

Junior Farmer Field and Life Schools: Experience from Mozambique

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Background

In the last 20 years HIV/AIDS has progressed from seemingly isolated small epidemics to a more generalized epidemic. In countries hard hit by the epidemic, HIV/AIDS continues to contribute to the problems faced by youth. A serious consequence of the AIDS epidemic is the growing number of AIDS orphans. In 2003 there were a total of 43 million orphans in Sub-Saharan Africa, of whom 12.3 million were orphaned by AIDS. It is estimated that in the region, by 2010, orphans from all causes will total 50 million, of whom 18.4 million will have lost one or both parents to AIDS (UNAIDS/UNICEF/USAID 2004). Recent data suggest that in some highly HIV/AIDS-impacted countries the prevalence of orphans is higher in rural than urban areas (UNICEF 2003).

Mozambique has a high HIV prevalence, with the majority of new infections occurring among those under 29 years old. The 2004 *Report on the Global AIDS Epidemic* (UNAIDS 2004) shows an adult (15–49 years old) HIV prevalence rate of 12.2 percent out of a total population of around 18.8 million people (MISAU/INE 2004). The 2005 update is estimating that national adult HIV prevalence is rising to over 16 percent, with HIV spreading fastest in provinces that contain the country's main roads linked with Malawi, South Africa, and Zimbabwe. Among pregnant women in Caia (Sofala Province), HIV prevalence rose almost threefold from 7 percent in 2001 to 19 percent in 2004. Overall, the highest HIV prevalence levels are found in Mozambique's central (Sofala, Manica) and southern (Gaza, Maputo) provinces, where national (weighted) prevalence was over 18 percent and

20 percent, respectively, in 2004 (UNAIDS/WHO 2005). Life expectancy in 2004 was as low as 38.1 years, compared to 46.4 without HIV/AIDS. In Mozambique, in 2003, the total number of children orphaned by all causes (including AIDS) was estimated to be 1.5 million from an under-18 population of 9.8 million.

In addition to experiencing trauma, orphans and children who are made vulnerable by HIV/AIDS (OVCs) are more likely to be at risk of malnutrition, disease, abuse, stigmatization, and sexual exploitation. In a situation of chronic illnesses and deaths from AIDS, agricultural education and knowledge are not passed to the younger generation, leaving children with few agricultural and life skills with which to survive. From a farm-household perspective, food security is diminished: both the quantity and quality of food diminish, and orphans often go hungry or are malnourished (Du Guerny 1998). Furthermore, orphaned children are growing up without the necessary knowledge for their future livelihoods.

Manica Province

The central province of Manica covers an area of 61,661 square kilometers; it has nine districts and 34 administrative posts and an estimated population of 1.1 million. It has boundaries with Tete, Gaza and Inhambane, and Sofala provinces in the north, south, and east, respectively, and with Zimbabwe in the east. The province is crossed by two important corridors (Beira and Tete), connecting Mozambique to countries such as Zambia, Zimbabwe, and Malawi, which have HIV prevalence rates that are even higher than Mozambique. A third corridor (Mossurize) crosses the south of the province and is an important transport route for workers working in South African mines and on Zimbabwean tea, sugar cane, and tobacco plantations. It is one of the provinces that suffered most during the 16-year civil war. In addition, two traditional death rites that aid the spread of HIV, ritual sex and widow inheritance, are most commonly practiced in Manica and Tete. The combination of these factors explains why the province has one of the country's highest HIV prevalence rates.

Junior Farmer Field and Life Schools: A New Approach to Meet OVCs' Needs

All these factors led the province of Manica to be chosen as a pilot province of the Junior Farmer Field and Life School program (JFFLS), as a joint initiative by the government of Mozambique and two UN agencies: the Food and Agriculture Organization of the United Nations (FAO) and the World Food Programme (WFP). The project arose as an attempt to respond to the growing needs of orphans and vulnerable children. This is done by introducing a medium- and long-term strategy to empower orphans and vulnerable children in order to improve their

livelihoods and long-term food security, agriculture knowledge, life skills, and self-esteem.

JFFLS are designed specifically to empower orphans and other vulnerable children aged between 12 and 18 years living in communities highly impacted by HIV/AIDS. A JFFLS seeks to improve the livelihoods of vulnerable boys and girls and provide them with future opportunities while minimizing the risk of adopting negative coping behaviors. The knowledge and skills acquired by the young girls and boys are also helping them to develop positive values regarding gender equality and human rights. Life skills represent an important part of the curriculum in order to demonstrate ways in which the crop cycle is similar to the human life cycle (JFFLS 2005b). This approach is an adaptation of the following successful methodologies developed by FAO and WFP to teach agricultural knowledge and skills to farmers in difficult circumstances.

The Farmer Field School Approach

The concept of the Farmer Field School (FFS) is based on experiences of the Integrated Pest Management Programme in Asia, which pioneered the concept in the early 1980s (Gallagher 2003).¹ The underlying principle behind the field school is that farmers can become experts in their own field.

Farmer Field Schools provide an exceptional “school without walls” for farmer learning, discussion, and experimentation on agricultural strategies for improving their food and livelihood security. Field schools are based on sound community-based adult-education practices and are an effective way of transferring knowledge (both local and external) through learning by doing using the Agro-Ecosystem Analysis (AESAs).

They are organized by community-based groups of 25–30 farmers under the facilitation of an extension worker. The “classroom” is actually a plot of land where farmers carry out studies without personal risk, allowing them to make management decisions that they might not otherwise attempt in trials on their own fields. Besides offering technical skills, the Farmer Field Schools empower farmers and provide an excellent vehicle for organizing or strengthening groups, thus providing a basis for sustainability of group activities.

The Farmer Life School Approach

Farmer Life Schools (FLS) are based on the learning cycle of the Farmer Field School. In the Farmer Life Schools, originally developed by FAO and the United Nations Development Programme (UNDP) in Cambodia, farmers examine the problems that threaten their livelihoods, weigh available options, and make decisions about what action they should take. The issues addressed range from poverty, loss of land,

pesticide use, family planning, alcoholism, domestic violence, and the attendance of children at school, to specific health problems such as dengue, malaria, and HIV/AIDS. The schools strengthen communities by helping farmers learn to analyze how their behavior exposes them to HIV/AIDS. They learn to farm more wisely and use the plants and herbs around them for both food and medicinal purposes, which may have been forgotten with the introduction of modern seeds and chemicals.

The core process is the linking of ecology, group organization, and student-centered learning applied through the Human Ecosystem Analysis (HESA), in which groups of farmers investigate various threats to their lives such as HIV/AIDS by understanding their strengths and vulnerabilities instead of depending on outsiders to come up with solutions to local problems (see Cambodian rice farmers et al. 2004).² The Farmer Life Schools seek to build on the risk assessment knowledge that farmers already have through a holistic approach. The ultimate goal is to enable them to become effective decisionmakers in their own lives, the lives of their families, and in their community network.

The Junior Farmer Field and Life School Approach

By adapting these methodologies to children, the concept of Junior Farmer Field and Life Schools (JFFLS) emerged as a combined approach with a potential to reach orphans and youth and as a practical learning mechanism for transferring knowledge and skills and enhancing self-esteem among OVCs who would otherwise have been marginalized and have fallen out of the normal social safety nets. It has been developed and tested in Mozambique, Zimbabwe, Kenya, Swaziland, and Namibia since November 2003 (JFFLS 2005b).

The JFFLS approach is based on an experiential learning process that encourages the group to observe, draw conclusions, and make informed decisions consistent with good agricultural and life practices. Using this approach enables OVCs to understand how knowledge and life skills can change their attitude toward their lives while understanding how to grow crops. As children analyze crop growth-related problems as a part of agroecosystem analysis, they analyze problems faced during their childhood.

In JFFLS, children undergoing training analyze livelihood and social problems and discuss the results with their peers. In situations where children have very limited access to information and facilities, organizing and facilitating children to play, think, discuss, and to capitalize on local resources to solve their problems represent a suitable strategy for developing empowerment and enhanced self-esteem. This part of the educational process is done through drama, theater, and other cultural methodologies.

Crucial to the learning process is the ability of facilitators to recognize and encourage innovation, inquiry, and initiative and to facilitate interaction among children. The process of experiential and self-discovery learning is driven by the learners themselves, and their knowledge is built around their own experiences. In the learning process, choices made through experimentation must satisfy three important conditions for change: they must be understood; they must work in field conditions; and they must be accepted by the young farmers.

Adaptation of the Model to Mozambique

The approach, inspired by the FFS and FLS methodologies, which were both successfully introduced in Asia, needed to be adapted to the reality of Mozambique, with its own sociocultural and economic characteristics.

In November 2003, the project was introduced as a pilot exercise in one urban and three rural faith-based organizations' (FBO) "open centers" near Chimoio, the provincial capital of Manica, as a partnership among FAO, WFP, and the provincial directorates of the Ministries of Agriculture, Education, and Women and Coordination of Social Action. The direct beneficiaries were around 100 children attending the open centers.

The following criteria were used for the partnership with the faith-based organization: located in area with high HIV prevalence (with a large number of orphans in the area), local organization working with or hosting orphans and vulnerable children, access to land to establish the "demonstration site," and a good relationship with the local community. Children were selected on the following basis: being maternal or paternal orphans regardless of the cause of death of the parent, aged between 12 and 18 years, local resident, with an equal number of boys and girls.

Food: WFP Partnership

While the JFFLS program provides orphans and vulnerable children with crucial farming and life skills, WFP supplies nutritious daily meals. Food plays a crucial role in the success of the JFFLS program by acting as a powerful incentive for orphans and vulnerable children to attend and have enough energy to participate. In Mozambique, 24 JFFLS are linked with primary schools where a school feeding program is part of the WFP and FAO partnership (WFP/UNESCO/WHO 1999). WFP has also contributed nonfood items to help with the construction of warehouses and kitchens at project sites as well as some agricultural tools on an ad hoc basis. The construction of warehouses and later feeding of the JFFLS pupils was achieved through the cooperation of school teachers, community members, and JFFLS

trainers. Teachers and trainers were trained in food management during the JFFLS training. Although the warehouse management was mainly the responsibility of the school, community members ensured availability of firewood and water and were responsible for preparing the food. Adding the JFFLS to the school feeding program enabled a good control of the activity via the Ministry of Education and ensured co-ownership of the activity between the government and community.

In Mozambique, WFP provides meals to the school children and JFFLS children, consisting of 150 grams of cereals, 50 grams of pulses, 10 milliliters of vitamin A–enriched vegetable oil, and 3 grams of iodized salt. Not only does each child receive two nutritious meals a day, but their relatives and foster families do not need to provide for them on those days, easing the burden on overstretched household resources.

Children Fields: The Living Classroom

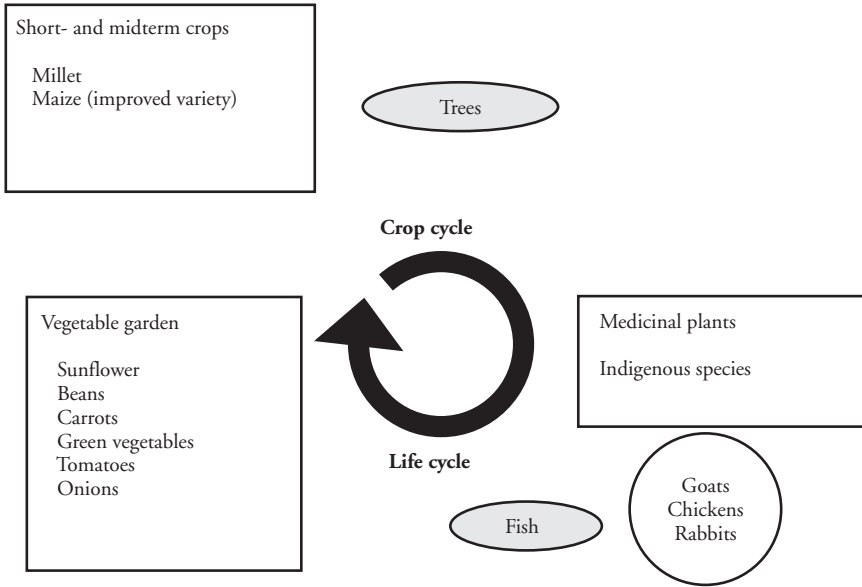
Each JFFLS site is a living classroom and should be a well-organized model, with high visibility. The fields show technical, educational, and environmental feasibility and show measurable, concrete results while increasing community understanding of the advantages and impacts on long-term food security and protection of children. The fields should be structured to stimulate and sustain national interest and facilitate the flow of funds (public and private) and resources in order to scale up the JFFLS to national level.

The site selection criteria are developed through an open and participatory process in which FAO, together with the community and local institutions, participated by proposing sites for consideration. The learning field should be safe for the children, 3 kilometers maximum from the children's households and schools, near major roads (for ease of community access and for demonstration), near sources of water or have access to irrigation, in areas most impacted by HIV/AIDS, and, finally, requiring no cost for the community.

The field structure (see Fig. 17.1) not only introduces children to food security and nutrition but goes beyond this by introducing them to the complexity of agricultural production as well as managing different time frames and objectives. The field contains staples (millet and maize) to fill the stomach, the nutritional garden (beans, carrots, sunflower, greens, tomatoes, and onions) for healthy growth, long-term crops such as cassava, pineapple, and sweet potatoes to introduce planning for the future, a small traditional space for indigenous and medicinal plants to include health care, and trees as a potential for agroforestry in contributing to resource-based livelihoods.

Training follows the seasonal cycle according to the agroecological zones. Children learn about field preparation, sowing and transplanting, weeding, irrigation,

Figure 17.1 The field structure



pest control, utilization and conservation of available resources, utilization and processing of food crops, harvesting, storage techniques, and marketing/entrepreneur skills. The curriculum has a practical agricultural bias covering both traditional and modern agricultural practices. The standard model of the school, with its emphasis on learner-centered and experiential learning, is adopted for a wide range of crops and medicinal plants. Activities include the introduction of livestock or fishery taking into consideration the diverse ecological and socioeconomic settings.

Besides agriculture, the curriculum also has a significant psychosocial component on life skills (self-awareness, assertiveness, HIV/AIDS prevention) as well as a sociological component focusing on gender equality and human rights.

In JFFLS, life skills are developed through creativity, using the local cultures (art, theater, dance, masks, etc.), thus facilitating the process of empowerment, self-knowledge, resilience, definition of identity and the capacity to define, and experiment risks and resources in a safe environment.

Participatory educational theater establishes bridges with the community and explores sensitive issues such as health and psychosocial problems, children’s rights, gender roles in agriculture, and HIV/AIDS. It provides meaningful communication and enables the children to build trust, explore risks, solve problems, and develop more gender-equal attitudes.

The Interdisciplinary Team of Facilitators

An interdisciplinary team of men and women facilitators accompany the children in the field during the 1-year learning cycle (see Fig. 17.2). Each team is composed of one school teacher, who will take the methodology back to the school setting; one agriculturalist (a local extensionist, FFS facilitator, or JFFLS graduate) for improving agricultural skills; and one social animator as 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 promote an atmosphere of participation and trust. As the program is scaled up, these core groups are replicated to meet demand. Implementation teams are linked with or part of local support networks (CBOs, local NGOs, faith-based organizations, the health and social sectors, etc.), guardians, and government services including social welfare and women, health, education and culture, youth, and sports. Volunteers identified by the community help to prepare the fields and perform labor-intensive activities. During the year, they also act as caregivers and prepare meals.

In a clear departure from the traditional instructional methods, JFFLS trainees attend school two or three times per week, guided by the interdisciplinary team. Sessions last for about five hours.

Appraisal, Lessons Learned, and Current Status

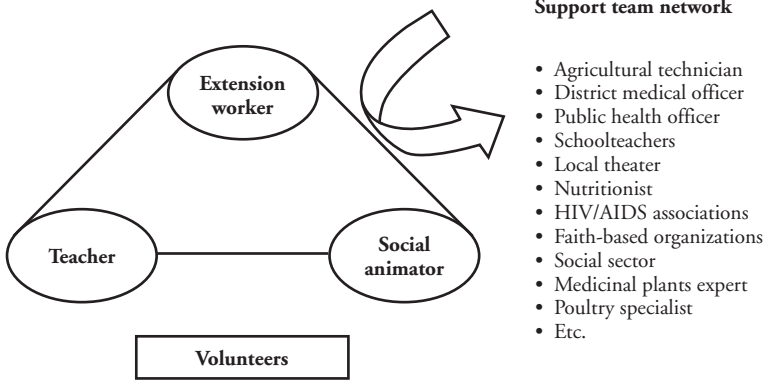
In 2004, the pilot exercise of four JFFLS in four open centers was expanded to 24 more schools, linked to the formal education system, thus covering nine districts in Manica Province as well as four districts in the neighboring province of Sofala.

In March 2005, after one year of activities, a joint assessment exercise (FAO/WFP) was conducted with the purpose of consolidating the achievements and lessons learned in the JFFLS in Mozambique and, more specifically, assessing the strengths, weaknesses, and opportunities of the JFFLS and its contribution to long-term, sustainable food security.

Two main typologies characterize the 28 pilot JFFLS: four schools associated with faith-based organizations, which started in late 2003, 24 schools linked to formal education and the WFP school-feeding program that commenced in late 2004. Within the 24 JFFLS there is a subcategory of 12 schools that are within commuting distance of a local FFS. Taking into account the distances across project locations and the need for adequate sampling within each typology group, field visits were arranged to 13 JFFLS sites representing a combination of these typologies.

The mission used semistructured interview techniques throughout its work in the field to gather information for the assessment. Interviews were also conducted individually with special stakeholders (e.g., village chiefs, facilitators, youth facilita-

Figure 17.2 The team



tors, female OVCs), depending on information gained from the semistructured interviews with different groups.

The assessment team visited Mozambique in March 2005 and was composed of an FFS specialist, an HIV/AIDS and livelihoods diversification expert, and a social anthropologist accompanied by staff from FAO, WFP, and the Ministries of Education and Agriculture.³ As a result of the assessment mission, the principal strengths and weaknesses of the JFFLS have been identified and are presented below.⁴

Strengths

The first strength identified was the empowerment process achieved through JFFLS (2005a).

The inherent loss of survival knowledge can only be replaced, in part, by special efforts extended through experiential learning techniques to try and recreate the lost knowledge base and to develop the skills required by OVC in the areas of agriculture and life systems to become responsible, self-reliant citizens possessing a range of livelihood options.

To this end, discovery-learning and problem-solving approaches are emphasized in the JFFLS learning process as a “best practice” to reach orphans and youth; and as a practical learning mechanism for transferring knowledge, skills, and self-esteem among OVCs who would otherwise have been stigmatized and marginalized by their families or communities. In addition, through the participatory process of examining the problems that threaten their livelihoods and related agricultural production systems, and identifying local solutions to respond to those

problems, the youths discover good agricultural practices in the areas of crop production, land husbandry, and natural resource management.

The assessment showed that graduates from the JFFLS, having gone through the FFS and FLS training, are better prepared to join the “senior” FFS. By bringing their experience from the JFFLS, they can be valuable resource persons in FFS training. At the same time, the FFS provide an “exit strategy” to the JFFLS program. Graduates from JFFLS can gain access to microprojects through the FFS.

The JFFLS were found to strengthen the capacity of national and local institutions to address nutritional and food security needs of OVCs. This was exhibited through the strong commitment of the different government ministries (Agriculture, Education, Women and Social Welfare, Health, and Youth and Sports) and the National AIDS Council, at all levels, as well as the functional multipartner collaboration. The program is collaborating with a whole range of other initiatives in the province and has contributed to a major impact of the program in the lives of the OVCs and the surrounding communities. Technical expertise from government services (such as extension staff and teachers), as well as from other FAO projects (such as in the area of conservation agriculture, Newcastle Disease Control), is being used as inputs for the JFFLS. There is also a strong demonstrated sense of community ownership of the program. Volunteers from the communities have been offering support to the children in the form of labor services and general caretaking. The community is also involved from the start in the selection of schools and beneficiaries. Volunteers from the community, including community leaders, are benefiting from the different training areas given by the program.

The learning process and methodology, introduced by the JFFLS, offers possibilities for other stakeholders to be used in the medium and long term, mainly in programs targeted at OVC. In addition, the expansion of the program within the formal education system provides an opportunity to reach more children and scale up the program on a national level. Furthermore, the JFFLS curriculum is being integrated into the 20 percent part of the primary school curriculum that can be decided on by the local school authorities.

The assessment team found that the nutritional needs of OVCs were reinforced through the establishment and implementation of food support programs for JFFLS youth and school children. The experience so far has shown that through the partnership with WFP, in particular the school-feeding program, both school enrollment and attendance in the communities are boosted. The JFFLS program has also attracted the interest of other children to agricultural activities. It is estimated that in this way, the project has had an indirect impact on three children per child participating in the JFFLS program.

Weaknesses and Constraints

However, during the approximately 1.5 years of its operation, the JFFLS program in Mozambique had to face the following weaknesses and constraints:

Training and curriculum development has been weak. The program was initiated without clear guidelines in terms of content and learning objectives of the curriculum. As a result of this, the training of trainers (TOT) was conducted without proper learning materials. There is a need to elaborate materials that are specifically adapted for the teaching of children. Also, the duration of the TOT has been too short (two weeks); it should equal the duration of the cropping season (four months) in order to improve the transfer of knowledge, both its technical and methodological part. In addition, there has been high loss of trained personnel through high turnover (transfers of government officers) and deaths of government staff (extensionists and teachers).

JFFLS uses a participatory learning process. This is, however, a relatively new concept in Mozambique, where teaching is generally a top-down exercise, both in the education and the agricultural extension system. Participatory teaching methods have previously been introduced in the agricultural extension services, but its application has been limited. Moving from top-down teaching to participatory teaching requires a change in the mindset of the agricultural extension officers, from being a “teacher” to being a “facilitator”; this is a process that cannot be achieved in the short term. Moreover, the life skills and cultural part of the program has been less developed and has insufficiently been integrated into the agricultural activities, mainly because of lack of proper orientation of the social animators.

The illiteracy rates in the communities where the JFFLS are based are very high; this has been a limiting factor for achieving a strong linkage between the program and the community, as it limited the inclusion of community leaders and other potential key persons in the training programs.

Project planning and logistics. Because the program requires an agricultural plot to be established, land has to be made available to the JFFLS. It is difficult for OVCs to obtain formal land ownership and entitlement to the land. The support of the faith-based organization has been essential; the linkage of the JFFLS to the formal education system has also proven to be fruitful in this regard. The problem is more difficult to solve for the graduates of the JFFLS (who are often still minors and therefore have no legal rights) once they leave the program and wish to start their own independent agricultural activities; often they find it difficult to access land and other capital resources. This has been compounded by the lack of “exit

strategies.” Because the program had only a very short time span, during which priority had to be given mainly to implementation, the possible “exit strategies” for the program have not sufficiently been explored. JFFLS graduates are equipped with agricultural knowledge and the capacity to define their livelihood options but have had insufficient access to resources to put their ideas into practice.

As explained above, the school feeding component has proved to be an essential support to the program. Problems have, however, been encountered by WFP in order to provide the necessary logistics to deliver the food inputs. This problem is mainly critical at the onset of the school year, as lack of provision of food to the school children has a direct impact on school enrollment and attendance, particularly in food-insecure and vulnerable areas.

Human resources were scarce, and the same officers were used by different projects and their partners. In order to overcome the insufficient number of extensionists and to make optimal use of these scarce resources, there is a need to better allocate the available staff to existing projects. In addition, the available resources necessary to implement proper monitoring (such as transport facilities) have been insufficient and irregular. Moreover, no adequate monitoring and evaluation system was set up at the time of the assessment mission.

The local socioeconomic context has been a restraining factor on the integration of gender-related issues in the program. In particular, it has been difficult to achieve equal participation by boys and girls. Dropouts of girls have been experienced as a result of early marriages and of the withdrawal of girls from the program in order to contribute to household-related tasks. This constraint was also linked to the weakness in the selection criteria used for the JFFLS. The initial target group of the program was mainly orphans. However, in areas that have in general a high level of vulnerability, children who are not orphans are equally vulnerable. Therefore, the selection criteria used needed to be adapted.

Way Forward

On the basis of the lessons learned from the pilot phase, the assessment team mission recommended that the following points be addressed before further scaling up of the program.

Training and Curriculum Development

The curriculum needs to be better developed in all aspects of the program: agriculture, culture, HIV/AIDS, and gender. Comprehensive, practical training materials, adapted to the specific needs of the target group, need to be prepared, and a training of trainers needs to be conducted over a period of 4 months. Special attention needs to be given to:

- The integration of the curriculum, both its agricultural and life skills parts, into the regular school curriculum. This is important not only in order to reach a greater number of children but to avoid using conflicting teaching methods within the same institution. Teachers involved in the JFFLS should use the same curriculum and teaching methodology outside the JFFLS activities.
- Ensure that trainings are conducted using a participatory, rather than a top-down, approach.
- When identifying new communities and beneficiaries within the communities for establishment of new JFFLS, stakeholder commitment and involvement need to be ascertained from the earliest stages. The objectives of the program need to be clearly explained to the beneficiaries themselves, the communities, and other stakeholders; the criteria for selection need to be identified together with the community; the FFS and FLS approach needs to be understood fully by the facilitators.

Exit Strategies and Sustainability

It is clear that more attention needs to be given to the development of an exit strategy to ensure sustainability of the program. The following issues were seen as crucial for Mozambique:

- The JFFLS approach should be integrated into the regular government activities of its respective ministries (agriculture, education, HIV/AIDS support programs) instead of being seen or implemented as a separate UN activity.
- There should be continued assistance to and follow-up of the child graduates. This should include not only technical assistance but facilitation of access to resources such as land and capital. The capacity that these graduates have gained to act themselves as facilitators, for example FFS, in life skills and HIV/AIDS prevention programs, should be fully used. Opportunities for these graduates to enroll as students in the agricultural training centers or other vocational training centers or even to join the civil service as extension agents or teachers, should be explored.
- More attention has to be given to the linkage of agricultural production to agroindustry and the marketing of agricultural produce. Transformation of agricultural produce, such as the extraction of oil from sunflower seeds,

increases its marketing value. A more active cooperation with institutions that promote agroindustry and marketing needs to be sought.

- Ophans' livelihood options need also to be included in national action plans for addressing the needs of OVC.

At the regional level, the experience of Mozambique will inform the development of a regional strategic plan (RSP) to mainstream the lessons learned as a broad, regionwide institutional response using the JFFLS approach as one mitigation strategy to counter the impact of HIV and AIDS.

Notes

1. More information on IPM, FFS, and FLS can be found at www.fao.org/sd/erp/ and www.fao.org/hiv aids/.
2. The manual describes the 16-week course designed to help the agriculture sector, AIDS programs, and nongovernmental organizations facilitate farming communities to face their local concerns, build their resilience, and thus reduce their vulnerability to HIV/AIDS.
3. The assessment team was composed of Owen Hughes (mission leader and FFS advisor), Maja Clausen (HIV/AIDS and livelihood diversification expert, FAO-TCER), Paolo Israel (social anthropologist consultant), Atanasio Rocha Augusto (senior program assistant, WFP Beira), Valentina Prosperi (UN fellow for HIV/AIDS and food security, FAO Maputo), Pedro Macome Jr. (school feeding/production coordinator, Sofala Province), and David Chihururu (school feeding coordinator, Manica Province).
4. Most of the findings were extracted from the assessment mission Report (JFFLS 2005a).

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