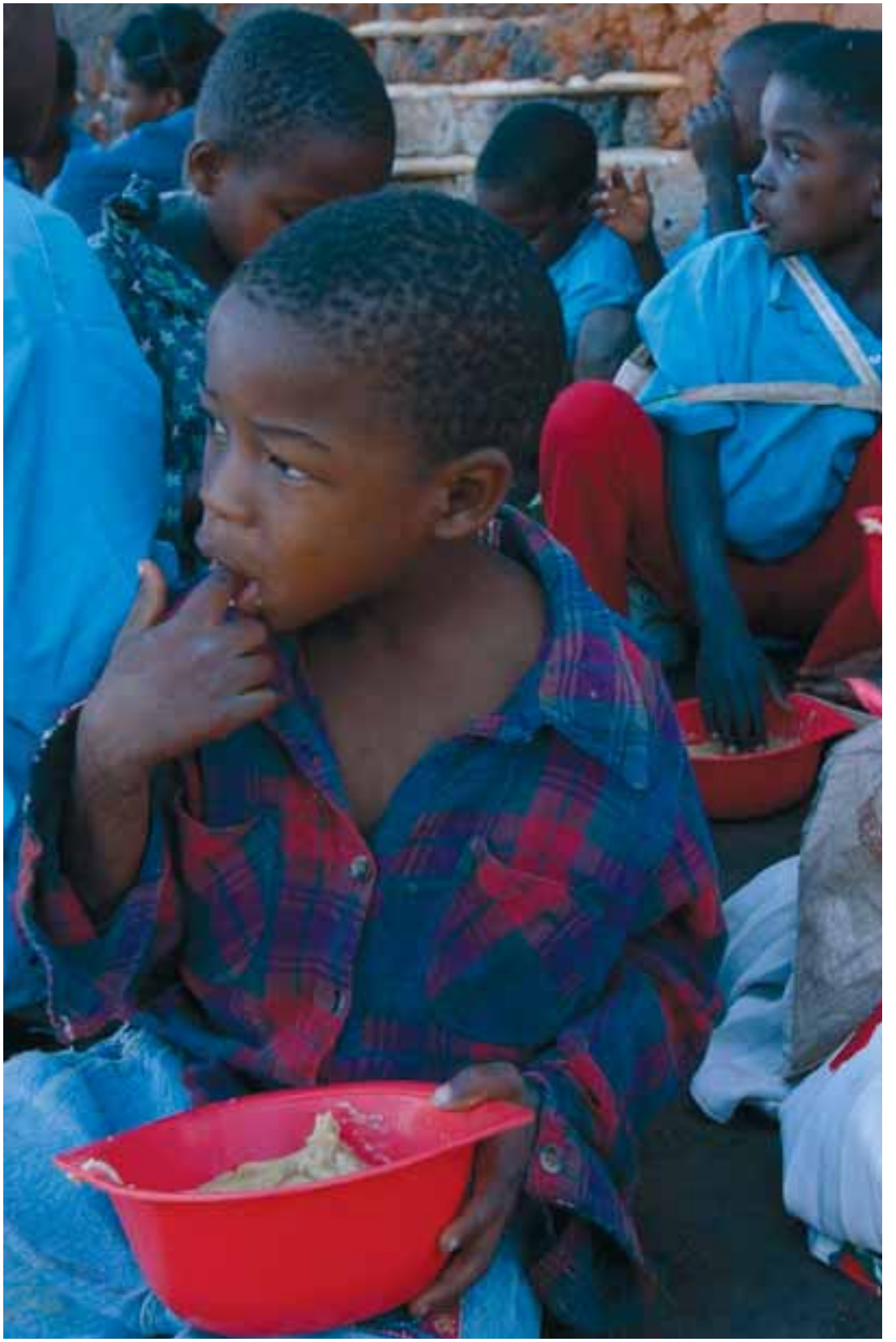
- The JFFLS methodology and its development from the FFS and FLS approaches.
- The links between vulnerability, HIV/AIDS, agriculture and food security.
- Facilitators' roles, responsibilities, code of conduct and ethics.
- Developing a JFFLS curriculum.
- Participatory and gender-sensitive facilitation skills.
- Life skills, technical agricultural issues and business skills development.
- Using dance, song, theatre and other creative techniques.
- Preparation of the learning field.
- Working with resource people.
- Organizing and managing a JFFLS.
- Collaborating with government, NGO, and other partners.
- Ensuring ownership of the JFFLS by the community and participants.
- Dealing with gender-based violence, child abuse and child labour issues.

5.3 Transportation

During facilitator training it is important to establish practices that will be replicated during the school year. This includes locating training workshops close to the villages where the JFFLS will be established. Ideally, facilitators should live near or in the village where the JFFLS is going to be established; their training should also take place near the communities to give them easy access for practicals.

5.4 Evaluation of JFFLS facilitator training

Progress needs to be monitored throughout the facilitator training workshop and a final evaluation made at its conclusion. The frequency of monitoring during the training depends on the length of the training programme, but it is a good idea to monitor at least once a week. The final evaluation will identify areas for future follow-up with participants, as well as ways to improve the training approach and materials and make them more context specific and culturally sensitive.



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Step 6: Arranging for food support

An integral part of JFFLS is the provision of food to participating girls and boys. It is recommended that when JFFLS activities are in session, the children should be provided with one nutritious meal a day and/or take-home rations. This will help improve the enrolment and attendance of children in the JFFLS, alleviate short-term hunger and increase energy and capacity to concentrate and be active. Provision of fortified food reduces micronutrient deficiencies. Take-home rations help to keep orphans and other vulnerable children within family settings, which is important for their socialization processes.

To the extent possible, JFFLS should be linked to WFP's regular school feeding programme, where it exists. This makes it possible to use existing facilities, such as storageacilities and kitchens, leading to considerable cost reductions and the timely commencement of activities. In Mozambique, for example, the regular school feeding programme has been a springboard for the nourishment of JFFLS participants. In some countries, however, regular school feeding programmes may not be in the same areas as JFFLS. For such cases, the experiences of WFP country offices are still useful in setting up the food part of JFFLS.

Food management procedures in Mozambique

The first food rations for children participating in JFFLS were delivered to the schools in December 2004 in a joint effort between the Ministry of Education at the provincial level and WFP. The delivery of food and other materials coincided with the start of the agricultural season to ensure support from the start, even though this was during formal school holidays. During the initial phase, warehouses were constructed and JFFLS participants fed through cooperation among school teachers, community members and JFFLS facilitators. Facilitators were trained in food management during their overall training. Although warehouse management was mainly the responsibility of the school, community members ensured that fuelwood and water were available, and were responsible for preparing food.

Close cooperation between WFP and the Ministry of Education in implementing the activity ensured that good quality control was sustained. For the Ministry, school feeding improved progress towards Education-for-All objectives. There was a clear commitment, from the central ministerial authorities, to ensure best possible implementation of school feeding, through the provincial office of the Ministry's school feeding coordinators to the responsible school directors and teachers who were nominated as warehouse managers. An agreement was made with WFP to provide meals to JFFLS based at CBOs and FBOs, which goes beyond the normal WFP school feeding mandate.

In many rural areas, the daily feeding activity provided the first really cooperative link between teachers and members of the community. Community volunteers helped construct the buildings and cook the food for the children, so school feeding provided a fruitful contact between the community that needed education and the government institution offering it. Adding JFFLS to the school feeding programme enabled good control of the activity via the Ministry of Education and ensured co-ownership between the government and the community.

6.1 Food support

Food support can be provided through meals at the school site and/or take-home rations. Dry take-home rations are distributed to JFFLS participants when the problem analysis shows serious food insecurity at the household level. The decision to provide take-home rations or on-site feeding depends on local conditions, including the availability of resources. The choice of commodities is determined by the food's acceptability to the children, local dietary habits and preferences, and the cost involved. Food from WFP may include cereals (wheat flour, bulgur wheat, sorghum or rice), pulses (beans, lentils or peas), canned fish or meat, sugar, and fortified blended foods such as biscuits. Fresh vegetables and fruits may be provided locally to ensure palatability and diversity of meals. JFFLS produce can be used for this purpose.

For example, in Mozambique, a typical ration consists of 150 g of cereals, 50 g of pulses, 25 g of canned fish, 10 millilitres of vitamin A-enriched vegetable oil and 3 g of iodized salt. This food basket provides approximately 50 percent of the daily energy, protein and fat requirements (800 kcal, 36g of protein and 15 g of fat) recommended for the development of primary school-aged children. Part of the daily vitamin A and iron requirements for children are provided by vitamin A-enriched vegetable oil and canned fish; half of daily iodine requirements are also covered. Rations are well balanced and adapted to the particular situation of countries characterized by protein and micronutrient deficiencies, especially in rural areas. Further, rations can be designed to take into consideration the unique needs of JFFLS participants' households. For example, in Kenya, corn-soya blend was provided to disabled people, pregnant women and children under five in the households of JFFLS participants.

When deciding the ration size and composition for both on-site feeding and take-home rations, several factors should be taken into consideration. First, the size and composition of the ration must be aligned with the purpose and role of food assistance in JFFLS activities. These depend on an overall assessment of food insecurity among the households involved in the JFFLS

Summary of Guiding Principles on ration Size and Composition.

- Determine the age range of the target group.
- Determine the number and duration of JFFLS sessions.
- Ascertain the school's budget for local food purchases.
- Check dietary patterns.
- Check available data on the prevalence of micronutrient deficiencies.
- Check the school's access to micronutrient-rich local foods.
- Consider that the weight and volume of dry food items increase on cooking.
- Choose easy-to-prepare commodities, especially for breakfast/early meals.
- Determine fuel and water availability.
- Ensure involvement of PTAs and the community in menu planning and food preparation.
- Keep the number of commodities to an acceptable minimum.
- Compute the cost of the ration/child/per day and per JFFLS cycle.

Source: WFP/UNESCO/WHO, 1999.

as well as logistical capacity. Second, the age of the children and the fact that they are involved in physical activity means that larger rations may be required. Third, take-home family rations should be based on the average household size and on other existing food assistance programmes to avoid duplication. The duration of food support should be based on the life cycle of the JFFLS.

6.2 Food management, storage and safety

Food commodities for JFFLS need to be stored in a secure, clean place not far from the field and kitchen facilities. When storage facilities are not available, warehouses may be constructed by PTAs, JFFLS staff, community members and/or cooperating partners. Sometimes, formal schools linked to a JFFLS may be used to store food commodities. In Mozambique, the food for JFFLS is stored in schools, with school directors responsible for managing warehouses and ensuring security. Teachers are nominated as warehouse managers and other staff members help with additional duties. Where there is no school feeding programme, cooperating partners may be approached to carry out transport, storage, distribution and monitoring activities. A contract is usually drawn up between WFP and cooperating partners, outlining the obligations of each.

Key points in storage and commodity management

The store should be clean and organized.
Damaged commodities should be removed.
In cases of infestation, fumigation should be carried out, with professional advice.
Stacking should be systematic to prevent warehouse losses.
Similar commodities should be stored together.
Records should be kept to ensure accountability (ledger, stack cards, reconstitution distribution, and losses report).
Stock records should be balanced at the end of every month.
Waybills and delivery notes should be used to control stocks in and out of the store.
Losses should be documented and accounted for.
The warehouse should be securely locked, and the key left with a trusted worker.

Storage should be discussed with men and women in the community. Storage, such as improved granaries, has often been developed without input from women, who need to reach the food to prepare it. Storage should be built with easy access for those preparing the food. Food is a valuable commodity, so it should be stored at a neutral and secure site to avoid accusations of misuse and mismanagement. If storage facilities are not available within the school, temporary facilities such as containers may be used.

Adequate care is needed to prevent food and water from becoming contaminated by sources that include polluted water, flies, pests, domestic animals, unclean utensils and pots, unclean food handlers, dust and dirt.

Box 6.1: WHO Five Strategies for Food Safety

- Keep hands and cooking surfaces clean.
- Separate raw from cooked food.
- Cook food thoroughly.
- Keep food stored at safe temperatures.
- Use safe water and raw ingredients.

Source: www.FAO.org

Raw foods may be a source of contamination in themselves. During preparation and storage, there are increased risks of cross-contamination and the multiplication of pathogenic bacteria. It is therefore important to ensure that those who handle food are trained in food safety practices according to the Five Strategies for Food Safety (Box 6.1). Food safety and hygiene should be incorporated in the general training for JFFLS facilitators, teachers (when food is stored at schools) and the staff of cooperating partners. A module on food safety and monitoring of the feeding component should be included in regular JFFLS training. Such training sessions can also be a channel for improving food safety in homes and entire communities. JFFLS monitoring should include the monitoring of food storage, distribution and utilization.

6.3 Food preparation

The community is responsible for providing water and fuel wood. A safe water supply should be available on the school premises at all times. Water can be obtained from local municipal sources and from groundwater sources that have been disinfected. Sanitation should be a high priority. The children can be asked to bring fuel wood if there is none near the school. Kitchen materials, including cooking and serving utensils, may be provided by the community or school committees, and sometimes by cooperating partners or WFP.

When allocating tasks for food preparation, care should be taken to ensure that women are not overburdened. JFFLS cooking duties should take into consideration the other tasks that women have to do, and every effort should be made to ensure that men participate in whatever ways possible.

Involving the community in food support and procurement

The JFFLS programme in Kenya provides food support to participants through food sub-committees. Each JFFLS has a food sub-committee of five members, mostly women. The food sub-committee is the primary source of information about food distribution, keeps records and ensures that food reaches absent care givers. Food is provided as school lunches and as take-home rations for household support.

Food distribution has been successful in terms of both nutrition and community involvement. The community is satisfied with the quantities of maize and beans provided and found the quality of oil and sugar provided to be higher than that available on the market. Community members also found the corn-soya blend porridge very palatable. Community involvement has increased the project's transparency and accountability, and community members are happy with their level of involvement in food distribution. There is now shared responsibility within the community to address issues relating to orphans and vulnerable children. The community appreciates these children more and, in turn, the children's self-esteem has increased.

Source: WFP/Kenya.

6.4 Exit strategy and sustainability for food assistance

Experience shows that successful exit strategies for school-based feeding programmes are developed in coordination with cooperating partners, communities and relevant government authorities. Sustainability and exit strategy should be considered on the following three interlinked levels.

Communities

The involvement of communities from the initial JFFLS problem identification and assessment stage through to implementation helps to give them a sense of ownership, which is a key ingredient of sustainability. Decisions about the needs of the JFFLS, including addressing hunger among its participants, should be made through existing community structures such as chiefs' offices, PTAs or local HIV/AIDS or orphans and vulnerable children committees. Once communities are mobilized they can contribute labour and construction materials, such as wood, stones, bricks and sand, for warehouse and kitchen facilities. Community members should also be involved in selecting who should benefit from school feeding, and monitoring and evaluation (M&E) of all aspects of JFFLS feeding.

It is important to build on existing traditional structures that cater for the welfare of the less fortunate members of society. For example, in Swaziland, Indlunkhulu — the provision of food from the chief's fields to members of the community who are unable to support themselves — can be a good foundation for JFFLS. Under Swazi law and custom, chiefs are responsible for the welfare of the orphans within their areas. This provides a basis on which to build a sustainable mechanism for the delivery of food to orphans and vulnerable children.

National governments

It is very important that the national government participates in the JFFLS feeding programme alongside communities and partners. Increased awareness of the plight of orphans and vulnerable children makes it essential that governments include a livelihood element in national policy frameworks, strategies and funding mechanisms. This demonstrates their commitment to integrating and mainstreaming JFFLS into the response to HIV/AIDS. Incorporating the JFFLS feeding component into social protection or social welfare ministries and strategies ensures sustainability through consistent government funding. To achieve this, all the national bodies concerned — including the ministries of agriculture, health, education, social welfare and community development, the national AIDS commission and other bodies dealing with orphans and vulnerable children — should be actively involved from the outset. Another important vehicle is the rapid assessment, analysis

and action planning (RAAAP) exercises supported by UNICEF, UNAIDS, WFP and USAID to cost the needs of orphans and vulnerable children and ensure that they are included in national plans of action in several countries in East and Southern Africa.

Partners

Many NGOs are involved in a wide range of activities that address the plight of orphans and vulnerable children and the families and communities affected by HIV/AIDS. To get the required inputs for JFFLS, avoid duplication and make maximum use of the resources available, it is very important to involve partners right from the outset. Cooperating partners can be particularly helpful in providing complementary inputs that are important to the sustainability of JFFLS activities. Key among these is ensuring that JFFLS activities are embedded in broad community mobilization efforts.

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MICKEY
AESA – Analise do sistema agro
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Cultura de Tomate
Dados agronómicos
Pragas e doenças
Recomendações
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Step 7: Monitoring and evaluation

Monitoring and evaluation (M&E) is an essential component of project design and implementation. M&E should be built in from the beginning, and used during all the implementation phases to assess:

- the extent to which the planned activities are being implemented (activity monitoring);
- the process followed to achieve the desired outcomes (process monitoring);
- the progress made in achieving the desired outcomes (progress monitoring);
- the impact of the project on its beneficiaries (impact evaluation).

M&E is also a management tool because it generates a large amount of vital information that allows JFFLS administrators to:

- identify the major problems, constraints and successes encountered during implementation, through analysis of the data collected;
- adjust project activities, plans and budgets according to data generated through the use of M&E tools and methodologies;
- provide information for accountability and advocacy to the targeted communities, and to the government agencies and national and international donors involved.

M&E therefore plays a crucial role in enhancing a project's success. This chapter provides JFFLS managers with suggestions on how to put a comprehensive JFFLS M&E system in place. These suggestions are grouped and presented for each phase of the M&E set-up process: from the planning stage (development of a result chain and logframe) to the final stage (data reporting and dissemination).

JFFLS managers may want to build on the contents of this section and discuss them further with the project stakeholders, making sure that all participants — boys and girls — are equally involved in the activity and that they contribute to the extent possible. This is called participatory monitoring

Table 7.1: The M&E time line

Problem analysis	Results chain (what do we want to do?)	Logframe (how do we monitor performance?)	Data collection	Reporting	Use of information (advocacy, management)

and evaluation (PM&E). In this way, JFFLS managers and local community representatives can reach consensus on the M&E system for each JFFLS site, and will be able to tailor M&E activities to the outcomes and impact established for their specific JFFLS project.

7.1 Preparing a results chain

Each JFFLS programme aims to address the specific problems and unmet needs (e.g., households' increasing food insecurity resulting from the HIV/AIDS pandemic, the adoption of coping strategies with high HIV risk) that have been identified among its target population before implementation. For the JFFLS to be successful, however, problem analysis is not enough. Context-specific and realistic outcomes and impacts need to be defined for each project activity. Outcomes and impacts can differ from country to country, and even from school to school, so this exercise will not produce the same results in all the countries where JFFLS are implemented. Nonetheless, some JFFLS objectives are generally accepted as being necessary. These include:

- children's empowerment;
- livelihoods improvement;
- provision of future opportunities;
- reduction of risky and negative coping behaviours.

In order to establish the main objectives and results for each JFFLS, managers sometimes find it useful to prepare a results chain (see Table 7.2) before implementation starts. The results chain anticipates and summarizes the development changes that the project is expected to produce, such as:

- short-term results, or outputs;
- medium-term results, or outcomes;
- long-term results, or impact(s).

Through continued use of the results chain, managers can identify the project's primary objectives, and plan implementation activities accordingly. By describing and measuring all the changes produced by the project in terms of cause—effect relationships (e.g., inputs lead to outputs, outputs lead to outcomes, outcomes lead to impacts), managers can also ensure greater consistency and interconnectedness among all project activities.

Table 7.2: Sample JFFLS results chain

JFFLS vision	A world in which orphans and vulnerable children (OVCs) and their households have the physical, social, human, financial and natural assets to live with dignity and reject HIV-risky survival strategies.			
JFFLS mission	To empower OVCs and strengthen their communities' safety nets through the establishment of gender-sensitive, socially viable and sustainable agricultural and life skills programmes.			
Activity component	**Inputs**	**Outputs**	**Outcomes**	**Impact**
Food support	WFP food rations Non-food items for on-site feeding and distribution of take-home rations	In-school feeding and household take-home rations administered in each of the project sites	Improved food consumption by participants and their guardians Nearly full attendance rate at JFFLS sessions	**Improved food security and sustainable livelihoods of participants and their households as a mitigation strategy against HIV/AIDS**
Agricultural skills	Curriculum Facilitators Incentives for facilitators Seeds and tools	Training of trainers A complete series of JFFLS sessions on agricultural topics undertaken and understood	Development of JFFLS participants' agricultural skills Production of crops outside the school compound Development of JFFLS participants' agricultural skills and transmission of agricultural knowledge to the rest of the community	
Life skills	Curriculum Facilitators Incentives for facilitators Other materials (musical instruments, posters, etc.)	Training of trainers A complete series of JFFLS sessions on life skills undertaken and understood	Development of JFFLS participants' life skills and understanding of HIV/AIDS coping strategies Adoption of healthy and gender-sensitive practices	

7.2 Preparing a logframe

When managers have used a results chain to identify the inputs, outputs, outcomes and impact of the project, they may want to develop a logframe (or logical framework). A logframe goes a bit further than the results chain and, as well as identifying the main project components (inputs, outputs, outcomes and impact), provides a solid basis for M&E (see Table 7.3). The logframe usually includes the following four columns, each of which specifies a different variable: the results chain, the performance indicators, the means of verification, and the risks and assumptions involved.

1) The first column in the logframe is the results chain. It summarizes the development changes that the JFFLS programme expects to produce (see section 7.1).

2) The second column of the logframe is the performance indicator. It measures the conditions or changes that affect specific facts or issues and result directly from project implementation (see Box 7.1). Indicators therefore tell whether or not a programme is meeting its objectives. Each JFFLS should create its own indicators. The following are sample indicators that managers might want to take into consideration when developing their own logframes:

- percentages of children and facilitators (by age and sex) able to identify the link between the crop cycle and the life cycle;
- percentages of children (by age and sex) able to recognize risks to their crops and their lives;
- percentages of children (by age and sex) able to locate existing resources within the community for coping with crop- and life-related risks with minimum supervision;
- JFFLS enrolment and attendance rates (by age and sex).

As these examples show, the creation of gender-sensitive indicators throughout all stages of project M&E must be given special consideration. Gender-sensitive indicators can be generated by disaggregating the data by sex (e.g., numbers and percentages of male and female graduates) and constructing specific indicators that measure the achievement of gender equality among project participants (e.g., percentages of men and women participating in project

Box 7.1: JFFLS project domains for constructing indicators

- Access to food, income and natural resources.
- Knowledge about agriculture, nutrition, HIV/AIDS prevention, life skills and children's rights.
- Attitudes and practices regarding decision-making, health, HIV/AIDS prevention, gender and livelihood strategies.
- Access to food support during JFFLS sessions.
- Other topics as determined locally.

Source: FAO/WFP, 2005.

management at all levels, as JFFLS facilitators or participants at JFFLS local committee meetings, etc., and the different roles and responsibilities assigned to girls and boys).

Identifying appropriate indicators is not always an easy task, however. For some JFFLS objectives, it is not possible to identify corresponding indicators that are easy to measure (e.g., measuring the level of self-esteem attained by the children can be particularly challenging). In these cases, proxy indicators can be used, such as the number of questions that participants ask facilitators during each JFFLS session, or the percentage of children in a class who believe that they can become like their role models within a short time. Such indicators can reflect the level of confidence achieved by the children, even when the level of self-esteem (the suggested indicator) is not easy to measure.

3) The third column in the logframe is the means of verification. It provides information on how and from what sources each of the indicators in the previous column will be quantified or assessed.

4) The fourth column in the logframe includes risks and assumptions. Assumptions are what people believe to be necessary for the project to be successful (assumptions are not always true, and can be revised if proved wrong during implementation). Risks are situations that would threaten project success if they occurred during project implementation. Special efforts are needed to anticipate risks and prevent them from occurring.

Table 7.3 provides examples that may be useful when developing a logframe. When designing a logframe, however, it is very important to consider the specific context. Table 7.3 provides a large number of indicators as examples, but in a real JFFLS project logframe the number of indicators should be kept to a minimum: for each expected outcome (first column on the left), there should be a maximum of two corresponding indicators (second column on the left).

When developing a result chain and a logframe for the JFFLS, it might help managers to:

- keep them simple;
- discuss with participants, guardians and facilitators what to monitor and evaluate;
- agree reporting frequencies and requirements (baseline surveys, participants' attendance, learning activity records) with the national JFFLS coordinator and stakeholders — especially facilitators — before the session starts; the availability and reliability of data, and the practicability and cost of collecting them, must be carefully considered both in identifying suitable indicators and in determining the most cost-effective way of measuring them;
- use the data collected on individual participants carefully and in a protective manner;
- develop SMART (specific, measurable, attainable, relevant and time-bound) and gender-disaggregated indicators.

Table 7.3: Sample JFFLS logframe

Results chain	Performance indicators	Means of verification	Risks and assumptions
Impact: Improved food security and sustainable livelihoods of participants and their households as a mitigation strategy against HIV/AIDS	• Dietary diversity (by age and sex of each household member) • Increased household food production (by whom, for whom) • Adoption of labour-saving technologies and practices (by age and sex) • Adoption of micro-entrepreneurship projects by boys and girls graduating from the JFFLS	• Household survey conducted before the start of the programme • Household survey conducted within a year of programme completion • Tracer studies	Assumptions: • No external shocks • Measures to ensure that girls are not excluded or marginalized by the programme • Men and women equally active in defining the selection criteria and the project's targets • Risks: • Lack of exit strategies for JFFLS participants • Children's lack of access to land and/or inheritance rights
Activity component 1: Food support			
Outcome 1.1 Nearly full attendance at JFFLS sessions	Percentages of JFFLS participants with > 90% attendance	Attendance data provided by facilitators and consolidated by head of the host school	• Equal numbers of boys and girls enrolled and participating in the JFFLS programme
Outcome 1.2. Improved food consumption by participants and their households	Average number of participants receiving nutritious meals every day	Post-distribution monitoring by cooperating partners' staff, government officials (district officers) and WFP field monitors	• Adequate food sharing (by age and sex) • Adequate food basket (by age and sex) • Adequate food preparation (by age and sex) • Food not sold (e.g., for medical costs)
Output 1.1 In-school feeding and household take-home rations administered at each project site	• Quantities of food distributed (by commodity type) • Numbers of participants receiving in-school feeding (by age and sex) • Numbers of participants receiving take-home rations (by age and sex) • Total numbers of beneficiaries of take-home rations by age group (under 5, 5—18, over 18) and sex	Monthly and quarterly site distribution reports by food committees, school heads and district officers	• Food and non-food items supplied in appropriate quantities and on time without pipeline breaks to all targeted beneficiaries

Table 7.3. Activity component 2: Agricultural skills

Outcome 2.1 Development of JFFLS participants' agricultural skills	Percentages of JFFLS participants whose group has introduced at least two crops within the school compound (by age and sex) Percentages of JFFLS participants practising correct spacing and/or row planting (by age and sex)	Weekly AESA sheet compiled by each group and consolidated by teachers' reports (by age and sex)	• Land and school infrastructure provided by host school or community • Watering carried out even on days when JFFLS is not in session
Outcome 2.2 Production of crops outside the school compound	Percentages of JFFLS participants introducing at least one crop outside the school compound (by age and sex) Percentages of JFFLS participants able to distinguish good pests from bad pests (by age and sex)	• Household survey conducted before the start of the programme (by age and sex) • Household survey conducted within a year of programme completion (by age and sex)	• Availability of seeds • Availability of agriculture working tools
Outcome 2.3 Transmission of agricultural knowledge from JFFLS participants to rest of the community	Percentages of JFFLS participants' guardians adopting labour-saving technology in their daily agricultural practices (by sex)	Household surveys: 1 conducted during the last two modules of the curriculum and 1 within a year of programme completion	JFFLS management committee strengthening links with the community Guardians practising agriculture (if not too old/fragile)
Output 2.1 Training of agricultural trainers (by age and sex)	Numbers of trainers trained (by sex)	JFFLS coordinator's report	Gender balance among the facilitators
Output 2.2 A complete series of JFFLS sessions on agricultural topics undertaken and understood	Percentages of JFFLS participants graduating at the end of the programme (by age and sex)	Facilitators' reports at the end of the school year	Facilitators motivated

Table 7.3. Activity component 3: Life skills

Outcome 3.1 Development of JFFLS participants' life skills and understanding of HIV and AIDS coping strategies	• Percentages of JFFLS participants able to identify at least two ways of preventing HIV transmission (by age and sex) • Percentages of JFFLS participants rejecting the two most common local misconceptions about HIV transmission (by age and sex) • Percentages of JFFLS participants able to identify the link between the life cycle and the crop cycle (by age and sex) • Percentages of JFFLS participants involved in new activities of care and support for people living with HIV and AIDS (by age and sex) • Percentages of JFFLS participants performing at least one presentation or song on a life skills topic during each module (by age and sex)	• Questionnaire administered by local JFFLS coordinator during first module of the curriculum • Questionnaire administered by local JFFLS coordinator during the last two modules of the curriculum • Facilitators' reports	
Outcome 3.2 Adoption of healthy and gender-sensitive practices	• Percentages of JFFLS participants perceiving that their hygiene and nutrition have improved as a result of enrolment in the programme (by age and sex) • Percentages of JFFLS participants able to give examples of gender-inequitable and gender-equitable roles in agriculture and other daily life settings (by age and sex)	Focus group discussions under supervision of local JFFLS coordinator: • Questionnaire administered by local JFFLS coordinator during first module of the curriculum • Questionnaire administered by local JFFLS coordinator during the last two modules of the curriculum	Assumptions: • Mobilization of local health workers for health-related sessions
Output 3.1 Training of life skills trainers	Numbers of trainers trained (by sex)	JFFLS coordinator's report	Gender balance among the facilitators
Outputs 3.2 A complete series of JFFLS sessions on life skills accomplished	Percentages of JFFLS participants graduating at the end of the programme (by sex)	Facilitators' reports at the end of the curriculum	Facilitators motivated

7.3 Participatory M&E

In order to meet the needs of all JFFLS participants and their communities, all stakeholders should be involved in the monitoring and evaluation activities of the project. This is known as participatory monitoring and evaluation (PM&E). The Farmers Field School programme has developed a variety of PM&E activities. A selection of these, adapted for use with children, are included in the *Manual*. The following are some suggested PM&E activities.

a) Stakeholder meetings on M&E

Before or during the first JFFLS sessions, it can be helpful for managers and facilitators to organize a session where the M&E needs of the project are amply discussed with the participating children and community representatives. Such an occasion provides the JFFLS organizers with the opportunity to discuss the specific project objectives and also allows the identification of activities that best address the main M&E needs and concerns.

b) JFFLS participants' role in monitoring their own learning processes

JFFLS participants can also participate in JFFLS M&E. JFFLS students can monitor their own learning processes and evaluate the outcomes of their field learning activities (see Box 7.2). For example, through regular use of the AESA sheet, children can monitor the crops grown within the school compound and identify possible risks and prevention strategies for crop protection purposes. (According to the JFFLS guidelines, each JFFLS children's team should comply an AESA sheet every week throughout the duration of the programme.) Through group discussions and interactive role play, participating boys and girls can provide valuable information about how their learning needs are being met by the programme, as well as contributing innovative and creative suggestions towards the improvement of the JFFLS programme.

Box 7.2: PM&E learning objectives and curriculum

Curriculum component	PM&E tool
Children's agricultural and indigenous knowledge	Folk tales, quizzes, painting, drama
Level of HIV/AIDS and awareness of risky behaviour	Songs, quizzes, role play, drama
Gender-equal attitudes	Role play, drama, poems, dance
Intergenerational transfer of knowledge, within households and the community	Riddles, quizzes, songs, dance, drama
Understanding risks, improving and using local resources	Puppetry, role play, drama, video, photos
Attitudes towards the future	Individual children's projects, drama, poems

During the learning process at any JFFLS site, all participants can also keep journals in which they record each day's activities and their own reactions, questions, thoughts and suggestions. The children can use the journals to monitor and evaluate their own progress, and can consult them later to help express their reflections and suggestions for subsequent JFFLS activities. After JFFLS graduation, the journals provide participants with a record of the long-term impacts of the JFFLS on their lives. Illiterate participants can undertake alternative activities, such as drawings. Children should not be assigned monitoring tasks that could put them into situations of conflict with other children or facilitators, and care must be taken to ensure that children are protected and their privacy and safety are not threatened, as detailed in the following section.

c) Key ethical considerations for PM&E with JFFLS participants

Ethical guidelines for gathering information from children and adolescents have recently been developed (Population Council, 2005). It is very important that JFFLS facilitators and coordinators take all measures to ensure the protection of JFFLS participants and to minimize unintended harmful outcomes of M&E activities. JFFLS facilitators are expected to:

- inform JFFLS participants, guardians and the community of the purposes of M&E;
- obtain informed consent from JFFLS participants to take part in surveys or interviews;
- obtain informed consent from the guardians of JFFLS participants;
- obtain community participation in JFFLS M&E activities;
- ensure confidentiality and respect the sensitive information provided by the children;
- keep participation in JFFLS M&E voluntary;
- allow children to stop or withdraw from information collection activities at any time;
- report and handle unintended adverse situations (abuse, neglect, etc.) that result from gathering information from JFFLS participants.

7.4 Collecting data

This section provides an overview of steps in the data collection process. It will help all JFFLS participants to collect data to monitor how the project is performing and to assess how far its outcomes and impact have been reached. Suggested M&E roles and responsibilities (who monitors and

evaluates what, and when) are provided at the end of this section, but each JFFLS should adapt these to its own organizational structure and needs.

a) Baseline data

Baseline data are data collected either before or at the very beginning of project implementation. Baseline data report on how things were before the project started. When the project is nearly over, or after its completion, new data will be collected and compared with the baseline data to help gauge how much change the project has produced. For example, a sample of participants' and non-participants' households could be surveyed at the beginning of the project (within four weeks from the start of the first JFFLS session) by field workers surveying an average of five households a day and supervised by the JFFLS local coordinator. The Food Security Field School (FSFS) Committee can assist in adapting the survey section on participants' food availability and consumption to the local context. In order to produce robust baseline data for each JFFLS site, a user-friendly manual containing M&E technical guidance notes is distributed to all JFFLS staff. In line with the Sustainable Livelihood Framework, new baseline surveys place special emphasis on the five specific dimensions of the project — physical, human, social, natural and financial — and on the use of participatory livelihoods monitoring activities.

b) Keeping records

Facilitators, including extension workers, teachers and social animators, might want to monitor and keep records of each JFFLS session. Such records can easily be kept in the JFFLS diary. The head of the host school could also participate in this activity, by archiving the information collected and consolidating it in monthly and final reports on the JFFLS, for example. To facilitate such tasks, facilitators can use checklists of topics and processes to be monitored during their sessions; extension officers, teachers and social animators may use different monitoring checklists.

The records can include such information and observations as:

- problems encountered;
- evaluation of the session (see below);
- plans for the next session;
- enrolment and attendance rates;
- completion rate;
- attention level in class.

Session evaluation can take place at the end of each session, with the facilitator(s) discussing and evaluating with the JFFLS participants what they have done, learned, liked and disliked during the session and what

they would like to learn more about. This takes about ten minutes of simple participatory evaluation exercises (see the JFFLS Facilitator's Manual). After the session, it is useful for the facilitators and community representatives to spend another five minutes discussing the results of the session evaluation and planning for the next session. The results of the evaluation can be documented in the JFFLS diary.

c) Monitoring visits

JFFLS programme managers or other JFFLS administrators should visit each JFFLS site a few times a year to keep in contact with the field and to monitor the process and the progress attained by each intervention. Monitoring observations can be based on the monitoring checklists, and allow JFFLS managers to record qualitative information on such issues as:

- accessibility to seeds and other working tools;
- quality of infrastructure;
- quality of sessions;
- involvement of school administrators;
- children's participation.

Monitoring visits are also important in keeping JFFLS managers in contact with facilitators and JFFLS participants. The distances involved mean that JFFLS facilitators often work in isolation from managers and other colleagues, so it is important that managers visit the JFFLS and/or meet the facilitators regularly, for example, at monthly facilitators' meetings. At these meetings, the results of monitoring visits can be discussed with other facilitators.

d) Food monitoring

As shown in the sample results chain and logframe, JFFLS may provide in-school feeding and take-home rations to JFFLS participants and their guardians. The monitoring of food assistance consists of two primary activities: on-site monitoring (for any type of food support) and post-distribution monitoring (PDM) (particularly for take-home rations).

1) On-site monitoring aims to find out whether distribution is fair and efficient, i.e., are the right people receiving the right rations at the right time? Monitoring can be carried out by cooperating partners' staff, government officials and, sometimes, the food committee and field monitors. On-site monitoring consists of monitoring: (I) the distribution site; (II) the school canteen, if available; and (III) the dry ration distribution (where JFFLS participants' guardians receive household rations). The following issues should be continuously monitored:

- Is food distributed equally to all JFFLS participants, without discrimination (by age or sex)?

- Are the stated targeting criteria being adhered to?
- Are the distributions timely?
- Are rations received in accordance with the project documents?
- Is food handled correctly?
- Is food stored properly and hygienically? Is the store safe and secure? Who is in charge of storage?
- Is all the food distributed? Are leftovers properly reported?
- Is the distribution process as efficient as possible?
- Are JFFLS participants and their families/guardians treated with respect during distribution?
- In the case of in-school feeding, is the food adequately cooked and prepared?

2) PDM consists of a systematic investigation to monitor the perceptions of both beneficiaries and non-beneficiaries of a food distribution intervention. Information is collected after food distribution to assess access to, use of and satisfaction with food aid. PDM can be carried out by cooperating partners' staff, government officials and WFP field monitors.

Food utilization includes usage patterns among beneficiary households and can be monitored with the following questions in mind:

- With whom is the food shared?
- How is food allocated among household members (are there discriminatory practices)?
- How long do rations tend to last?
- Is food being sold/exchanged?
- Why do people use the food the way they do?
- Are there problems with the preparation of certain commodities?
- Has beneficiaries' food consumption increased as a result of food support?
- How will beneficiaries be affected when the food support is no longer provided?

The main objective of PDM is to monitor the process of food distribution and recommend necessary changes, such as to the design of rations or the targeting of beneficiaries; in other words, it indicates whether food aid is likely to have the desired outcomes on JFFLS participants and their households. Whether the JFFLS is achieving its expected outcomes and impacts (as stated in the logframe) can be assessed from all the other steps in the M&E

process described in this section. In particular, when food rations have an effect on children's attendance at the JFFLS, routine monitoring information measures this outcome (disaggregated by age and sex).

7.5. Impact evaluation

When baseline data are available and the project has been implemented for some time, two M&E tools can help to show the change(s) produced by the project among its participants: (I) household surveys with follow-up; and (II) focus groups.

a) Household surveys with follow-up

Household surveys collect data on a range of core topics covering household, family and individual information (both qualitative and quantitative). JFFLS staff use this information to assess the impact that the project has had after its inception by comparing follow-up survey data with those gathered by the household survey at the very beginning of the project. Children's sharing of agricultural knowledge and life skills with their households and communities (one of the envisaged impacts included in the logframe) can take some time, so the follow-up survey in this case should take place about six months after programme completion. If unexpected impacts seem to have been produced, additional items and questions (so-called "trailers") can be added to the follow-up survey.

b) Focus group discussions

JFFLS children and facilitators can be organized into groups (of up to eight members each) according to their grade, sex or other criteria. Each group is asked whether it is satisfied with a specific JFFLS programme activity, and what (if any) changes the project has produced in its members' lives. Group members should be left to discuss freely, with facilitators (assisted by a note-taker) ensuring that:

- participants answer the question(s) asked at the beginning of the discussion;
- each participant is given a fair opportunity to talk and express her/his ideas;
- most of the opinions expressed are included in the report generated at the end of the activity.

For both household surveys and focus groups, data collection in villages should not be conducted during certain times of year when villagers' workloads are very heavy. Sessions should not last more than half a day, because they require participants' full concentration and attendance.

Villagers' daily activities should be taken into account when choosing the time for data collection activities.

Project costs can be analysed while the impact assessment is being conducted. The JFFLS national team can assist facilitators and regional managers with collecting information on the costs and related impacts of each activity. This helps field staff and JFFLS management committees to learn how to:

- plan and budget;
- locate resources to sustain the project before the beginning of a new JFFLS cycle.

7.6 Reporting and use of results

All the information collected during the baseline survey, JFFLS sessions, monitoring visits, facilitators' meetings and impact monitoring is very important, so it is very useful to document it in reports (e.g., quarterly evaluation assessments) and make it available to JFFLS programme managers (see Box 7.3). Data should be transmitted quickly to the rest of the JFFLS team.

Box 7.3: A JFFLS M&E system in progress in Mozambique

There are 28 JFFLS in Manica and Sofala provinces of Mozambique. These sites are scattered over great distances, making it very difficult for regular monitoring and supervision by the JFFLS coordinator, who makes monthly supervisory visits to the field in joint missions with WFP extension and education project focal points.
This approach optimizes the use of human resources and scarce fuel and reflects good collaboration at the operational level. It enables implementation issues to be discussed and resolved quickly. Field monitors are then required to report back to their district supervisors, keeping the government informed of progress in the field. Coordinating the M&E for 28 schools has been a challenge, and the project has not undertaken a survey of children and households. Reporting systems have been developed for each school site.

Source: Mozambique assessment mission report, March 2005.

Once national JFFLS staff have received the necessary data, M&E reports can be produced to: (I) inform donors about the project's achievements; (II) help the JFFLS management team to improve or strengthen project activities, especially for the following year's programme; and (III) help develop and adapt the JFFLS to other socio-cultural contexts.

In order to facilitate the flow of communication and strengthen the existing JFFLS network, it is necessary to create a database for all the M&E data collected and analysed.

Training of facilitators should include a capacity building component on how facilitators, together with stakeholders and participants, can use the data generated by JFFLS continually to monitor and improve the community-level management of schools.

7.7 JFFLS M&E roles and responsibilities

Given the large number of stakeholders involved in JFFLS projects, conducting M&E of all activities can be challenging. Clear definitions of M&E roles and responsibilities (e.g., who monitors and evaluates what, and when) can be of great help. JFFLS staff and participants together define the various JFFLS tasks and responsibilities according to the specific needs and the available resources. JFFLS managers at each JFFLS site might want to build on the following M&E activities, discussing them with all stakeholders to identify specific M&E tasks and establish who is going to carry them out.

Field-level M&E

M&E at the field level focuses on the project participants, including individual women and men, and the community as a whole.

1) Children and guardians can monitor the crops grown within the school compound through data sheets that are compiled regularly by JFFLS teams formed within each class. Guardians are surveyed at the beginning and end of the project, and provide data on the impact produced by the project on the programme participants' households.

2) Facilitators (and teachers in JFFLS that are hosted at formal schools) can monitor facilitation activities (e.g., type of activities conducted for each module, quality of JFFLS material received, participants' reactions to the themes discussed in class) and participants' attendance rates. Teachers can produce regular reports, and the heads of host schools can consolidate the data provided by all facilitators.

3) District or provincial officers can:

- evaluate the training of trainers through questionnaires that obtain participants' feedback on quality and other issues regarding the information disseminated and that assess the participants' interest in the topics discussed;
- organize monitoring visits to JFFLS sites and assess JFFLS facilitators' grasp of the AESA approach and the overall JFFLS methodology
- map locally available and essential resources for project sustainability, in collaboration with local community representatives;
- liaise with the national AIDS council, the district office and other local health agencies to collect the most up-to-date HIV/AIDS prevalence rates and other relevant health data for evaluating the health status and general welfare of the population targeted by the project;
- compile reports at the district/regional level, and transmit them to the national level.

National-level M&E

M&E at the national level focuses on those agencies and services, such as JFFLS staff working in the country's capital and other JFFLS focal points in national government agencies, that link the field level to higher institutions and policy-makers.

M&E at this level aims to develop an M&E system for all JFFLS projects within a country, and is also concerned with the implementation of that system. Coordination of the M&E system includes:

- working with stakeholders to develop a logframe (including indicators and the responsibilities of all stakeholders in monitoring them);
- drafting a baseline survey report and coordinating its implementation, computation and analysis at the start of the JFFLS year;
- developing and coordinating a regular reporting system for JFFLS and sub-units, and/or monthly facilitators' meetings;
- conducting and/or initiating monitoring visits;
- if resources allow, conducting an end-of-JFFLS-year survey, using a format similar to that used in the baseline survey to allow the comparison of results; pre- and post-JFFLS surveys can be used to assess programme outputs, outcomes and impacts;
- providing technical assistance to local JFFLS staff in their JFFLS evaluation efforts;
- helping participants to locate markets for their products and identify government programmes that might benefit their agricultural endeavours;
- monitoring the JFFLS institutionalization process - the extent to which the JFFLS programme is included in the PRS, the national plan of action for OVCs, and the national HIV/AIDS strategy - to assess the sustainability of the JFFLS.

International-level M&E

M&E at the international level focuses on policies and plans at the national and international levels. The JFFLS staff working on M&E at this level usually consolidate the data generated by the lower levels and use analysis of the collected data for advocacy (e.g., for the introduction of national legislative measures providing legal entitlements and access to land for the women and minors participating in the programme). The project's cost-effectiveness and efficiency can also be evaluated at this level.

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8

On graduation...future activities

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Step 8: On graduation... future activities

8.1 Recognizing and celebrating progress: graduation

As participants come to the end of their year with the JFFLS, it is important to recognize and celebrate the progress that they have made. The JFFLS team should organize a graduation ceremony for the girls and boys to mark completion of their year. Each participant should be presented with a certificate to prove participation, acknowledge the skills gained and help build self-worth.

Existing JFFLS have suggested that the graduation ceremony is best conducted in the presence of the entire community; preferably not during a busy cropping season. The ceremony can reduce the stigmatization of orphaned and vulnerable boys and girls and make them feel appreciated by their community. Although it is more important to allocate time for the graduates to express themselves and display the skills they have learned, political and other speeches will be unavoidable in many areas.

JFFLS graduates can be employed by communities to facilitate practical sessions at adult FFS and local learning institutions, at an agreed cost. They can be linked to and attend FFS in order to gain access to land. And they can be mobilized for social and awareness raising functions to sensitize the public on issues such as HIV/AIDS, malaria, immunization and gender equality. Groups of graduates can also form travelling theatres to work with communities on these issues.

The completion of any programme can leave participants wondering what to do with the skills and knowledge they have gained. It is important for JFFLS to support graduates through, for example: helping them identify links to businesses, markets, entrepreneurs, NGOs and government ministries working in specific areas; building their entrepreneurship skills and helping them obtain access to credit for strengthening their livelihoods; and finding ways to provide bursaries to higher education opportunities, such as teachers' or agricultural colleges, for the most promising graduates.

This chapter provides guidance on helping JFFLS graduates to develop or expand their basic entrepreneurial skills after graduation. It emphasizes skills that could help graduates increase their future economic opportunities.

The joy of graduation : xamples from Kenya

The following are some of the comments made by participants at their graduation ceremony:
"I saw so many people who came to see us. We ate rice and beans and tea."
"It went so well because I was given a certificate;"
"I have not received a certificate before. It was my first time."
"I was happy and excited."
"I was very happy, everyone was there."

Source: Edwin Adenya, Kenya.

8.2 JFFLS graduates and entrepreneurial skills

Enterprise skills

Entrepreneurs start new businesses, generally in response to identified opportunities. Entrepreneurship implies that individuals or organizations produce goods and services for economic gain. Enterprise skills are people's ability to assess their own strengths, find information and advice, make decisions, plan their time, deliver on agreements, communicate and negotiate, deal with people in power and authority, solve problems, resolve conflict, evaluate their own performance, and cope with stress and tension (OECD, 1989). Many enterprise skills are covered during the first year of the JFFLS curriculum, such as problem solving in agriculture, pest control, livestock and horticulture; planning ahead; and decision-making on crop management techniques based on experimentation of what works.

Why entrepreneurship is important for JFFLS graduates

Youth unemployment is a major problem in many developing countries and is likely to affect the majority of JFFLS participants.[9] In rural areas, there are limited opportunities for regular work other than low-paid casual or seasonal farm labour. Wage labour may be available in export-oriented agricultural enterprises — such as coffee, fruit, flowers, sugarcane, vegetables or fish and shellfish for export — but young people often have to move to urban areas. Youth that are unable to relocate, or who choose to stay in their own localities, have little economic alternative to engaging in small-scale business. It is therefore essential that JFFLS convey a positive image of enterprise and entrepreneurship.

Taking JFFLS lessons home: examples from Kenya

Participants commented on what they had learned at the JFFLS and tried at home:
I have planted sweet potatoes at home.
I plant maize at home at a spacing of 35 cm by 45 cm, with two seeds per hole. I maintain cleanliness in our environment.
We conserve soil by planting *Aloe* vera and sisal.

Source: Edwin Adenya, Kenya.

Selling surplus produce is not a new idea. Many small-scale subsistence farmers try to sell surpluses or add value to their agricultural products. Returns are often low, particularly when too many people are trying to sell the same basic agricultural products and cannot negotiate good prices with market sellers or intermediaries. Many attempts to add value to agricultural products fail because of lack of 'know how' or because producers fail to take into account the cost of packaging or transport in their pricing. Sometimes the

9 Many international conferences have focused on the problems of youth unemployment and the need for education and training systems to prepare young people to cope with the demands of changing economies. The UN Youth Agenda is available at: www.un.org/esa/socdev/unyin/agenda.htm. The theme of the World Development Report in 2007 is young people between the ages of 12 and 24 years.

labour inputs required to add value to raw material are too time-consuming, and not worth the insignificant additional profit. Small producers also often lack information about the quality standards that need to be met to compete in larger markets; failure to meet these standards can lead to enterprise failure. Another problem in rural areas is a lack of access to the capital needed to start a venture.

A basic understanding of product feasibility, marketing and how to calculate profit margins helps in order to match locally available produce to market opportunities. The overall goal is to enhance the JFFLS graduates' ability to improve their incomes in the future.

Possible enterprises for graduates

The second year of the JFFLS curriculum should focus on the ability of girls and boys to address the business-related challenges that they will face, rather than provide a step-by-step guide to business and marketing. Sessions should be interactive, allowing participants to question and discuss their business ideas. At this stage, business ideas presented during the first year should be revisited and tested for validity, based on what participants now know.

Feasibility studies

It is important to discuss the feasibility of particular products with JFFLS participants. The JFFLS can carry out an informal feasibility study to check the likelihood of a proposed product being profitable and popular. Such a study also looks at the best ways of producing, marketing and selling a product. It is better if the feasibility study begins by analysing local community food demands through market supply and demand forces. The JFFLS should focus on food items imported into the community from neighbouring areas. Agricultural officers and other resource people can provide advice on which crops and livestock perform better under local conditions. The results of a feasibility study indicate the best profit making options for JFFLS participants, given their skills, the available resources and market opportunities.

Another way of checking feasibility is to ask participants to consider unsuccessful businesses in the community. It is useful for them to discuss why they think these business ideas did not work out.

Participants need to discuss various ways of selling surplus, identify criteria for success and rank their ideas in order of likelihood to succeed.

Links to the community

Entrepreneurship sessions in the second year should always consider the broader community and its resources, networks, markets and structure. The JFFLS can invite successful young businesspeople from backgrounds that are similar to those of JFFLS participants to speak at the JFFLS or to show

boy and girl participants their businesses. JFFLS participants need to know in advance what type of business the visitor is involved in so that they can prepare questions: How did she or he start in business? What skills did he or she have?

Marketing

The children can be introduced to participants to the "six Ps" of marketing, and to make sure that they understand the role of each in successfully marketing agricultural produce. The following six Ps can be integrated into relevant points of the JFFLS second-year curriculum and referred to as they come up in discussions:

- ***Product*** — what is to be produced and marketed.
- ***Place*** — where the product is to be marketed.
- ***People*** — who is/are the client/s for the product.
- ***Price*** — the price the product should have.
- ***Promotion*** — how a product will be promoted.
- ***Plan for a business*** — a plan to help the business go forward, incorporating the first 5 Ps.

Group formation

JFFLS facilitators and/or appropriate resource people should discuss the issues of working in groups for production. Participants can list the *advantages* of producing together as a group — helping and learning from each other, economies of scale for purchasing inputs, quality control, etc. — and the *disadvantages*: some group members are careless and do not work as hard as others, customers do not like some group members for various reasons, groups tend to give less thought to customers' needs, etc. It is important to stress that profits are to be shared among the group members working together. Facilitators should also note that groups may have easier access to credit. "Solidarity" or group lending mechanisms allow a number of individuals jointly to guarantee repayment of a loan as a group. The incentive to repay is based on peer pressure; if one person in the group defaults, the other members make up the missing amount. Groups can also share ideas or assets that are useful in starting, supporting and building a business.

A Kenyan group formation strategy

A local initiative composed of JFFLS facilitators and interested graduates in Kenya aims to mainstream their operations into two national youth-based agricultural strategies: the Kenya Young Farmers' Clubs under the Ministry of Agriculture; and the Kenya School Gardens Project under the Ministry of Education. The initiative seeks to make JFFLS graduates local resource people who conduct agricultural school fairs and demonstrations, sell produce to local boarding schools and retail stores, and act as "buffer" facilitators in peer learning processes.

JFFLS graduates have proposed various trade slogans for their products. These include:
"Special products by special people"
"Farmed with knowledge"
"A product of JFFLS"

Source: Edwin Adenya, Kenya.

Access to financial services

Organizing and running a business is easier when individuals have ready access to credit and savings accounts, where profits can be safely placed and – no matter how small they are — will earn some *interest*.[10] Individuals may also want to transfer their money easily from one location to another. Some small businesses also consider paying for insurance to cover their losses if anything goes wrong.

JFFLS facilitators should outline why a business might need financial services to expand. Young women and men often face major difficulties in obtaining access to financial services for businesses because they lack the previous business experience and collateral that make financial backing easier to obtain. Collateral is property or something else of value that is offered to secure a loan. If the borrower is unable to repay the loan, the bank or money-lender sells the property or item to get back at least part of what was lent.

JFFLS participants can brainstorm ways of sourcing finance, such as loans from relatives and friends, group saving, personal loans, establishing accounts with suppliers, grants and hire purchases. It should be stressed that reducing costs by keeping overheads — the operating expenses of a business — very low and running the business from home to start with are useful strategies for enterprise development. Using personal savings is often key for starting out in business.

Microfinance institutions provide financial services to the poor. Although every microfinance institution is different, all share the common characteristic of providing financial services to a clientele who is poorer and more vulnerable than traditional bank clients. If there is a microfinance institution operating in the area, it is a good idea to invite a representative to a JFFLS meeting to explain its programme. Representatives should be briefed before they talk to the JFFLS participants to identify which aspects of their programmes are of interest to girls and boys. Participants should have plenty of time with the representative to discuss issues and ask questions.

Linking to other stakeholders

Some countries have a small- to medium-term enterprise development plan. JFFLS facilitators should try to obtain a copy of this and highlight any State-funded support available to youth enterprises. In a few countries youth grants are available. Donors may also operate local enterprise development funds, such as the Youth Enterprise Fund administered by the Commonwealth Youth Programme through its regional centres in Commonwealth countries in Africa, Asia, the Caribbean and the Pacific.

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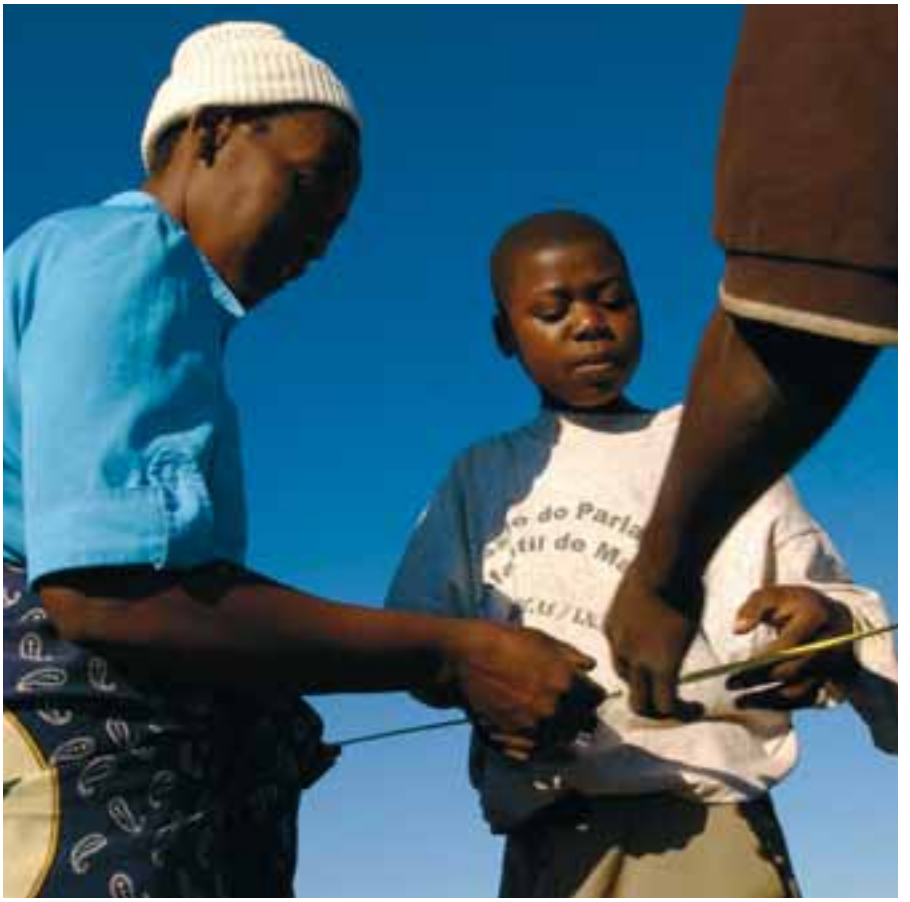
10 "Interest" here refers to the amount the bank pays the customer for being able to use money that it (the bank) does not own. "Interest" can also refer to a surcharge on the repayment of a debt.

The JFFLS facilitators and organizers should try to link with donors operating in the country and with local government departments that have an interest in enterprise development. If there is a chamber of commerce in the nearest town, it may have youth-oriented activities, and linking to the nearest vocational education training institute can also be interesting. Sometimes tutors of business courses can be invited to talk to JFFLS participants. Again, it is important to brief all visitors in advance about which aspects should be stressed and about the need to use simple, concrete language. It is equally important to encourage the JFFLS participants to prepare questions.

Facilitators and/or resource people should stress that it is usually best to start on a small scale and gradually build up, with a customer base that is appropriate for the quantity that an individual or group can produce.



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9

Expanding and scaling up

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Step 9: Expanding and scaling up

A JFFLS programme should consider expanding once the first class has graduated, assuming adequate investment and backup support are available. At this stage it is important to hold a terminal workshop involving all stakeholders, including policy-makers in relevant government ministries. The key objectives of such a workshop are to evaluate implementation of the JFFLS programme, share lessons learned and experiences of what worked and did not work during implementation, and develop a plan for expanding the JFFLS programme.

Each key stakeholder should be assigned tasks in the scaling-up work plan. This ensures that stakeholders are committed to scaling up. The expansion should replicate new JFFLS around clusters of existing JFFLS, drawing on a foundation of trained, experienced and committed facilitators. JFFLS graduates (16-18 years old) can also be recruited as facilitators for future groups of JFFLS participants.

The JFFLS team should consider how to run the schools if funding ends. Some JFFLS have experimented with self-financing methods through income generation, and all JFFLS need to address the issue of self-financing after the initial two years of partner funding are complete. Institutionalizing JFFLS within a ministry programme or plan can help to ensure funding for the continuation and scale-up of JFFLS.

9.1 Sharing experiences of what has worked

Throughout the JFFLS two-year cycle, facilitators should be encouraged to document and share experiences of what has worked. This should be done in the local language so that the results can be shared with community members, community leaders, participants and other local stakeholders. The information shared can include interesting approaches to life skills that have worked, or innovative horticultural practices and

UN strategy for scaling up JFFLS in Swaziland

In Swaziland, the UN team has a strategy to scale up the JFFLS programme throughout the country in five years. This is ambitious but necessary. The team members feel that it is important to learn lessons from the pilot phase, not only in terms of the overall *project*, but also in terms of *process*. JFFLS cannot stand alone and need to be hooked into national structures that provide a policy base and institutional home. In Swaziland, the institutional home is the Ministry of Agriculture and Cooperatives and the policy base is the National Plan of Action for Orphans and Vulnerable Children. Both provide a platform, structures, and modalities to ensure a successful scaling up strategy.

Source: FAO, Swaziland.

soil conservation techniques that have had a visible impact. It is valuable to hold regular JFFLS meetings with the support of community leaders to discuss experiences.

Innovative agriculture techniques are always of interest to a wider audience, particularly local communities. JFFLS facilitators can contact the local media (newspapers, radio stations, etc.) to publicize these issues. One-page press releases can be prepared for the media so that information about the JFFLS reaches a vast audience. This will also help build pride among the JFFLS girls and boys about what they are achieving. If there is a national agricultural journal or weekly newspaper, it too should be informed about the JFFLS.

Role of youth in scaling up JFFLS programmes

Young leaders and JFFLS graduates between the ages of 16 and 18 years have an important role to play in expanding JFFLS programmes. They understand and relate better to their own age group and are respected for their skills and leadership potential. Attention should be given from the first planning stages of the JFFLS to involving young people in JFFLS management and building their capacity to play an active role in the future as JFFLS facilitators and supporting scale up.

Addressing team turnover

A scaling up strategy must consider the possibility of facilitator turnover and transfers and explore ways to reduce the risks that the loss of trained personnel poses to continuity of learning in the JFFLS. Promotions and school transfers are the main causes of the rapid turnover of trained personnel. For example, in Mozambique, more than 50 percent of the first-generation JFFLS facilitators (extension workers and teachers) who graduated from the first training course are no longer involved with JFFLS activities. It was therefore recommended that FFS graduates from the community be included. The team, community and facilitators can address this issue when planning the JFFLS, and should monitor the turnover and try to address it during JFFLS programme implementation.

9.2 Sustainability

Sustainability of a JFFLS means continuity of the programme after its initial two-year cycle. The most important factors for sustainable JFFLS initiatives are community ownership and local government involvement. Traditional leaders command a lot of authority and respect in their communities, so it is essential that they support the JFFLS throughout its first two-year cycle as they can influence the actions of community members regarding sustainability. By consulting the community and involving facilitators, the JFFLS team should continually emphasize that the school is not a stand-alone donor-led initiative. If the JFFLS is able to generate some income through sales of agricultural produce, this will provide a source of funding to help sustain it.

Selecting an appropriate host institution is crucial to the sustainability of a JFFLS programme. Many JFFLS have been run in conjunction with FBOs, local NGOs and formal primary schools. In Mozambique and Kenya, institutional links to formal schools have provided practical entry points and benefits in terms of human resources, infrastructure and institutional networks to sustain JFFLS activities.

When an adequate model is in place, national government should be supported to take ownership of JFFLS. National institutions should undertake the scaling up process.

Linking to national HIV/AIDS structures, regional and international initiatives

Linking to relevant national policies, programmes and plans is an important way of ensuring the sustainability and scaling up of JFFLS programmes. Links can be made to national HIV/AIDS policies and strategies, and national plans of action for orphans and vulnerable children. Several countries are now developing and adopting National Action Plans for OVCs (NPA). These action plans recognize the urgency of assisting OVCs, as well as the limited capacity and response to date. The NAPs stress the importance of enhanced partnership among international agencies and the importance of collaboration and co-ordination with national counterparts. The Plans already recognize social protection as a priority for OVC, and the issues of food insecurity and livelihoods are currently being strengthened through the work of the UN and Partners Alliance on OVC, Livelihoods and Social Protection.

9.3 Linking with national poverty reduction strategy papers and sector-wide approaches

Many countries have formulated national Poverty Reduction Strategy Papers (PRSPs), which have specific sections on agriculture and the environment. At the initial planning stage of a JFFLS programme, it is important to link the programme with core ideas in the PRSP, particularly in the agricultural and other sections dealing with human resources, youth employment and vocational training.

When a pilot JFFLS programme is in line with the PRSP, it is easier for JFFLS to be integrated into government policies and programmes when the pilot initiative has demonstrated itself to be successful. It is useful to publicize the achievements of JFFLS and their participants at both the local government and national levels. This takes time and money and requires a strong capacity in communications. The support of donors is essential to this effort, as they often have the power to place issues on the PRSP agenda.

At the very least, the JFFLS facilitators or other representatives supporting the JFFLS should put the issue of JFFLS on the local government agenda in order to feed into the national PRSP agenda. Again, this depends on the advocacy and communication skills of facilitators. However, if the local government is informed and involved during the first two-year JFFLS cycle it is more likely that follow-up will occur at the national level.

Linking with agricultural sector-wide approaches

The JFFLS programme should also complement the national agricultural sector-wide approach or programme. Sector-wide approaches (SWAPs) are a relatively new aid modality (way of delivering assistance). They aim to overcome the lack of national ownership inherent in many projects and in donor initiatives in general, and to overcome the fragmentation of having many individual projects that are at odds with each other. Agricultural SWAPs involve working with the whole agriculture sector with a longer-term perspective. The government ministry, development partners and donors work together to strengthen government ownership. Resources from donors should be allocated among agriculture sector policies and plans in line with the PRSP.

Elements contributing to JFFLS sustainability in Mozambique

- The government and all partners demonstrate strong interest and will to participate; Ministry of Agriculture extension staff support JFFLS agricultural activities.
- The government provides budgeting for JFFLS in its agriculture sector expenditure programme.
- JFFLS are implemented where FFS were already running.
- Provincial directors show strong support.
- The Ministry of Education is including the JFFLS into its school extracurricular activities.

Source: Carol Djeddah.

In planning follow-up or scaling up of the JFFLS programme, it is important to stress those elements of the JFFLS curriculum — conservation techniques, promotion of enterprise in agriculture, diversification of crops, etc. — that are in line with the national agriculture sector policy, the Ministry of Education and policy documents on HIV/AIDS and orphans and vulnerable children.

A JFFLS programme that is clearly in line with the PRSP and agricultural SWAP has a better chance of receiving national budget allocations to support its sustainability, as long as the JFFLS prove to be of benefit to youth in the pilot areas.

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Empowering orphans and vulnerable children living in a world with HIV and AIDS

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ISBN 978-92-5-105724-7

TC/M/A1111E/1/05/07/1000