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Monitoring and evaluation



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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)
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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).

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.

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

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
<p>Impact:</p> <p>Improved food security and sustainable livelihoods of participants and their households as a mitigation strategy against HIV/AIDS</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Household survey conducted before the start of the programme • Household survey conducted within a year of programme completion • Tracer studies 	<p>Assumptions:</p> <ul style="list-style-type: none"> • 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 <p>Risks:</p> <ul style="list-style-type: none"> • Lack of exit strategies for JFFLS participants • Children's lack of access to land and/or inheritance rights
Activity component 1: Food support			
<p>Outcome 1.1</p> <p>Nearly full attendance at JFFLS sessions</p>	Percentages of JFFLS participants with > 90% attendance	Attendance data provided by facilitators and consolidated by head of the host school	<ul style="list-style-type: none"> • Equal numbers of boys and girls enrolled and participating in the JFFLS programme
<p>Outcome 1.2.</p> <p>Improved food consumption by participants and their households</p>	Average number of participants receiving nutritious meals every day	Post-distribution monitoring by cooperating partners' staff, government officials (district officers) and WFP field monitors	<ul style="list-style-type: none"> • 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)
<p>Output 1.1</p> <p>In-school feeding and household take-home rations administered at each project site</p>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

<p>Outcome 2.1 Development of JFFLS participants' agricultural skills</p>	<p>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)</p>	<p>Weekly AESA sheet compiled by each group and consolidated by teachers' reports (by age and sex)</p>	<ul style="list-style-type: none"> • Land and school infrastructure provided by host school or community • Watering carried out even on days when JFFLS is not in session
<p>Outcome 2.2 Production of crops outside the school compound</p>	<p>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)</p>	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Availability of seeds • Availability of agriculture working tools
<p>Outcome 2.3 Transmission of agricultural knowledge from JFFLS participants to rest of the community</p>	<p>Percentages of JFFLS participants' guardians adopting labour-saving technology in their daily agricultural practices (by sex)</p>	<p>Household surveys: 1 conducted during the last two modules of the curriculum and 1 within a year of programme completion</p>	<p>JFFLS management committee strengthening links with the community Guardians practising agriculture (if not too old/fragile)</p>
<p>Output 2.1 Training of agricultural trainers (by age and sex)</p>	<p>Numbers of trainers trained (by sex)</p>	<p>JFFLS coordinator's report</p>	<p>Gender balance among the facilitators</p>
<p>Output 2.2 A complete series of JFFLS sessions on agricultural topics undertaken and understood</p>	<p>Percentages of JFFLS participants graduating at the end of the programme (by age and sex)</p>	<p>Facilitators' reports at the end of the school year</p>	<p>Facilitators motivated</p>

Table 7.3. Activity component 3: Life skills

<p>Outcome 3.1 Development of JFFLS participants' life skills and understanding of HIV and AIDS coping strategies</p>	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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 	
<p>Outcome 3.2 Adoption of healthy and gender-sensitive practices</p>	<ul style="list-style-type: none"> • 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) 	<p>Focus group discussions under supervision of local JFFLS coordinator:</p> <ul style="list-style-type: none"> • 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 	<p>Assumptions:</p> <ul style="list-style-type: none"> • Mobilization of local health workers for health-related sessions
<p>Output 3.1 Training of life skills trainers</p>	<p>Numbers of trainers trained (by sex)</p>	<p>JFFLS coordinator's report</p>	<p>Gender balance among the facilitators</p>
<p>Outputs 3.2 A complete series of JFFLS sessions on life skills accomplished</p>	<p>Percentages of JFFLS participants graduating at the end of the programme (by sex)</p>	<p>Facilitators' reports at the end of the curriculum</p>	<p>Facilitators motivated</p>

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



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,

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.

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.

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.

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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