THE NINE STEPS TO GETTING STARTED

PART B:
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ESTATÍSTICA GERAL DE ORFÃOS
ÁREA SOCIAL
RECEITAS DE AUTOSUSTENTO
ENTRADAS
CAIXA DOS CRENTES
CENTRO SOCIAL
MACHAMBA
OFERTA DE VISITANTES
ALFAIATARIA
CARPINTARIA
ESTOFARIA
TOTAIS MENSAIS
LÍDERES VOL
DOENTES
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Planning

1

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]

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

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.

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.

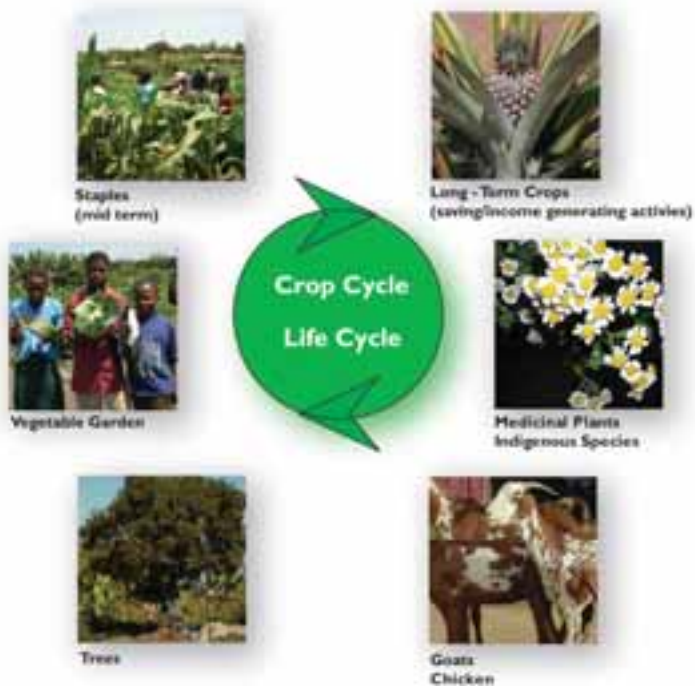
In most places, particular attention needs to be paid to local influential people. They may be interested in gaining political or other benefits from donating land, and this can cause sharp divisions among community members and may result in different factions becoming allied with or opposed to the JFFLS. 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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Selecting JFFLS facilitators

2

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

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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