

MINISTRY OF LOCAL GOVERNMENT

PROJECT FOR THE RESTORATION OF LIVELIHOODS IN THE NORTHERN REGION (PRELNOR)

“Yub me roco kwoo i ku malo me Uganda”

Household mentoring Handbook for Household Mentors



*Prepared by Ruko Judith, Ogwang Geoffrey, Anguko Maureen, Achan Judith Obidah and Edith Batenganya
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PREFACE

The Government of the Republic of Uganda with support from the International Fund for Agricultural Development (IFAD) is implementing the Project for the Restoration of livelihoods in the Northern Region (PRELNOR). The project covers nine (9) Districts namely Adjumani, Agago, Amuru, Gulu, Kitgum, Lamwo, Nwoya, Omoro, Pader.

One of the key components—the household mentoring will be implemented. The fundamental principle of the household visits is to transform the thinking of key adult household members into one of self-help. Through mentoring by the household mentors, they will be encouraged to move from producing just enough (or insufficient) food crops to producing a surplus which can be sold. These vulnerable households will be encouraged to form or join farmer groups so as to access the other project services.

This Household Mentoring Hand Book therefore is a tool intended to assist Household mentors to mentor selected poorer households. The handbook is also useful for the Community Development officers and other extension staff who will support the work of the Household mentors. It covers the back ground to household mentoring, steps of household mentoring, and some cross cutting issues such as nutrition, HIV/AIDS and Gender Based Violence. This handbook builds on the materials that were used by the completed District Livelihoods Support Project (DLSP) and Gender Action learning System (GALS) materials.

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1 PRELNOR BACKGROUND INFORMATION

The project for the Restoration of Livelihoods in the Northern Region (PRELNOR) is a Seven year project funded by the International Fund for Agricultural Development (IFAD), the Government of Uganda and Beneficiary contribution. It is being implemented in the nine Districts of the Acholi Sub-region (Agago, Amuru, Gulu, Kitgum, Nwoya, Lamwo, Omoro and Pader and Adjumani District from the West Nile Region). The project become effective/ operational in August 2015 and will end in 2022.

Project Goal and Development objectives

The overall project goal is: ***“Increased income, food security and reduced vulnerability of poor rural Households in the project area”.***

The project development objective is: ***“Increased sustainable production, productivity and climate resilience of small holder farmers with increased and profitable access to domestic and export markets”.***

The Project Components:

The project has 3 components namely:

Component A: Rural Livelihoods

Component B: Market Linkages and Infrastructure

Component C: Programme Management and Coordination

Component A - Rural Livelihoods

This component has two sub-components namely (i) Sub-component A1- Community Planning and capacity development and, (ii) Sub-component A2-Priority climate resilient crop production systems.

The expected outcome of this component is that *“Poor farm families and youth have increased asset base and resilience through sustainable Natural Resource Management (NRM) and improved productivity”.*

Component B- Market Linkages and Infrastructure

This component has two sub-components namely (i) Sub-component B1- Improved market access processes and, (ii) Sub-component B2-market access infrastructure.

The expected outcome of this component is that *"Farmers with surplus crop production receive increased prices and profitably sell larger volumes of crop products through expanded access to Ugandan and regional markets"*.

Component C: Programme Management and Coordination

The main activity is to ensure that the programme is efficiently and effectively managed to achieve the expected results.

Project targets beneficiaries

The estimated population in the project area is 2.13million people, of which 1.76 million are rural. PRELNOR interventions will lead to benefits for 40% of the total population of the intervention area, reaching at least 140,000 households.

PRELNOR will target four main sub-groups:

- ✓ Food insecure households, who do not have enough food, land or resources to produce enough to cover their food needs;
- ✓ Food secure households who are still vulnerable to climatic or other shocks to their livelihoods but want to improve their Agricultural productivity;
- ✓ Market oriented households with adequate land and some skills with which they wish to increase their surplus production available for sale.

- ✓ The vulnerable households who lack the capacity and self-confidence to join groups, to build their food security and self-reliance to enable them join groups and benefit from development initiatives.
- ✓ Gender and youth targeting will be treated as cross –cutting issues, with the aim of empowering women and youth as members of farmer groups and as individual members of vulnerable households.

Implementation Arrangements

The Ministry of Local Government (MoLG) is the project implementing agency. MoLG is providing overall general direction for the implementation, coordination with other relevant Ministries and Agencies, and chairs the Project Policy Committee (PPC).

In each District, the Chief Administrative Officer (CAO) is responsible for the project and has designated appropriate Officers as Project Support Officer (PSO), Finance Officer/accountant and Infrastructure Project Manager.

The District Local Government staff (including sub-county staff) and District Farmer Associations (DFAs) of Gulu and Adjumani are to lead implementation, monitoring and supervision of activities in each District.

Household mentoring under PRELNOR

PRELNOR will mentor vulnerable households, adapting some tools from the Gender Action Learning System (GALS). Household mentoring involves:

1. Community-based identification during the village entry process of poor households that meet the criteria for individual mentoring;
2. Identification of suitable community members to serve as volunteer household mentors;
3. Training of district community development staff, as supervisors, and the household mentors;

4. Implementation of household mentoring through a series of visits by mentors to the mentored households over a period of 1-2 years. The visits involve the wife, husband and adult children as well as other adult household members.

Each trained household mentor will be expected to support ten vulnerable households in each project village: ten in the first year, ten in the second year, and so on, and have a cumulative total of 50 Households mentored over the project period.

The mentoring process has 5 phases spread (ideally) over a 12-24 month period, with intensive weekly household visits during the first 9 months, followed by less frequent visits during next 9 months.

During the first year of operation of the mentoring programme, each mentor will assist ten vulnerable households intensively. The next year, s/he will move to a new village and intensively support ten new households, while continuing to make less frequent visits to the first ten households. By the end of the 24th month, most of the households from the first village are expected to graduate. Any household that has not managed to graduate by the 24th month is terminated.

After 9 months of mentoring, households which have made good progress in implementing their action plans will be given a food security grant of about 120 US Dollars-(bout 400,000 Uganda shillings). The grant will be used by the HHs to purchase inputs which will enhance productivity in crop husbandry production enterprises, such as quality seed, fertilizer, implements, etc.). The actual use of these inputs will be monitored by the HH mentors.

2. INTRODUCTION TO HOUSEHOLD MENTORING

2.1 What is Household Mentoring?

Household Mentoring is a Developmental partnership through which one person shares knowledge, skills, information, and perspective

to foster the personal, social and economic growth of household members.

The power of household mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement and problem solving by individuals within a household.

2.2 Types of Household Mentoring

Informal: A spontaneous, casual relationship where a knowledgeable person takes members of a vulnerable household “under his or her wing” and provides long-term guidance and counsel.

The desire to give each deserving household access to mentoring has led many organizations to start “formal” or structured household mentoring programs.

Structured: Structured household mentoring programs are designed to create a culture where skilled people can proactively support the development of less advantaged members of the society.

In these programs, mentors are generally matched with mentees to support specific goals such as livelihood improvement and economic growth.

2.3 Benefits of Household Mentoring

Most household mentoring programs are designed for the benefit of mentees, and they encourage participants to come into a relationship with specific goals and expectations.

The benefits, however, often extend far beyond the relationship’s initial purpose and affect everyone involved: mentees households, mentors, the supporting organization and the whole community.

Some of the mentee households can qualify to become mentors after acquiring knowledge and skills and experience over the time they are attached to the mentors.

Benefits for Mentee Households

1. Access to a support system during critical stages of household transition from dependence to self-sufficiency and active player in local marketing value chains.
2. Insider perspective on navigating their socio-economic development pathways.
3. Clear understanding and enhancement of household development plans.
4. Ability to develop mentoring relationships in sectors where mentoring is not readily available.
5. A chance to become future mentors

Benefits for Household Mentors

1. Exposure to practical household mentoring process and poverty exit pathways.
2. On-going attention to household mentor's own career development.
3. Satisfaction from imparting wisdom and experience to poorer households without a huge time commitment.
4. Enhancement of coaching, mentoring, leadership and management skills.
5. Chance to be exposed to a many different ways of thinking, style, personality, and culture.
6. Recognition and enhanced self-esteem in the community which is beyond financial rewards.

2.4 Why Household Mentoring is important in PRELNOR

Purpose: Improved food security and incomes of PRELNOR mentored farmer households through effective gender mainstreaming and social inclusion

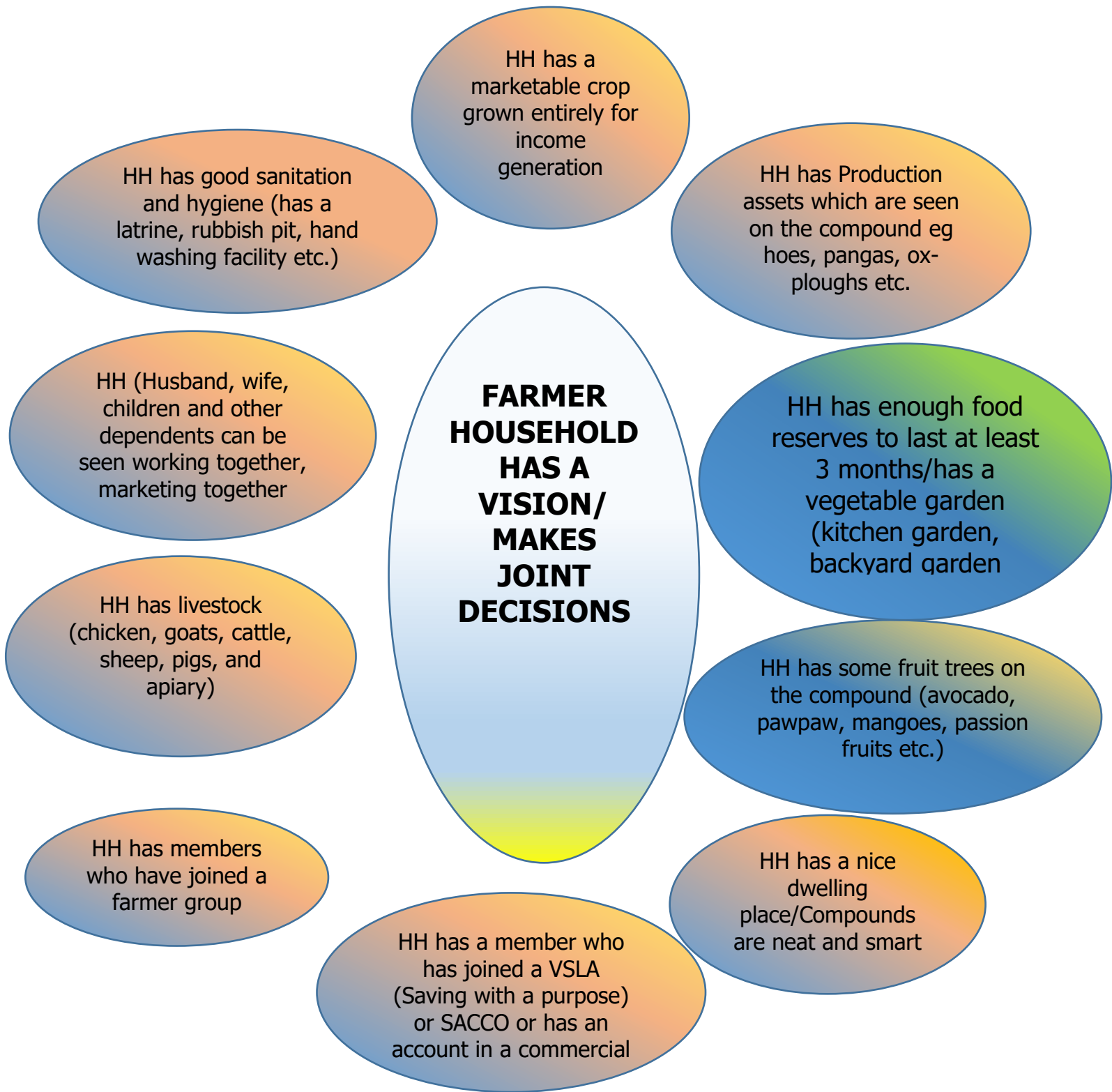
Objectives:

1. To enhance the capacity of all the able bodied HH members to open up to external opportunities such as joining of farmer groups and other similar social groupings
2. To ensure that mentored households have improved production and productivity.
3. To increase income available for the household due to improved transparency, joint effort & improved knowledge and skills.
4. To have continuity in household activities even if the head was sick, died, or went away.
5. To ensure that women's access to, and control over, resources and household incomes improves.
6. To strengthen relationships/shared workloads between women and men in the farmer households.
7. To increase Women's self-esteem and confidence as entrepreneurs and leaders in their home/community.
8. To ensure that there is high ownership of, and responsibility for, the implementation of household business plans among farm families.
9. To enhance openness and transparency so as to reduce suspicion and generate more respect for each other's contributions to the household livelihood.
10. To enhance openness and transparency in the access to and control over resources and benefits in the farmer households.
11. To improve participation of women and economic active male and female children in decision making.
- 12. Outcomes of Household Mentoring of PRENOR Farmer Households**

A model household-Pictorial



Model Household-Narrative



The key out-puts and outcomes of HH mentoring: Issues that should appear on the Actions plans of each Household during the mentoring process

Immediate outputs of HH mentoring		
1	HH hygiene and sanitation	Construct bath shelters Construct latrines Construct drying racks Construct rain water tanks
2	HH food security and nutrition	At least 2 meals per day Less than 3 hunger months in a year Dietary intake diversity
3	Change in gender relations	Changes in workloads by gender All members of HH have access to and control over productive resources and benefits Joint decision making by HH members Reduced incidences of Gender based violence
4	Production and productivity	Increase in Acreage cultivated per year Increases in yield per area cultivated Increases in Volumes of harvest per year Increases in Volumes sold for income
5	HHs participating in group activities	Households joining farmer groups Households joining producer and marketing groups Households joining savings and credit groups
Intermediate outcomes		
1	Asset accumulation	Types of assets acquired Increase in number of assets acquired
2	Construction of Better dwelling places	Types of walls Types of roofs Types of floors
3	Nutrition status of children (0-59 months)-under-five years	Number of children within normal growth curve Number of malnourished children in households

Pictorial Examples of outcomes of household mentoring from the District Livelihoods support Programme (DLSP¹)



Kamwenge District, Western Uganda: As a result of household mentoring under the District Livelihoods Support Programme(DLSP), Arcangelo Turinawe and Scovia Awimane, who live in Kamwenge district in western Uganda, have been able to improve farming practices, increase their income and start saving and borrowing. They have built a new brick house with a mabati roof and moved out of their grass thatched mud hut. "Before the mentoring we had no food security," says Turinawe.



Masindi District, Mid-Western Uganda: This household, another mentored household has settled down to family farming. The household received banana suckers as a food security grant from the DLSP. They now have a well-established banana plantation. Apart from being food secure, this household now supplies the neighborhood with banana planting materials –this is a source of income for them

¹ The DLSP was a project implemented by the Ministry of Local Government in the Districts of Oyam, Apac, Yumbe, Bundibugyo, Kamwenge, Kyenjojo, Masindi, Buliisa, Nakaseke, Luwero, Busia, Mayuge and Bugiri. It closed in June 2015. This project piloted the HH mentoring methodology.

2.5 Role of the Mentee Households

A household to be mentored play many different roles during the course of the mentoring relationship. The following are some important roles that a household plays during mentoring process.

Driver of Relationship :Identify the skills, knowledge, and goals that you want to achieve and communicate them to your mentor. Bring up new topics that are important to you at any point and give feedback to your mentor

Development Planner :Maintain a mentoring plan and work with your mentor to set up goals, developmental activities and time frames

Resource Partner: Work with your mentor to seek resources for learning; identify people and information that might be helpful

Facilitator: Look for opportunities to give back to your mentor; share any information that you think might be valuable

Continuous Learner: Take full advantage of this opportunity to learn Prepare mentoring environment, source locally available materials needed for the mentoring program

2.6 Role of the Household Mentor

As a mentor, your primary role is to provide guidance and support to your mentee household based on its members' developmental needs.

This includes ensuring breaking the ice to relax the mentees and make them open up as fast as possible. At different points in the relationship, you will take on some or all of the following roles:

Coach/Advisor: Give advice and guidance, share ideas, and provide feedback, share information on possible poverty exit pathways.

Source of Encouragement/Support: Act as sounding board for ideas/concerns about resource mobilization, confidence building, and network formations and provide insights into possible opportunities. Provide support on personal issues if appropriate.

Resource Person: Identify resources to help mentee households enhance their development and wealth creation. Expand the mentee's network of contacts.

Champion: Serve as advocate for mentee whenever opportunity presents itself; seek opportunities for increased visibility for mentee

2.7 General rules to remember as a mentor

Because each mentee household should be able to make progress towards meeting unique goals, each household mentor should be able to use his/her strengths.

No two people will get the same benefits. Every mentoring relationship, structured or informal should abide by a few simple rules:

Confidentiality: If you want to build a trusting relationship with your mentee, it is critical that you maintain confidentiality. If the mentee gives you permission to share information, this is not an issue. You must remember that anything you are told in confidence cannot be shared.

No-Fault End of Relationship: It is rare that people want to end a relationship. Try to resolve concerns and conflicts early on, so problems that can derail your progress don't have a chance to fester. If you do have to end the relationship, be professional and discuss the termination. It may be slightly uncomfortable, but it is important to honour and respect each other.

Participation in Monitoring and Evaluation Process: Mentors and mentees should create simple benchmarks for evaluating the success of their mentoring relationship. Check in with each other, and don't

assume that if things are working for you, everything is fine with your mentor/mentee.

Feedback Mechanisms: It is critical that you respond to occasional surveys asking how the mentoring process is going. You will never be asked to share confidential information, but we want to ensure that the relationships are beneficial and are able to help with any issues that may arise. There will also be an evaluation survey at the end of the program.

Conduct evaluation of each module to assess progress in change of attitude, behavior and practice.

2.8 Guidelines for mentoring success

- ✓ Be sure you are clear on such terms as how often you will communicate; whether it will be by phone, or visits and how quickly you will respond and confidentiality.
- ✓ Make contact frequently, especially during the first few weeks, to build a trusting relationship.
- ✓ Respect your mentee/mentor's experience and views even if you don't agree.
- ✓ Follow up when you make a commitment to get information, take action. Don't ever leave your mentor hanging. If you don't respond, the mentor will feel that he/she wasn't helpful. You never want to leave someone who has volunteered to help with this kind of impression.
- ✓ Don't ever leave your mentee hanging. If you don't respond, the mentee will feel rejected and disappointed. You never want to leave someone who has asked for mentoring assistance feeling uncertain about the relationship.
- ✓ Be appreciative of whatever you get from your mentee/mentor; learn his or her strengths and seek or offer advice in these areas.
- ✓ Work hard to make the relationship a two-way street. This means you should always be on the lookout for information/resources that

might be of interest to your mentee/mentor (including articles you read or information you come across).

- ✓ Be flexible and enjoy the experience.
- ✓ Develop an individual growth assessment of every mentee to inform you on.

2.9 Dealing with possible household mentoring problems

In some mentoring relationships, things do not go exactly as planned or expected. Try to remedy problems as soon as possible.

Poor Chemistry: It is not realistic to expect every mentor and mentee to quickly bond and become very close.

If you do not feel comfortable discussing some issues with your mentor/mentee, try to focus on what you can learn from that person and look for other informal mentors/mentees for other needs.

Unrealistic Expectations for Mentors or Mentees: Occasionally, mentors expect too much from mentees; both parties need to realize that the other person is busy and be appreciative of whatever they get from the relationship.

You should not expect your mentor to “make your career” or give you all the answers. Mentors are one source of advice and encouragement; no one should rely on one person for everything.

Lack of Commitment: If a mentee household seems unresponsive in implementing the action plans in a given time frame, do not give up so quickly assuming they are just busy or other more pressing social matters have arisen.

If you still don't get things happening, then visit again to ask if something is wrong. Although everyone is committed at the start of the program, unexpected events can occur that cause someone to withdraw from the program.

3. GETTING STARTED ON HOUSEHOLD MENTORING

3.1 Select the Mentee Household

This will be done by a team comprising of the Community Development Officers (CDOs), Agriculture Extension Facilitators (AEFs), Community based facilitators (CBFs), and the Household mentors. The key Participatory Rural Appraisal (PRA) tool used for the exercise is the wealth ranking tool.

Wealth ranking

A typical community is differentiated and one of the most important sources of difference is disparity in wealth or poverty. As PRELNOR wishes to work with the most disadvantaged, it is important to know who they are and wealth ranking is a PRA tool which enables us to find this out, in spite of the fact that this is a delicate subject.

Wealth ranking, however, is not only used to find out who the poor (or the rich) are, but also (and often more importantly), what are the criteria local people use to determine wealth (for instance access to land, or number of wives, or number of cattle, or a smart house, or a radio) and how one can become richer/poorer.

WEALTH RANKING: HOW TO PROCEED

- i. Make a list of all household heads (a social map will help here) and write the name of each on a separate piece of paper (each with a number).
- ii. Interview a group of respondents who know their community well, asking them to sort all the names into different piles according to their wealth.
- iii. This will generate much discussion! Listen to the criteria your partners use to put this or that on a particular pile.
- iv. Write down the names of households (or their number) according to their wealth class on a piece of paper.
- v. Ask how one can “travel” from one pile to the other.
- vi. Move on to another group of informants and repeat the exercise. Do so at least three times.
- vii. You can now analyze the results by reviewing the criteria used and understand better what makes people poor/rich in the eyes of their neighbors. Knowing how people can “travel” from one pile to another will help to understand how people become poorer or less poor.
- viii. By working out the average “position” of each house hold according to each group of informants, you can make your own list of households according to wealth and define wealth classes (see example below).

3.2 Set a relaxing mood

It is normal to feel a little unsure of things when you are meeting your mentee household for the first time.

Quite often, the mentee households are generally poorer and every effort should be made to build the confidence of household members to become active participants in development activities within the community.

The golden rule is "MUST participation". Do not occupy too much speaking space; create a dialogue situation as quickly as possible. The following are some suggestions for your first meeting:

-Use friendly and polite language.

-Appreciate the mentees lifestyle and try to fit in without causing unnecessary tension and discomfort.

For example, it is common for most poor households not to have many chairs. Therefore sitting on the ground and appearing to enjoy it makes household members more relaxed. Show interest in their crops, livestock, children and any other important possessions.

-Adapt to existing situation, this is called immersion...immerse yourself in the lives of the mentees.

-Be sensitive to your dress code- no suits and affluent clothing, very short dresses or tied trousers. For women, tie a wrap round a trouser if you have to wear it.

-Do it yourself: If you find members of the mentee household engaged in an activity say harvesting, it is a good idea to join in and do a bit of the harvesting. This creates good partnerships and trust between the mentor and mentee.

-Do not remove mentee household from their chores- try to fix an appointment if they are busy .



Luwero District, Central Uganda: Household mentoring under the District Livelihoods Support Programme (DLSP)

***Do not remove mentee household from their chores. In this picture, the mentoring session goes on as the Household member does her cooking.

3.3 Share your background

If you are meeting the mentee household for the first time, tell them about yourself, where you work, your organizations goals, objectives and the activities you intend to carry out with the household. Remember to indicate the time frame and intended outcomes and impacts of your program.

Try to illustrate your story with local scenes to make it exciting and easily consumed.

Share something about a difficult time in your career, so your mentee will be comfortable sharing similar information. For example share your experiences on, how in the previous projects, you by-passed the poorer households leading to the project's failure to adequately address poverty in the region as was initially planned.

Explain why you intend to mentor the household

Explain why you intend to mentor all the adult members of the household and not just one individual from the household.

Remember it is not telling them or lecturing them, use illustrations as much as you can to enhance understanding.

Some reasons for mentoring adult members of the entire household

1. Get everyone to participate in the decision making, planning, implementation and sharing of benefits.
2. Sustain planned activities even if one member of the household gets other commitments or gets sick or even dies.
3. Enhance cohesion and cooperation within a household.
4. Efficient segregation of household activities along gender roles and responsibilities.
5. Maximize human and natural resources productivity in a household.
6. Use local materials and examples as much as possible to explain your points.

4 HOUSEHOLD MENTORING-KEY PHASES

Household mentoring, under the PRELNOR will follow the following steps.

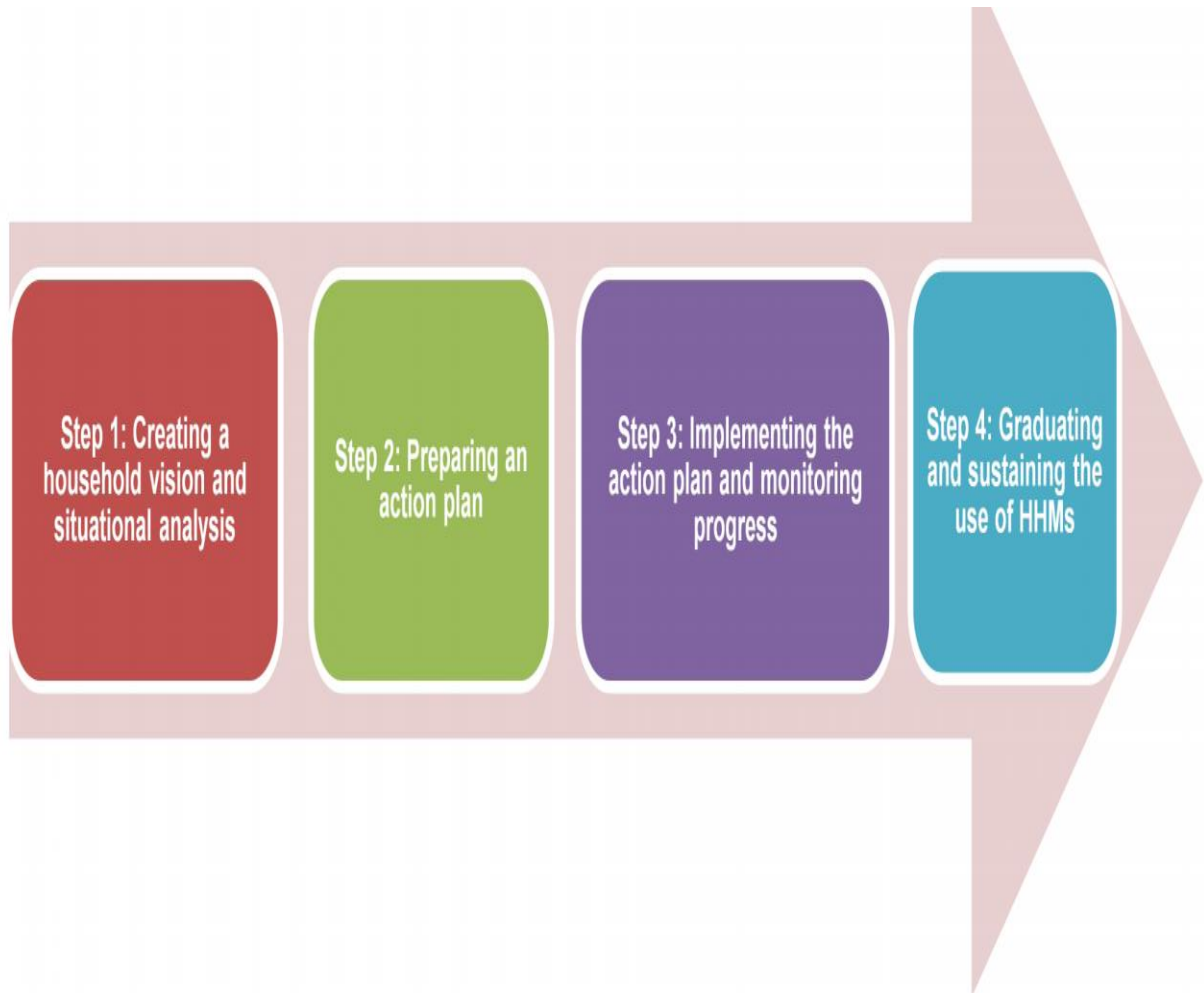


Figure 2: Steps in the household methodology process at the household level

4.1 PHASE 1: CREATING A HOUSEHOLD VISION AND SITUATIONAL ANALYSIS

Phase 1.1: Identification of HHs for mentoring/Establishing Rapport and Confidence Building

This is probably the most important and difficult phase of the entire household mentoring process. Any future achievements or failures of the household mentoring process depend on this phase to a large extent. It is therefore very important that the desired results of this mentoring phase are achieved. Some suggested activities for this phase are outlined below:

a) Select the households to be mentored using available baseline information or predetermined criteria. For example, for the PRELNOR, the suggested Targeting criteria for identifying the households for mentoring includes the following:

1. Access to land and or other natural resources that are not being used productively
2. No or few household assets
3. Limited or no income generating activities
4. Poor nutrition, poor shelter, malnourished children
5. People who are socially isolated from community and development activities(such as PWDs, HIV/AIDS affected persons, formally abducted persons)
6. Many dependents, including caring for orphans, the chronically ill or the elderly.
7. Households headed by women or children
8. Children or wives as the main source of family labour
9. School drop outs (before reaching primary seven) is this the HH head or any family member?(This is the HH head)
10. Willingness, physical and mental capacity to respond to the mentoring and other development opportunities

b) Visit the household and conduct introductory meeting with all adult members of the household.

- This meeting may discuss the following; Names, ages and occupations of the adult members and children of the household.
- In this meeting, you should also outline the objectives and expected outcomes of the mentoring process.
- Agree on the appropriate days, time and duration of subsequent meetings.
- Discuss and reach a consensus on the key phases of the mentoring exercise, what is expected in each phase and when the process is supposed to end.
- Allow members of the household to ask questions and provide any other useful ideas for the process.

Phase 1.2: Conduct a Household situational analysis

Conducting a household situational analysis involves collecting data on the household using various tools. This is done to have the household appreciate their current situation in terms of the asset base, sharing of workloads and income, power relations, livelihood strategies, food security, nutrition and general well-being.

This analysis is crucial since it enables household members to examine why and how the household has arrived at its current situation. It can give them a sense of success in their life and a base to build upon for moving forward. It can also help them to understand why they might be stuck in certain conditions.

In analyzing the current situation, attention needs to be paid to identifying Gender-based inequalities and their impacts, and the capacity of households to adapt.

The suggested **tools** include the following:

Conduct household resource mapping, using this resource map, proceed to:

- Discuss the extent to which each resource is utilized.
- Identify gaps for resource utilization, identify opportunities for better utilization of available resources.
- Identify and discuss external inputs/services necessary for efficient utilization of household resources.
- Identify relevant people or institutions that can support the household to efficiently utilize the available resources.

Using the GALS methodology Challenge Action trees, analyze the households' problems and challenges, including a gender challenge tree, property challenge, Decision making challenge, violence challenge, Freedom challenge, work challenge.

Gender Action learning System (GALS) is a community-led empowerment methodology aiming at 'constructive economic, social and political transformation'. GALS shares the overarching gender justice vision to promote women's human rights.

This is through developing practical and sustainable methodologies and guidelines which can be integrated into livelihoods, market and value chain development, financial services and economic policy and decision-making.

GALS principles, processes and tools build on a number of other established methodologies for community empowerment and participatory monitoring and impact assessment. GALS uses pictorial diagrams which can be adopted to any situation and used by both literate and illiterate members of the community and households.

Underlying principles

- Inclusion and prioritisation of the needs of the poorest and most disadvantaged.
- Mutual respect for all participants at all times.
- Gender justice and rights-based principles are non-negotiable.

Challenge Action trees

Step 1: *Defining the trunk or challenge, and drawing the vision.*

- Draw two lines for the trunk in the middle of the sheet of paper.
- What is the main issue or challenge for the Tree?
- Place this towards the bottom of the trunk.
- What is the corresponding vision for the change, how do we put the challenge as a positive aim?
- Put this symbol towards the top of the trunk.

- Put one side of the trunk for women, one side for men.

Step 2: Defining the roots or causes

Each issue has a range of different causes or symptoms which people experience, many interrelated. Some causes are for women, some for men, and some for both.

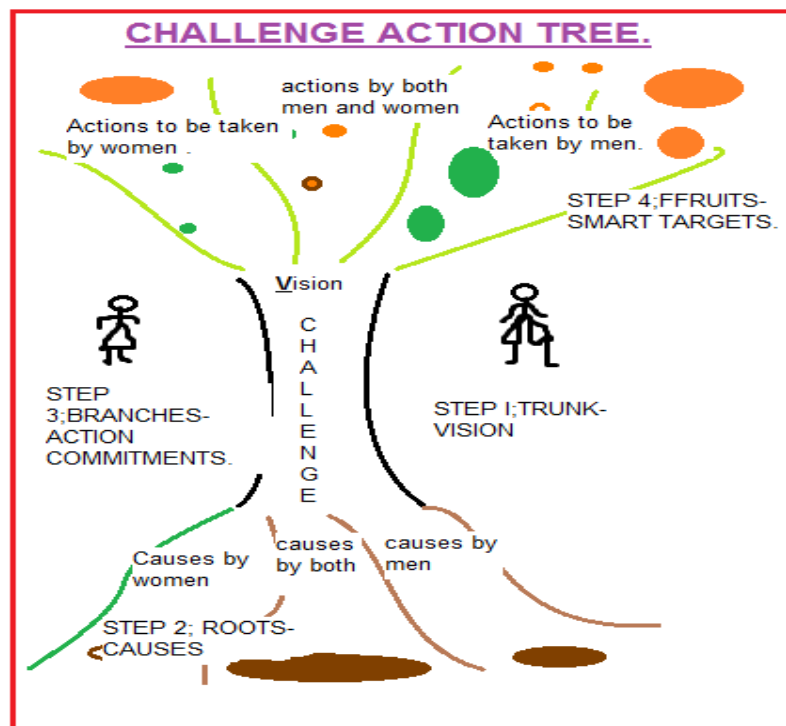
The roots then need to be categorised in a way relevant to the particular issue.

Step 3: Defining the branches or action commitments

For each root draw one branch. Then for each element on the roots identify an appropriate action, or series of actions which can be taken.

Step 4: defining the SMART fruits or individual achievements

For each action identify a SMART achievement fruit which can help you to identify whether you are progressing or not.





Conduct Gender analysis of:

1. Workloads using daily activities schedules and GALS methodology gender balance tree.
2. Access to and control over resources and benefits/ Expenditure using the GALS methodology gender balance tree.
3. Power relations and decision-making processes using the GALS methodology gender balance tree.
4. Food security and nutrition: access to and consumption of food
5. Climate change: resilience, risk assessment and mitigation measures
6. GALS methodology Challenge trees (which may include the property challenge, Decision making challenge, violence challenge, freedom challenge, and work challenge).

The gender balance tree

Aims of the Gender Balance Tree

The gender balance tree is a powerful way of collecting into one tool information often collected by other gender tools such as access/control profile and time schedule.

The tool does not stop at analysis. It also focuses on identifying immediate and longer term action commitments participants can make to improve the gender balance and increase household wellbeing through more efficient division of labour, more productive expenditure, more equal distribution of ownership and decision-making.

In this discussion, the aim is awareness-raising and identification of five change strategies that can be monitored.

The tool is designed for households with one or more members of both sexes (spouses, parents, children; e.g. even where sons and daughters are not working for an income they are often unequally involved in housework).

For this purpose and for the majority of participants, it has to be kept simple and focused on change in relationships between women and men.

Aims for Households:

- identify who contributes most work to the household: women or men;
- identify who spends most for the household: women or men;
- identify who benefits most from household income: women or men;
- identify inequalities in ownership and decision-making;
- decide whether the household tree is balanced;
- decide priority areas for improving the gender balance of the tree so it can stand up straight and bear richer fruit equally for women and men;
- See which households 'break the gender norms' as a basis for change.

Gender balance tree-Key steps

Step 1: *Trunk:*

- ❖ Who is in the household? Draw two lines in the middle of the paper for the trunk.
- ❖ Then put symbols for each household member on either side inside the trunk.
- ❖ Working women (including co-wives living in the same family) should go on the left side of the trunk, working men on the other, with dependents in the middle to the side of their respective sex.
- ❖ Note: it is best not to colour code by gender or it gets confused with the colours of the fruits.

Step 2: *Roots:*

- ❖ Who contributes what work?
- ❖ A Draw two roots for women and two roots for men on the respective sides of the trunk in their respective colours.
- ❖ The central root is for joint activities.
- ❖ On the outside root on each side put the activities which people of that sex performs alone for themselves. -On the inside roots put the activities which people of that sex perform alone for the family ie housework following the same size and ring convention.
- ❖ In the central root put those activities which both women and men do.

Step 3: *Branches*

- ❖ Who gets what fruit?
- ❖ A Draw five branches
- ❖ On the outside branch on each side, draw symbols for personal expenditure that each sex makes for them alone.
- ❖ Household expenditure which only one person pays should be on the inside branch on each side.

- Put similarly ringed symbols for joint expenditures in the middle top branch

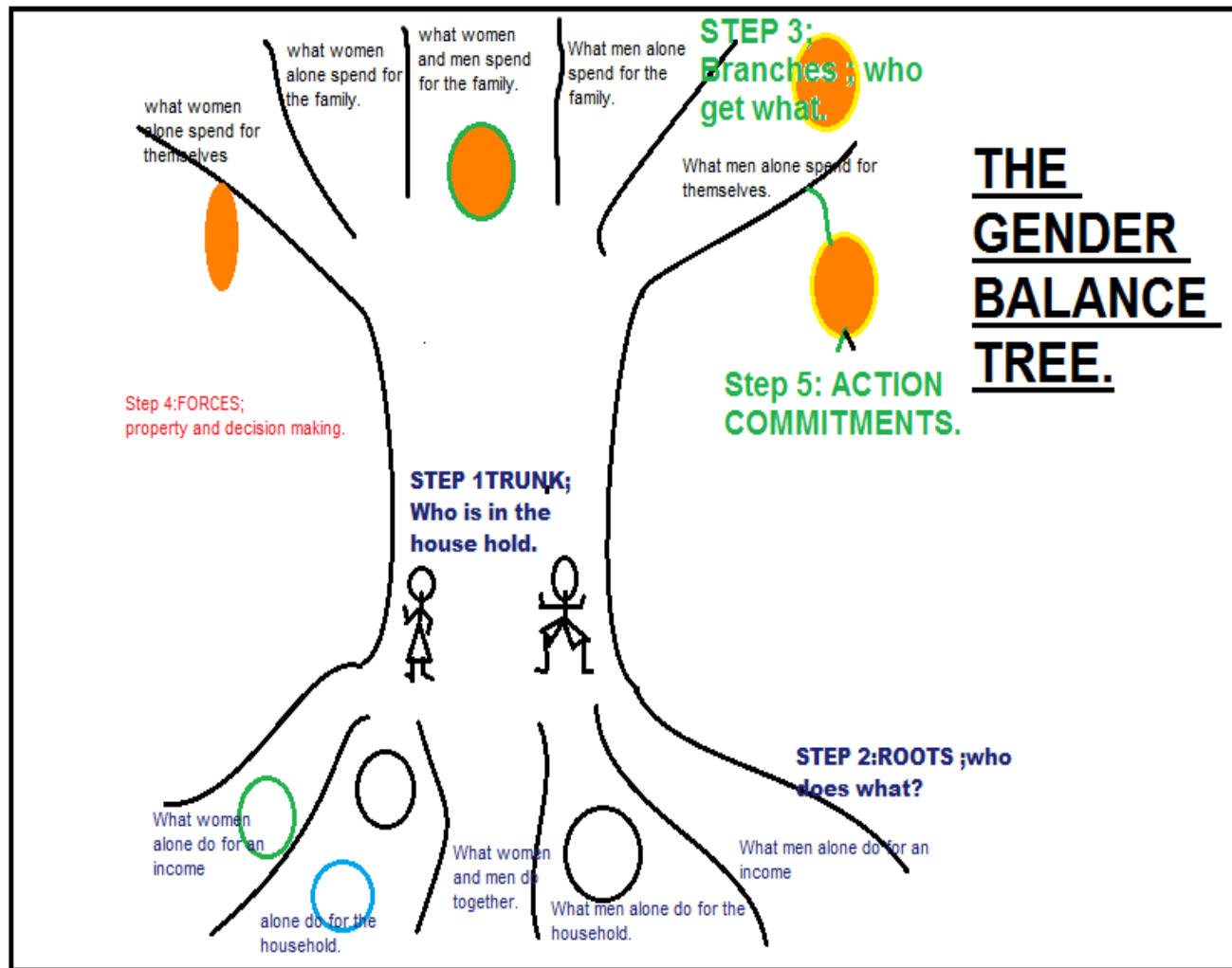
Step 4: *What is pushing the tree?*

- ❖ -On their respective side of the trunk put symbols for:
 - A property which women and men own, e.g. who owns the land? Who owns the livestock? Who owns the house?
 - the types of decisions which women and men make - which decisions are made by women only, which by men only, which are made jointly? Or is one person overall decision-maker or do they always sit down together?

Step 5: *Action: what do we want to change?*

- ❖ Does the tree balance?
- ❖ -Are women doing most of the work with men owning most of the property, income and getting most expenditure? (Put a symbol representing the degree of gender balance at the top of the trunk).
- ❖ -How do you think you can make the tree balance better?
- ❖ -Which tasks should be done jointly, which expenditures could be cut, what property should be shared?
- ❖ -Of the income earning activities can you increase income or decrease time?
- ❖ Identify 5 action commitments - things you want more of or less of to make the tree balance - tuber fruits on the roots, mango fruits on the branches or cocoa fruits on the stem.
- ❖ Mark these in green or cross the original symbol with a black cross and draw a new green symbol in the appropriate place - as unripe fruits which you want to change and turn red.

An illustration of a Gender balance tree





Yumbe District, Northern Uganda: Presentation of a quantified Gender Balance tree by Nyakuru Samisa from the Poroporo Multipurpose Group (picture by CEFORD 2013)

Phase 1.3: Facilitate the development of a household vision.

The key tool that can be used for visioning is the GALS methodology vision journey.

The Vision Journey

The Vision Journey is a tool which can be used by HHs to produce a plan to help them work towards realizing their HH - often this is a small business, a house improvement or sending children to school – where as for PRELNOR mentored HHs, the key short term vision is improved productivity and production of marketable crops in the mentored HHs.

This tool is useful for examining gender opportunities and constraints to achieving the HH vision.

Aims of the Vision Journey tool for Mentored HHs

- a. It introduces the basic planning principles and steps
- b. It reinforces ideas of visioning, but also realistic targets with actions and milestones

- c. It is useful for brainstorming and sharing as many opportunities and challenges as possible
- d. It introduces and reinforces a culture of planning, tracking and reflective learning
- e. It reinforce basic drawing and analytical skills

Vision Journey –Basic Steps

Step 1: *(first circle – future)*

- Draw a large circle at the top right hand corner of your page.
- This represents the future.
- It is a large circle at the top because it is like a sun and you are reaching for the sky.
- It is the vision which will inspire you to pick yourself up, and continue to move forward if you fall and stumble on the rocks along the road.
- Remember to put the date in the top left hand corner. And remember THIS IS YOUR ROAD. Discuss and learn, but do not copy from others.

Step 2: *(second circle - present and drafting the road)*

- Draw a second large circle at the bottom left hand corner of the flipchart. This represents the present situation.
- Draw two straight lines to link both circles. This represents your road from the present (bottom) to the future (top).
- The road is straight and upwards, because this is how you hope you will reach up to your vision.
- In the bottom circle draw how your current starting situation is for things in your vision e.g. what type of house do you have now, who owns it?

Step 3: *(opportunities and constraints)*

- On either side outside the road you will draw:

- At least 10 opportunities at the top of the road - the things which will help you up if you fall down. The more opportunities you can think of, the easier it will be to advance.
- At least 10 constraints go under the road because these are the things that can drag you down. It is important to foresee and avoid them if possible. The things which are most under your control nearest the road. The things which you cannot control go furthest from the road.

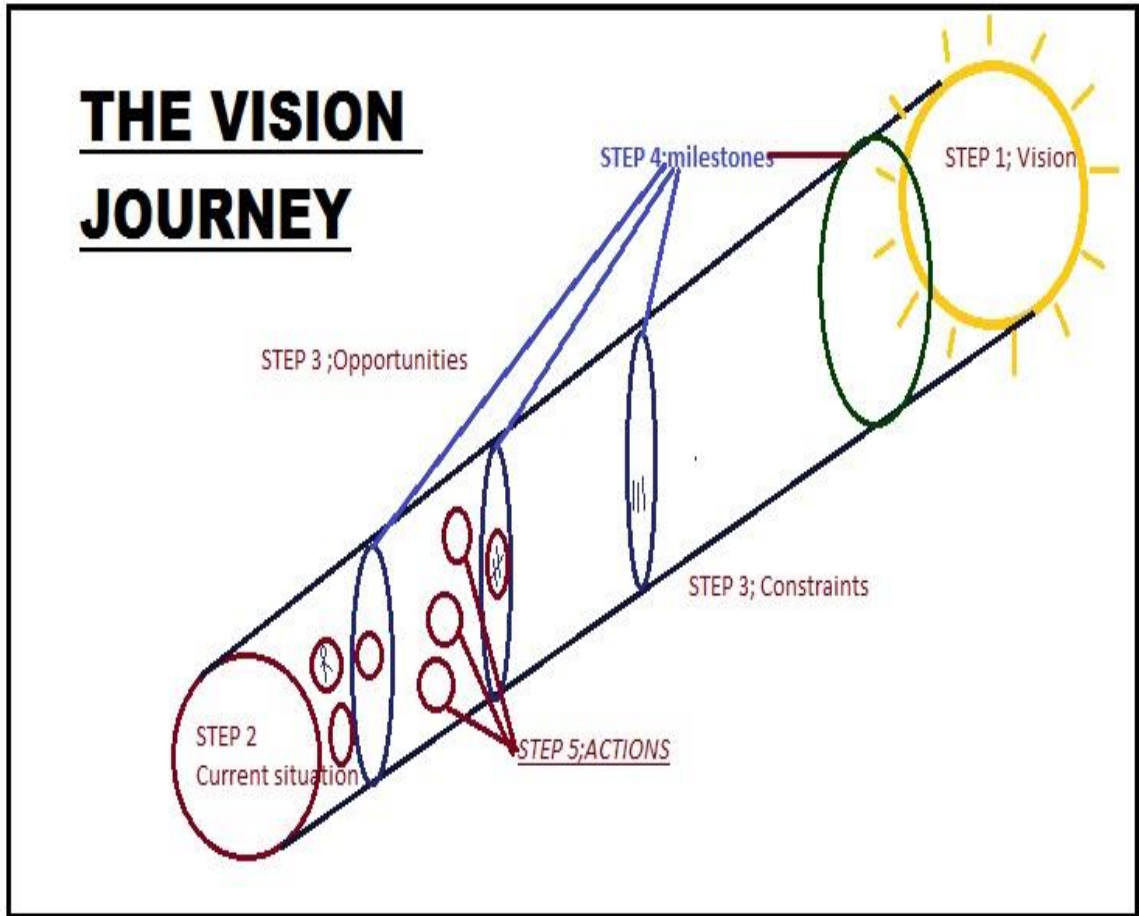
Step 4: (*Target and milestones*)

- Every journey starts with small steps. Your vision is a long term dream. Now you need to plan how realistically, given the opportunities and challenges, you can start to move.
- Draw a circle immediately next to the vision and fill in how far you think you can get towards the vision in one year.
- Then put three or four circles at key points where you expect to have something to show as measurable milestones along the road.
- Leave space in between the circles - that is where you will put the actions.

Step 5: (*ACTION PLAN -SMART milestones and action plan*)

- Now you are ready to fill in your milestones –
- In each circle you put in how far you need to get each time.
- Focus particularly on the first.
- Then between each milestone you put in the actions needed to move from one to the next - revising the milestones and target if necessary.
- You will then track your progress over time, and adjust your drawing as needed to get as far as you can towards your vision.

An illustration of a Vision Journey





Yumbe District, Northern Uganda: Youngsters discussing the Vision Journey, (picture CEFORD 2013), Uganda

Phase 1: Expected Outputs

- 1. Household membership list**
- 2. Household resource map**
- 3. Gender balance tree(GALS methodology)**
- 4. Challenge Action trees (which may include the gender challenge, property challenge, Decision making challenge, violence challenge, freedom challenge, and work challenge)- GALS methodology.**
- 5. Household gender analysis reports**
- 6. Household baseline form**
- 7. Household vision**

4.2 PHASE 2: PREPARING AN ACTION PLAN

Developing Action Plans

The objective of action planning is to identify and prioritize critical issues and draw a roadmap how to improve the services potential and how to compete more effectively in a highly competitive global market.

The action plan is not only a list of actions to be taken but it also assigns responsibilities and deadlines along with measurement indicators to individual action items.

What unites truly successful people is that they all have a VISION of where they want to get to, and they all take ACTION to take them there.

Action is the bridge between Vision and Results.

Action involves figuring out how to get from where you are now to where you want to be. What action will you need to take? Where do you go from here?

An idea is just an idea until ACTION is taken to turn that idea into a reality. Your action plan will provide you with the maps you need to realize each goal within that idea. But there's little point taking action that isn't driven by results. By focusing on results-orientated tasks and strategies you can create a blueprint for your long-term success.

Action planning also involves **SWOT** analysis and prioritization. Actions on your plan must be measurable, define how you are going to measure progress.

A good start: start action planning with **SWOT** analysis **SWOT** analysis is a tool for auditing yourself, an organization and its environment. It is part of the strategic planning process and helps to focus on key issues. Once key issues have been identified, objectives can be formulated. Strengths and weaknesses are internal while opportunities and threats are external factors.

Strength: any internal asset, resources and capabilities that can be used as a basis for developing competitive advantage and fight off threats.

Weaknesses: the absence of certain strengths, resources or capabilities which would be necessary to be competitive and distinguish from the competitors. Internal issues stopping the household in meeting its demands.

Opportunities: new opportunities that exist in the external environment. Any external circumstance or trend that favours the demand for a household's specific competence.

Threats: changes in the external environment which represent threats to the household. Any external circumstance or trend which will unfavorably influence demand for a household's competence.

Simple rules for SWOT analysis:

- Be realistic about the strengths and weaknesses of your household
- Analysis should distinguish between where you are today, and where you intend to be in the future.
- Be specific. Avoid grey areas.
- Always analyse in context to your competition.
- Keep your SWOT short and simple. Avoid complexity and over analysis
- SWOT is subjective.

SWOT analysis focuses on the questions:

- What are your household objectives?
- How do we distinguish ourselves from other households?
- How can we improve ourselves?
- How can we distinguish internal conditions (strengths and weaknesses) from external conditions (opportunities and threats?)

Define your objectives

At the beginning of the action plan the overall objective should be defined.

The action plan should answer the following questions:

- WHAT
- WHY
- HOW
- WHO
- RESOURCES
- WHEN

Sample of House hold Action plans

Priorities and Objectives(What are we seeking to achieve and by when)	Strategies(how will we achieve these and by when/what activities will help us achieve these)	Who will be the responsible persons	Key performance (How will we measure success)

Other tools for moving from livelihoods analysis to action

- Market mapping
- Enterprise gross margin analysis
- Pair-wise ranking
-

- **Near-nil Investment Practices**

- Near-nil investment practices are those activities that are done through the application of new knowledge and skills acquired by household members.
- These practices lead to better utilization of the existing resources (the households own resources without any external resources) leading to increased productivity, food security and incomes.
- A household mentor can be an essential source of skills and knowledge necessary for a household to engage in near-nil investment activities.

Phase 2: Expected Out puts

- 1. HH Near NIL Investment started**
- 2. Household Action plan**
- 3. Potential partners necessary for household to implement plans**
- 4. Market maps(GALS methodology)**
- 5. Enterprise gross margin analysis results**
- 6. Pair-wise ranking results**

NB the mentor should create several copies of the household action plan and baseline form –whose copies should be kept in the Hub offices for M&E purposes.

4.3 PHASE 3: IMPLEMENTING THE ACTION PLAN AND MONITORING PROGRESS

Phase 3.1: Monitor implementation progress and keep on track

Questions to be answered during this phase: Is our household progressing satisfactorily towards our vision and following our action plan? Are we achieving our targets?

1. Has anything taken us off track?
2. How are things changing with in the household, including access to resources, use of benefits and division of labour?
3. Are all household members satisfied with the progress?
4. Do we need to revise the actions and targets?

Monitoring progress towards the vision is necessary to maintain momentum among household members and to keep activities on track.

Special attention needs to be paid to ensuring that gender-related changes remain on the agenda, particularly with regard to decision-making processes in the household, work-load distribution and using or sharing the benefits generated by livelihood activities.

Household members need to hold regular meetings to review and reflect on progress. Openness is critical to understanding and analyzing why things have gone well or poorly so that the household can keep improving.

Meetings may also be held with other households undergoing the same process, together with facilitators and peer supporters. This helps households to learn from one another and boosts each other's morale.

An effective and rigorous monitoring and reporting system enables households, the community and the implementing or funding agencies to identify the changes that are being experienced and the pace of those changes.

The reporting may be based on indicators that households have identified, which provide useful insights into "what matters" at the household level. Other indicators may be based on data gathered during household profiling and the situational analysis.

Phase 3.2: Update the vision and action plan

Question to be answered during this phase: Do the vision or the targets need to be revised? Are there new opportunities to take advantage of or new challenges to overcome? Are there any skills that we need to develop further as a household?

The visioning and household action planning activities are iterative. Once specific targets have been reached, a new action plan is developed and can incorporate any new opportunities and challenges that have arisen.

If there are persistent challenges, further analysis may be required in order to identify better strategies. It may also be necessary to revise the vision if changes in circumstances, including household composition, make the original goals unattainable or unrealistic.

Phase 3.3: Building Partnerships and Networks

Linking individual households to relevant service providers is an essential component for sustaining and expanding household economic activities.

A house hold mentor should therefore strive to identify and facilitate partnerships between mentored households and their common interest groups to various service providers.

These may include agricultural and livestock extension experts, health workers, farm input suppliers, agro processors and buyers of farm products.

Activities

1. Identify the relevant service providers and outline the kind of services needed by households.
2. Facilitate meetings between households, and service providers.
3. Outline the kind of services, business or support that identified partners will give to the households.
4. Assess the performance of individual households to determine the benefits, obstacles and constraints.
5. Conduct consultative meetings with relevant stakeholders to address the identified obstacles and constrains.
6. Revise household action plans to take into account plans to address the obstacles and constraints.
7. Provide the HH with a food security grant of 120 US dollars (about 400,000 Uganda shillings)

Phase 3: Expected Outcomes

- 1. Summary of functional partnerships established between households with service providers**
- 2. Assessment report of the economic wellbeing of the mentored households**
- 3. Revised households action plans**
- 4. HH has received a food security grant of US dollars 120(About 400,000 Uganda shillings)**

4.4 PHASE 4: GRADUATING AND SUSTAINING THE USE OF HOUSEHOLD MENTORING

Phase 4.1: Graduate

It typically takes between one and three years for a household to move significantly towards realizing its initial vision.

Repeating the initial household situational analysis of gender roles and relations, nutrition and livelihood vulnerability can give people a sense of their achievement and help households recognize when they are ready to graduate.

It is possible to consider household graduation when the following have been achieved:

Household members have the self-confidence, skills and motivation to continue the process of vision setting, planning, implementation and review with minimal external support.

Household dynamics have progressed with regard to gender and inclusion through an intense period of transformation.

The household is integrated into bigger and mainstream development activities, saving, and group marketing etc.

However, graduation does not mean that households abandon the visioning, action planning and other household mentoring processes but rather understand that the methodology has become embedded within the household planning cycle.

For PRELNOR mentored households, the box below is a guide on the possible indicators that will show that a household is ready to graduate.

PRENOR Graduation indicators for mentored Households:

1. Household should be reporting an increase in production
2. HH should be visibly food secure
3. HH should have implemented a big percentage of the activities on their action plan
4. Some adult members of the HH should have joined several groupings such as the farmer groups, SACCOs, VSLAs etc.
5. Visible improved gender relations-joint planning, decision making, joint marketing and equitable sharing of benefits



HH should be visibly food secure



Some adult members of the HH should have joined several groupings such as the farmer groups, FAL class etc.



Some adult members of the should have joined savings associations such as SACCOs and VSLAs

Tools for graduation

- GALS achievement journey
- Gender situational analysis

The Achievement journey-Key steps

Step 1: *What was my vision?*

- a. As in the Vision Journey, this should go in the top right of the paper. Even if you think things have got worse, the vision must still be at the top to inspire you in future. Put the symbols in the vision circle from your vision journey in the vision circle on the Achievement Journey.
- b. You can make changes to the original vision if you wish.

Step 2: *What was my starting point?*

- a. At the bottom left of the paper put a circle to represent your starting point at the beginning of GALS Then join the two circles up with two outside lines for the road and two lines in the middle to divide into three lanes.
- b. Looking at the current circle on your vision journey- what was your starting point at the beginning of the visioning process?
- c. Put in symbols for these - making any changes if you think the information on your starting point was not accurate.

Step 3: *Which milestone targets have I reached?*

- a. Looking at the milestones on your vision journey, which milestone have you reached by the time of this period?
- b. How many of the targets in that milestone have you achieved?
- c. Mark those achieved with a tick.

- d. Cross those you have not achieved.
- e. Have you achieved anything you did not predict? Mark this with a circle around this.

Step 4: *Did my road go up or down?*

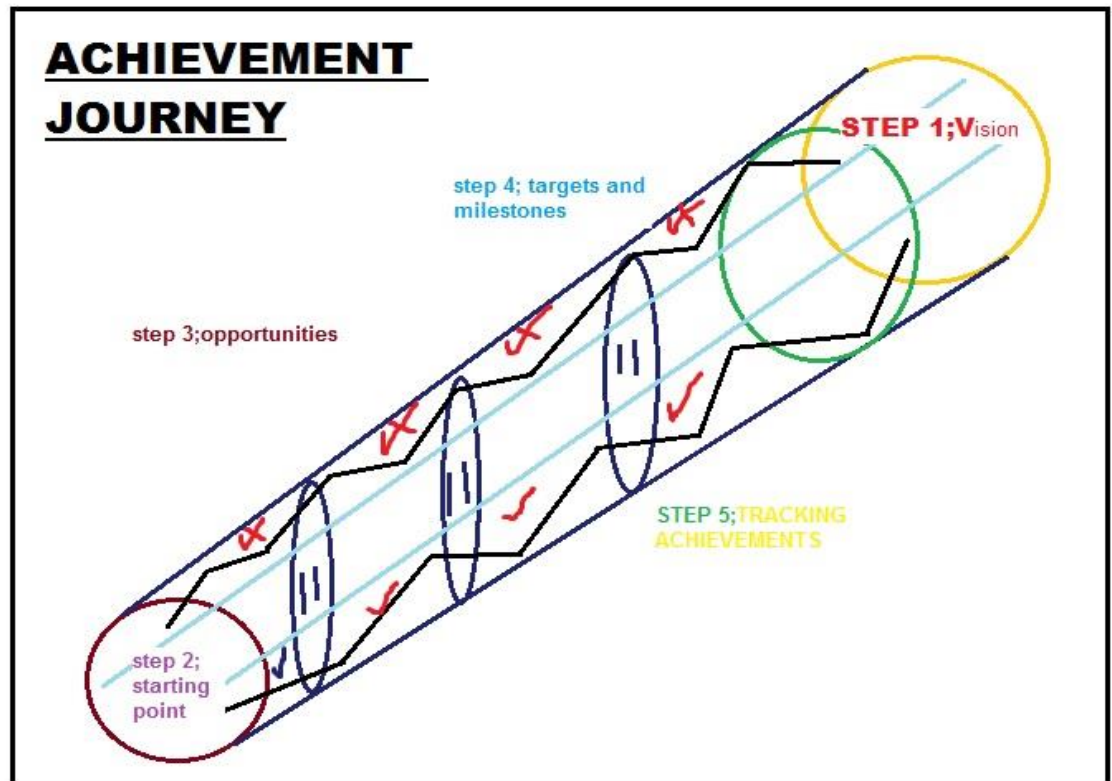
- a. Put lines for your actual progress along the lanes to show the ups and downs.
- b. Considering what you achieved, has each lane gone up or down? Mark this with a smiley face or sad face by the latest circle.
- c. Has your road as a whole gone up? Mark this with a smiley face above the road by the latest circle.
- d. Has your road as a whole gone down? Mark this with a sad face below the road by the latest circle

Step 5: *What were the reasons, key opportunities and challenges?*

- a. Place opportunities and strengths above the road.
- b. Mark with a smiley face those on which action was taken. Mark with a sad face those opportunities which were missed or constraints which remain.

Step 6: *What were the implications, which actions did I take?*

- a. Looking at the actions on your Multilane Highway which actions have you taken by the time of this workshop?
- b. How many of the targets in that milestone have you achieved? Mark those achieved with a tick.
- c. Did you do anything you did not predict? Mark this with a symbol in the appropriate place.
- d. What are your main conclusions on actions for the future? Put a big circle around those actions you still have to take.



Phase 4.2: Sustain the use of household mentoring

Continued motivation to engage in the transformation process and sustain the impacts comes from the internal drive of household members, supported by peers and facilitators.

Phase 4.3: Scaling up

Households that have experienced the benefits of household mentoring are an important resource in the scaling-up agenda.

Many household members share the methodologies with others and become peer trainers. They can also participate in household mentoring awareness-raising and advocacy events.

Once a critical mass of households begins to achieve their goals or visions, positive changes are often triggered in the wider community.

When other households or group members witness the benefits experienced by participating households, they also aspire to reap such benefits.

Expected Outputs: Step 4

- **Case studies and lessons learnt**
- **Achievement Journey**

5 CROSS CUTTING ISSUES

HIV/AIDS:

As we are aware that, the majority of the world's population is dependent on agriculture and therefore, agriculture takes the greatest proportion of the workforce. Agriculture which is single reliable source of household's livelihoods is being threatened by HIV/AIDS.

All households have been affected by this single epidemic in various ways, such as:

Loss of labour due to chronic illnesses which leads to low production of food, time loss as one may not be able to prepare land in time for crop production, increased burden of dependency such as orphans and widows due to loss of head of households, sell of precious household property such as land and animals to meet the household needs, etc. This therefore indicates that, there is high chance of poverty and inadequate food to meet household needs because HIV/AIDS has severely affected their basic source of survival.

In order to reverse the effects of HIV/AIDS on households which will later affect PRELNOR, we should develop some key messages as **HH Mentors** to share with our partners as we continue to work with them day to day.

What is HIV?



Burden of HIV/AIDS

In Uganda, HIV prevalence is at 6.5% according to the sero-prevalence survey of 2011 and northern region (Acholi Sub-region is at 7.2%). This means that as a country the northern region is among the worst hit by the epidemic.

Routes of Transmission of HIV/AIDS

People become infected with HIV through:



Sexual intercourse with an infected person either Vaginal, Anal or oral



Mother to child transmission (MTCT),

Contaminated blood transfusion,



Sharing of contaminated needles and sharp instruments

Factors that increase the risk of HIV infection:

These are usually varied from place to place depending on the human activities and interactions that take place in that particular area, however some of the factors may cut across. They may include: Having multiple sexual partners among married couples, high alcohol consumption among men, risky sexual behaviour, peer pressure, widow inheritance, migration to town to look for jobs, separation from family, women cannot decide about sexuality, violence against women etc.

Effects of HIV/AIDS

As said earlier at the beginning of this session, HIV/AIDS may affect the business, family and the community at large.

- At business level, the effects may include: Wastage of money on herbalists, financial decline and business collapse, Indebtedness, and spend a lot of money on funerals.
- At family level, the effects of HIV/AIDS may include: survival sex or sex for Money, financial disruption, failure to satisfy family needs, spend

most of their time caring for the sick, alcohol abuse, emotionally stressed, different attitudes within the family toward the infected etc.

- At community level, the effects may include: acceptance by some community members, some will tell everybody, they may choose to make fun of the person and expensive funeral may occur etc.

HIV/AIDS related activities as we carry out routine PRELNOR work

Having seen that HIV/AIDS has the power to negatively impact on PRELNOR, it is important that as **HH Mentors** to get involved in the fight against HIV/AIDS. We can do this if only we understand well the key intervention strategies on HIV/AIDS of which the main pillars of the specific responses include: prevention, treatment, care and support.

Prevention



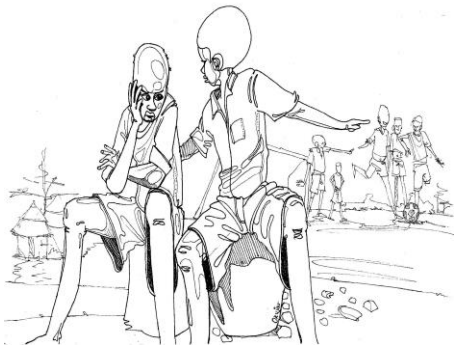
At the level of prevention which aims at preventing new infections, as **HH Mentors**, we can provide health education and awareness to our community members, encourage behaviour change programs, give life skill education, refer infected household members for voluntary counselling and testing, prevention of mother to child transmission and other community based HIV/AIDS programs such as therapeutic feeding, community based drug distribution program etc.

Treatment



This interventions aims at everyone infected to get treated. It is therefore our role as CBFs to ensure that all our infected partners are referred for treatment of opportunistic infections, Septrine prophylaxis, antiretroviral treatment and treatment of sexually transmitted diseases.

Care:



This is Medical and non-medical care for people who are infected. As **HH Mentors** we can help them to get Treatment and psychosocially support for the infected to live with HIV. Help in making sure that people continue to take their medicine regularly (this is called "adherence support"), provide home-based care and Palliative care (to relieve a person's suffering).

Support:



This helps people living with HIV and their family members through similar to care. It includes: Emotional and psychosocial support, Self-help support, financial support, Home-based care and improved nutrition.

NUTRITION:

Nutrition is defined as the sum total of the process by which living things receive and utilize the necessary materials for survival, growth and maintenance of worn out tissues.

There are six basic **classes of nutrients** that must be considered in formulating diets namely; Water, Proteins, Carbohydrates, Fats, Vitamins and Minerals.

Water

The body consists of water, and it is used in very many reactions within the cells. It is more essential than any other nutrient. In addition, your body can lose water quite easily, from urination, perspiration and evaporation, and you therefore need to replace it on a continual basis. Losing only 1 to 2% of your body's water weight can result in weakness and fatigue, while a 10% loss of your body's water can lead to life-threatening heat stroke. Most adults need to consume between 2-3 liters of water each day, although you may need more in hot weather or if you are physically active.



Proteins

The protein in a diet serves as body building foods. For example, proteins make up your muscle tissue, support your immune health, and transport other substances like drugs from the digestive system to the cells where they are needed. Common sources of Protein Animal proteins e.g. Meat, Fish, Chicken, Eggs, Liver, Offals etc and Plant proteins such as Simsim, Beans, Soya, G/nuts, Lapena etc.

Carbohydrate (Energy giving foods)

Similar to fats, carbohydrate in the diet provides the body with energy, although in a more readily available form than that in fat. This nutrient also Indigestible carbohydrate, known as dietary fiber (**Roughage**), doesn't contribute fuel or structure to the cells, but it can help improve the digestive health by affecting how quickly food moves through your gut.

Minerals and Vitamins

Minerals and vitamins are body protecting foods. They help in provide structure to your bones, helps regulate blood pressure, transports oxygen through your blood and helps keep your immune system healthy. Their source include animal sources such as; Liver, Meat, Eggs, Fish etc and plant sources are Fruits and vegetables such as, Mangoes, Oranges, Ovaccado, Boo, Akeyo, Malakwang etc



Fat:

Fats supply the body with source of energy that your body can store for later use. Plant sources of Fat are safer than animal sources of fats. The Plant sources of fats include; Moya, Sunflower oil, Soya oil, Simsim Oil etc. and Animal sources of Fat include; Ghee, Butter, Fatty Meat.



Malnutrition:

This is a condition that results from low intake of food in terms of quantity and quality. The Quality of food intake is defined in terms of cooking, post-harvest handling (Harvesting, drying, storage), balanced diet (Food which has Proteins, Carbohydrates, Minerals and Vitamins) etc. Malnutrition is common in food insecure farmer households. See the examples of a severely malnourished children below. These pictures were taken from Arua Hospital nutrition unit.

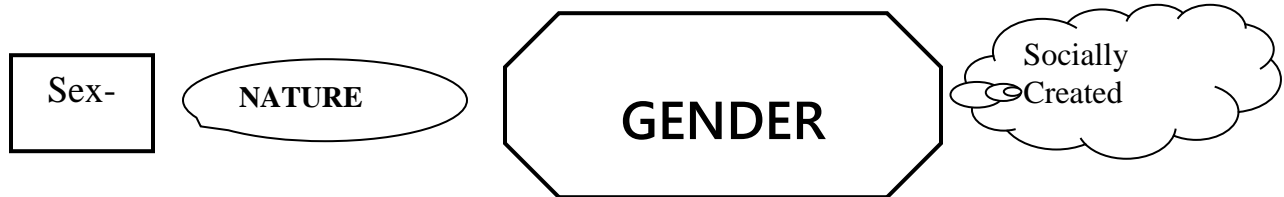


The role of HH Mentors in mainstreaming nutrition in PRELNOR activities

- 1. To provide basic information on nutrition each time they interact with the target groups (Farmer groups/mentored Households). Key issues to talk about are ensuring food availability for households, proper preparation of food, recommended number of meals per day, safe water and sanitation etc.**
- 2. To provide Nutritional counselling to the household members especially children under five, pregnant and breast feeding mothers and the elderly.**
- 3. Educate the target groups and the household members on appropriate use of money to buy food for household consumption.**
- 4. To educate households to store adequate food to prepare for emergencies.**
- 5. Liaise with other relevant partners or stakeholders to assess and manage nutritional deficiencies in their communities such as feeding centres, Hospitals, Action against hunger etc.**
- 6. Refer cases of Malnutrition to relevant authorities such as Hospital/Health centres for care and management.**
- 7. Identify and discuss cultural barriers or bad cultural practices that exist in the communities that can cause harm to their nutritional status. Examples of such cultural practices may include; prolonged fasting practices, serving larger portion of food to the elderly etc.**

GENDER BASED VIOLENCE

Definition of Sex and Gender



The idea is that Sex is a small and definite set of differences based on our physical bodies. Gender however is everything else a large and amorphous amount of differences between men and women based on what our culture tells us what is masculine and feminine. Gender can involve many things, how we dress, how we behave, in relationships, what our families expect from of us as men or women, boys or girls, etc.

Definition of Gender based Violence

Gender based violence is violence that is directed against a person on the basis of the gender or sex. It includes acts that inflict physical, mental, or sexual harm or suffering, threats of such acts, coercion and other deprivation of liberty. While women, men boys and girls can be victims of gender based violence, women and girls are primary victims.

Gender based Violence can be:

Sexual violence

- Rape/Forced Sex/Marital Rape, Sexual Harassment, Attempted rape, Child sexual abuse/Incest, Sexual assault or abuse (None-penetrating) making someone do sexual things against their will, Sexual trafficking
- Physical
- Spouse beating/Domestic Violence (Examples; pushing, hitting, slapping, beating, hair pulling, kicking, punching, choking, burning, hurting with an object or weapons, hitting the head against the wall, floor or object, etc.).
- Assault and other physical violence (Gender based).



Psychological, Emotional, Mental and Social

- Verbal, Emotional abuse (Example: shouting, swearing, insults, threatening violence, criticizing, threatening to hurt children, extreme jealousy, constant questioning about her activities, threatening to leave, etc.). Not allowing her to see her family or friends.
- Humiliation, Discrimination, Denial of opportunities and /or services.
- Spouse confinement or isolation (Domestic violence).

Economic

- Denying money, food, clothing, medicine
- Stopping her from getting a job
- Demanding for her earnings
- Sending family finances independently without asking her consent.
- Making her ask for allowances
- Consequences of Gender based Violence

The following is a partial list of possible consequences for the cases listed:

Case 1: Economic Abuse: Possible consequences: Denial of education, limited opportunities for daughters when they are older, Isolation, feelings of humiliation, increased vulnerability due to lack of resources.

Case 2: Psychological/Emotional abuse: Possible consequences: Mental health and Physical health problems (Hypertension, Ulcers), feeling of agony and humiliation, low self-esteem, alcohol abuse.

Case 3: Sexual Exploitation: Possible Consequences: Unwanted pregnancies, and early pregnancy, complication of pregnancy, shame, stigma from community, limited opportunities due to lack of education, increased Vulnerability due to lack of protection.

Case 4: Domestic Violence: Possible consequences: Low self-esteem, humiliation, Physical injury, death.

Health Consequences:

There are serious and potentially life threatening health outcomes with all forms of Sexual and Gender Based Violence. The exact consequences vary, depending on the type of GBV. Some Examples are:

Fatal Outcomes

Homicide, Suicide, Maternal Mortality, Infant Mortality, AIDS-related Deaths

Acute Physical

Disease, Injury, Shock, Infections

Chronic Physical

Disability, Somatic Problems, Chronic Infections, Gastro-intestinal Problems, Eating disorders, Sleep disorders, Alcohol /drug abuse

Reproductive

Miscarriage, Unwanted pregnancy, Unsafe abortion, sexually transmitted Infections (STIs) including HIV/AIDS, Menstrual disorders, Pregnancy Complications; Infertility
Gynecological disorders, Sexual disorder.

Psychological/Emotional Consequences: Most psychological and emotional after effects should be viewed as normal human response to a horrific, terrifying extreme event. In some cases, however, the survivor experiences mental illness that requires medical intervention.

Post-traumatic stress, Depression, Anxiety and Fear, Anger, Shame, Insecurity, Self-hate, Self-blame, Mental illness, Suicidal thoughts, behaviors', attempts

Social Consequences: Most societies tend to blame the survivor for the incident, especially in cases of rape. This social rejection results in further emotional damage, including shame, Self-hate, and depression. Due to fear of social stigma and rejection, most survivors never report the incident and never receive proper health care and emotional support. Most incidents of GBV are never reported to anyone.

Some examples include:

Blaming the victim, Loss of ability to function in the community (Example; Earn Income, Care for children etc.), Social stigma, Social rejection and denial, Withdrawal from community and life, Rejection by husband and family

Effects of Gender based Violence on the different categories of people

1. **Consequences for women:** hopelessness, stress, injury, HIV infection, isolation, faster onset of HIV/AIDS

2. **Consequences for men:** sadness, poor relationship with children, unhappiness, imprisonment, lack of intimacy, ill health etc.
3. **Consequences for children:** depression, poor performance in school, distrust of adults etc.
4. **Consequences for the family:** Resources spent on health care for targeting injuries, lack of harmony and happiness, tension, family break ups etc.
5. **Consequences for the community:** lack of development, lack of peace, increased number of homeless street children, overburden on social services (health care, local; leaders).

Root causes of Gender Based Violence (GBV)

The root causes of all forms of GBV lie in a society's attitudes towards and practices of gender discrimination, the roles, responsibilities, limitations, privileges and opportunities accorded to an individual according to gender.

Note that addressing the root causes through prevention activities require sustained long term action with change occurring slowly over a long period of time.

Contributing factors are factors that perpetuate GBV or increase risk of GBV, and influence the type and extend of GBV in any setting. Contributing factors do not cause GBV although they are associated with some acts of GBV.

Some Example includes:

Alcohol/drug abuse is a contributing factor, but not all drunkards/drug addicts do beat or rape their wives or women.

War Displacement, and the presence of armed combatants are all contributing factors, but not all soldiers do rape civilian women/men.

Poverty is a contributing factor, but not all poor women are victimized by force prostitution or sexual exploitation.

Note that many contributing factors can be eliminated or significantly be reduced through prevention activities.

Root causes of GBV

- Male and/ or society attitudes of disrespect or disregard towards women
- Lack of belief in equality of human rights for all
- Cultural/Social norms of gender inequality
- Lack of value of women and/ or women’s work

Possible Contributing/Perpetuating factors

- **Alcohol/drug abuse**
- **Poverty**
- **Lack of availability of food, fuel, wood, income generation requiring women to enter isolated areas.**
- **Boredom, lack of activities, services or programs**
- **Collapse of traditional society and family support**
- **General lawlessness**
- **Lack of education for women**
- **Religious, Cultural and family beliefs and practices**
- **Political motives, Weapon of war, for power/control/fear and ethnic cleansing.**
- **Retaliation etc.**

Response to GBV is an attempt to provide services and support to reduce the harmful consequences and prevent further injury, trauma and harm. The response can be grouped into four as in the table below

<p><i>Health</i></p> <p>Emergency contraception Treat injuries Treat Sexually transmitted Infections HIV counselling and testing Post exposure prophylaxis</p>	<p><i>Psychosocial</i></p> <p>Emotional support and counselling Income generating program Skills training program Group counselling</p>
<p><i>Security</i></p> <p>Report to security(especially police) Investigate case Have the perpetrator Arrested File charges with the court or justice system</p>	<p><i>Legal Justice (Forma and Traditional)</i></p> <p>Apply appropriate laws Hold perpetrator accountable</p>

Guiding Principles

Safety, confidentiality and respect are the three key principles that all persons handling cases of GBV should adhere to. Failure to do so can spell danger for survivors and his /her children and family.

Safety/Security: Ensuring the safety and security of the survivor should be the number one priority for all actors at all times. Remember that the survivor may be frightened and need assurance of her individual safety.

Confidentiality: At all times, respect the confidentiality of the survivor's families. Share only necessary and relevant information (not details), ONLY if requested and agreed by the survivor, with only those people involved in providing assistance. Information about survivors should never be shared it includes individuals names. Any identity information should be coded.

Respect: All actions taken will be guided by respect for the choices, wishes, rights, and the dignity of all the victim/survivor.

GBV Referral pathways and support Services

1. Knowing when to refer someone is very important.
2. Helpers also need to know what to do in terms of the procedures. They are required to follow in their capacity as a volunteer/household mentor.
3. Knowing why to make a referral is also important.
4. Knowing how to refer a person is important too.
5. If possible, provide different options and let the person choose for herself.

The Role of PRELNOR in mainstreaming GBV information and support in project work

For PRELNOR CBFs, HH mentors and CDOs, they

- a. Create awareness

- b. Link survivors to relevant organizations that give support on issues of GBV
- c. Encourage and involve GBV survivors in PRELNOR farmer group activities and household mentoring.
- d. They should be able to impress upon the beneficiaries of PRELNOR that GBV has a very negative effect on agricultural production.

References

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Annex 1: Check List for Tracking the Steps of Household Mentoring

STEP	ACTIVITY	OUT PUTS	TIME LINES
STEP 1: CREATING A HOUSEHOLD VISION AND SITUATIONAL ANALYSIS	Step 1.1: Identification of HHs for mentoring/Establishing Rapport and Confidence Building - Select the households to be mentored -Visit the household and conduct introductory meeting with all adult members of the household.	Household membership list Household resource map Gender balance tree (GALS methodology) Challenge trees (which may include the gender challenge tree, property challenge tree, Decision making challenge tree, violence challenge tree, freedom challenge tree, and work challenge tree)- GALS methodology. Household baseline form Household vision Household gender analysis reports	3-4 months
	<i>Step 1.2: Conduct a Household situational analysis</i>		
	<i>Step 1.3: Facilitate the development of a household vision.</i>		
STEP 2: ACTION PLANNING	<i>Preparing an Action Plan</i>	Household Action plan Potential partners necessary for household to implement plans Market maps(GALS methodology)	1-2 months
STEP3: IMPLEMENTING THE ACTION PLAN AND MONITORING PROGRESS	<i>Step3.1: Monitor implementation progress and keep on track</i>	-Summary of functional partnerships established between households with service providers -Assessment report of the economic wellbeing of the mentored households .-Revised households action plans -Provide food security grants of 120 US dollars to progressive HHs	6-7 months
	Step 3.2: Update the vision and action plan		
	Step3.3: Building Partnerships and Networks		
STEP 4: GRADUATING AND SUSTAINING THE USE OF HOUSEHOLD MENTORING	Graduate Sustain the use of household mentoring Scaling up	Case studies and lessons learnt Graduation indicators: HHs should be reporting increased acres under production. Visible improved gender relations-joint planning, decision making, joint marketing equitable sharing of benefits etc.	1-2 months

Annex 2: Logical frame work for household mentoring process

(Issues to report on in relation to the household mentoring process)

Project Hierarchy and Narrative Summary	Objectively verifiable Indicators
Impact (Goal): Reduced poverty x % among households	
Effect (Intermediate Goal): x % improved livelihoods of poor households	
Output 1: Increased production and productivity	Acreage cultivated per year Yield per area cultivated Volumes of harvest per year Volumes sold for income
Output 2: Improved food security	Number of meals per day Number of hunger months in a year Dietary intake diversity
Output 3: Increased asset ownership	Types of assets acquired Number of assets acquired
Output 4: Improved household sanitation	Number of bath shelters constructed Number of latrines constructed Number of drying racks constructed Number of rain water tanks constructed
Output 5: Households participate in groups	Number of households joining farmer groups Number of households joining producer and marketing groups Number of households joining savings and credit groups
Output 6: Improved child health	Number of children within normal growth curve Number of malnourished children in households
Output 7: Construction of improved dwellings	Types of walls Types of roofs Types of floors
Output 8: Improved gender relations	Analyze the changes in workloads by gender Analyze access and control over productive resources and benefits Decision making Number of incidences of Gender based violence

Annex 3: Household Baseline Form

Name of Household head: District: Sub-County: Parish: Village: Household Ref. No.	Name of HH Mentor: Signature of Household mentor: Date:
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1. Household size and dependence level		Female	Male
	Household head		
	No. of able bodied working adults 18 and over years excluding household head		
	No. of children 10 – 17 years		
	No. of children under 10 years		
	No. of elderly/sick/people living with disabilities		
	Total no. of persons in household		
	Household dependency ratio:		
	Description of household: MHH monogamous, MHH polygamous, FHH, orphan-headed HH, grandparent HH, other (specify)		

2. Education	No. of years	Male head	Female head	Other adults	Children at school	Children finished schooling
	(P1-P4)					
	(P5-P7)					
	(S1-S4)					
	(S5+)					
	FAL					
	Other (Specify)					

3. Land	Nature of ownership	Squatter	Own	Hire	Public	Customary	Communal
	No. of acres						

4. Livestock		<i>Cattle</i>	<i>Dairy cows</i>	<i>Sheep</i>	<i>Goats</i>	<i>Pigs</i>	<i>Chicken</i>	<i>Others</i>

5. Economic activities and main sources of income for household(record yes/no, rank in order of importance)	<i>Crop farming</i>
	<i>Animal farming (including fishing and bee keeping)</i>
	<i>Service sector business</i>
	<i>Trade and commerce</i>
	<i>Remittances from family</i>
	<i>Other (Specify)</i>

6. Employment status of adults	<i>No. of months per year</i>	<i>Male head</i>	<i>Female head</i>	<i>Other adults</i>
	<i>Casual labourer</i>			
	<i>Wage farm worker</i>			
	<i>Wage non-farm worker</i>			
	<i>Salaried worker</i>			
	<i>Self-employed on farm</i>			
	<i>Self-employed off-farm</i>			

7. Food security	<i>No. of months food secure throughout</i>
	<i>Causes of food insecurity</i>
	<i>Sources of food security: banana plantation, cassava garden, granary, other (specify)</i>
	<i>Coping strategies during hunger months</i>
	<i>No. of meals per day</i>

8. Construction of dwelling/ houses		<i>Note down construction materials</i>
	<i>Walls</i>	
	<i>Roof</i>	
	<i>Floor</i>	

9. Sanitation	Does the HH have a Latrine (Yes/No)
	Does the HH have a Bath shelter (Yes/No)
	Does the HH have a Drying rack (Yes/No)
	Does the HH have a Kitchen (Yes/No)
	Does the HH have a Water harvesting facility (Yes/No)
	Other (Specify)

10. Asset ownership	How many Radios :	How many Hoes :
	How many Bicycles:	How many Axes :
	How many Mobile Phones:	How many Work Oxen :
	How many Mattresses:	How many Ploughs:
	How many Beds:	How many Ox carts:
	How many Blankets:	How many Granaries:
	How pieces of Furniture – e.g. chairs , tables(specify)	Other farm assets (Specify)
	Utensils (Specify)	
Other (Specify)		

11. Group activities	None (Yes/No)
	Burial group (Yes/No)
	FAL class group (Yes/No)
	Farmer group (Yes/No)
	Savings and credit group (Yes/No)
	Merry go round (Yes/No)
	Other (specify)

12. Leadership	None
	LC 1& 2 levels including parish Specify: Development committee
	LC 3 Specify:
	Beach Management Units Specify:
	FAL class group Specify:
	Savings and credit group Specify:
Management Committees: School management, Church management committees, Parents Teachers Association	

13. Health (Children below 5 years)	Height
	Weight
	Sources of medication Specify:
	Number of children below 5 years and fully immunized

14. Access to farm services	Inputs yes/No
	Credit/Loans Yes/No

	Extension services Yes/No
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<i>15. Average Production levels of crops per season in Kilograms</i>	Maize
	Beans
	Rice
	Cassava

PART 2: SUMMARY BY HH MENTOR
Causes of exclusion/Reasons for not joining farmer groups:
Type of assistance to the HH:
Reasons for lack of assets:
Reasons for low production/productivity of marketable crops:
Possible Actions to be taken to redress the situation:

* Definitions: MHH= male headed household, FHH= female headed household, P= primary, S= secondary, FAL= Functional Adult Literacy, LC= Local council

Annex 4: Household mentor visit/activity log sheet



Name of Household Mentor-----

Date of visit-----

Household reference number/Name of HH head-----

Objective of visit	Number of HH members met		Activity carried out with Household during the visit	Key puts	Out-	Agreed actions	Date of next visit
	Males	Females					

Signed by Household mentor -----

Signed by Household Head-----

Annex5: PRELNOR ToRs for Household Mentors

Background

The household mentors are intended to serve as a critical link between the lowest level of the Local Government administration in the relevant sectors and the poorest, most disadvantaged households at village level. Their role in project implementation is three-fold:

1. To facilitate a socially inclusive and democratic participatory process at village entry, including situation analysis, participatory resource mapping, wealth ranking and selection of poor vulnerable households to benefit from mentoring;

2. To assist the mentored households to analyse their own personal situation, through visioning exercises, to make a plan to overcome their poverty and to implement that plan;
3. And finally, to assist the mentored households to graduate, by achieving food security, putting their children back in school, and joining community groups to benefit from development programmes.

Specific duties of the household mentor include but are not limited to the following:

1. Under the guidance of the sub-county project coordinator, and the parish chief, participate successfully in project-related capacity building, earning a certificate for each of the required trainings. Trainings will include:
 2. Induction training about the PRELNOR project;
 3. Participatory facilitation and participatory rural appraisal (PRA) and participatory planning skills;
 4. Household mentoring skills, including Gender Action Learning Systems (GALS); and
 5. M&E and reporting skills for household mentors.
6. Assist the sub-county CDO and parish chief to mobilize villagers including women, youths, food insecure households and the disabled, to participate in the project activities;
7. Assist the CDO and parish chief to sensitize villagers, including women, youths, food insecure households and the disabled, about household mentoring activities intended to enable poor and vulnerable to build the capacity to participate in the project.
8. At the time of project entry in each new village, assist the DCDOs in each district to plan and facilitate situation analysis, social and institutional mapping, wealth ranking, and to identify poor households that meet the criteria for household mentoring², as a basis for beneficiary selection.
9. On the basis of the community's analysis of existing groups, during the village entry process, assist the sub-county community development staff and/or implementing partners to select 10 vulnerable households

among those meeting the project targeting criteria for household mentoring.

10. Make individual visits to each of the 10 mentored households according to the mentoring cycle outlined in the Household Mentor manual.
11. All household mentors must complete and submit satisfactory reports on project activities, as a condition for release of the quarterly honorarium.

Qualifications and experience

Candidates for household mentors must be:

- Residents in the same parish as the mentored households,
- Be literate, preferably with O-level education,
- Have a good command of English,
- Be able to communicate in the local language (*Luo* in Agago, Amuru, Kitgum, Gulu, Lamwo, Nwoya and Pader) and Madi in Adjumani.
- Have experience of being involved with community development work,
- Be respected by the community,
- Have a volunteer spirit,
- Be able to mobilize and organize others,
- Be able to work with individual households in a supportive manner,
- Be supportive of gender and youth inclusiveness, and
- Not overloaded with other responsibilities.