

## Discover Program Action Manual (Di-PAM)



**To participate in fighting**

Ignorance

Poverty

Disease &

Restlessness

# **(Di-PAM)**

## **“Discover” Program Action Manual**



**Actions for instructing the ignorant, conserving environment, enterprising the common man, naturally healing all and most importantly, consenting the population for “PEACE” building**

## The program:

The program is spread up within the time frame of three years, from 2017 to 2020. The activities are many and are broken down into four stages.

1. Stage 1 shall be for preparation.
2. Stage 2 shall be for project surveys, identification and mapping.
3. Stage 3 shall be for the actual implementation.
4. Stage 4 shall be run concurrently with stage 3; and that is monitoring and evaluation








### In stage 1 (Preparation):

The following activities shall be performed within the time frame of one month. The responsible officers are:





- A) The sub region supervisors.
- B) The trainers / instructors.

## Roles of the supervisors:







### At preparation stage.

-  Preparation and delivery of consent letters to the respective district authorities of allocated sub regions.
  -  Preparing handouts as guidelines for consultation meetings.
  -  Making schedules for consultation meetings with the district authorities.
  -  Making thorough explanations of “Discover” on the proposed activities and its expected benefits to the sub region.
  -  Introducing “Discover” senior staffs to the district officials.
  -  Making schedules for working visits to the sub counties.
  -  Signing memorandum of understandings with officials at the district levels.
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### At identification stage.

-  Conducting surveys of interesting physical features.
  -  Identifying ecological conservation areas.
  -  Using the GPS handsets to prepare simple cartographic maps of the project activity areas.
  -  Making and signing memorandum of understanding with the communities around for conservation sites.
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### At implementation stage

-  Collecting and compiling district reports from the trainers / field instructors.
-  Conducting weekly meetings with the trainers.
-  Making fortnight progress reports.
-  Making monthly reports.
-  Making quarterly reports.
-  Making end of year reports.

## **Roles of the trainers / field instructors:**

### **At preparation stage.**

- ❖ Accompany the supervisors during the preparation stage.
  - ❖ Assist in the distribution of handouts for meetings.
  - ❖ Participate in making and following up schedule for sub county consultation meetings.
  - ❖ Introducing “Discover programs in the sub counties.
  - ❖ Making thorough explanations of “Discover” on the proposed activities and its expected benefits to the sub counties.
  - ❖ Signing memorandum of understandings with officials at the sub counties levels.
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### **At identification stage.**

- ❖ Identifying and making friends with local leaders: religious leaders at chapel levels, village clan and opinion leaders.
  - ❖ Be conversant with the identified interesting physical features, ecological conservation areas and getting acquainted with the people around them.
  - ❖ Discussing and creating conservation projects with the people as they make them own so as they participate whole heartedly and with vigor.
  - ❖ Using the GPS handsets to make detail tracking of the project activity areas.
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### **At implementation stage**

- ❖ Detailed discussions with the local leaders on the history, the current, and the future state of their environment.
- ❖ Make resolutions on how to conserve it using the existing, and the reinforcing species that have been lost but available in other areas.
- ❖ Through consultations with the local leaders, make recruitments of willing and capable persons to be trained to include the diversity of social groups: religions, cultural, educational and health sector with gender consideration.
- ❖ Conduct thorough trainings with the recruited people so as to prepare them for effective village extension team.
- ❖ Through the trainings, the field instructors are responsible for initiating innovative projects according to the suitability in the respective locations.
- ❖ Collect seeds and seedlings from areas of availability and distribute them to areas of scarcity.
- ❖ Supervise and make appropriate advice by including specialists from the district technical team also to participate.
- ❖ Compiling and presenting weekly reports to the supervisors at the weekly meetings.
- ❖ Making simple evaluations from the comments and the impacts on the ground.

## **Roles of the village extension team:**

### **At preparation stage.**

- ❖ The village extension team shall comprise of a few capable local leaders representatives who may be identified by the field instructors using their technical identification skills and demonstration of interest by whoever shall be selected.
- ❖ The next lot shall be from the persons recruited through recommendations from the local leaders at their diverse social levels: spiritual, cultural, educational and health sector.

### **At identification stage.**

- ❖ At identification stage, they play very little role other than paying attention and show of keen interests and are the potential lot for recruitments.
- ❖ Serious candidates can also participate in local identification of interesting physical features and ecological conservation areas.

### **At implementation stage**

- ❖ Shall participate in voluntary Identification of ecological conservation units for example near the streams, rivers, swamps, around big rocky hills and general wetland areas as instructed by “Discover “ pre-instructed trainers / field instructors, for extensive education to protect the indigenous vegetal species.
- ❖ Participate in the local trainings.
- ❖ Shall be keen in identifying diseases in the communities during and after the trainings and treat the patients with the local herbs they have been trained on.
- ❖ To be the local agents for distribution of some essential seeds or propagation materials for expansion as decided by “Discover” authorities.
- ❖ To help in extended identification of talented local people for every proceeding progressive training schedule, with help and consultation from the elders, church leaders, primary school authorities and even health center authorities.
- ❖ To help in distributing, prescribing treatments, making follow up of natural healing evaluations and collecting data and feedback from the communities. There are some natural medicine that may take time for the local people to make for example; hemorrhoid ointments for treatment of the rampant problems in the villages. Discover can make them on availability of financial resource to save the population.



## Activities

As outlined in the previous chapters, there are four major components in this program.

1. Natural health
2. Capacity building
3. Entrepreneurship
4. And PEACE building

To run these components, there are many activities which are associated:

### **Natural health activities:**

Natural health shall embrace medicinal plants and school gardening with the following tasks to be carried out through guidance from the field instructors. It shall be in the participatory approach with the communities to be instructed:

- Orientation instructions on rural hygiene.
- Orientation instructions on appropriate local diet that strengthen immunity.
- Elementary instructions on identification of common diseases.
- Participatory approach on common disease diagnosis.
- Identification of essential medicinal plants.
- Detailed studies on at least ten (10) very important plants.
- Instructions on the local and convenient methods of extraction, preserving and using the medicine to help the communities cheaply.
- Instructions on how to propagate and multiply them in demonstration and production gardens.
- Transferring knowledge of extension through school gardens in primary and secondary schools.

### **Capacity building**

For activities to be extended for reaching out to the communities effectively, a few more able people should be identified and trained a little deeper to add on to the current experts:

- Strategic identification of technical people in the fields of public health, agriculture, education, environment, cultural and religious institutions for proper orientation training.
- Conducting preliminary refresher courses with those who have already been trained by anamed and “Discover” in the past six years.
- Support to enhance serious members who have been practicing and in production to show and be the living example for our communities.
- To support some existing demonstration gardens so as to offer practical examples for the trainees.
- To support experienced traditional healers so that they can freely join the program and to improve upon their methods of services for the good of the common man.

## **Entrepreneurship**

More youths shall be encouraged to utilize their formal trainings and qualifications in various technical fields i.e. electrical engineering technology, mechanical engineering technology, civil engineering technology, Agricultural mechanical technology etc. so as to apply their skills in innovations of appropriate technologies development through the following activities:

- Guidance in developing solar driers.
- Construction of solar ovens as energy savers.
- Fabrication of varieties of energy saving stoves including fireless cookers.
- Construction of charcoal fridges as alternatives to electrical fridges.
- Trainings on installation of new technology solar equipments.
- Trainings on and development of organic gardening as sustainable local businesses.
- Cooperative formation for bulk production of strategic agricultural produce as business.
- Linking the cooperatives to the appropriate markets.

## **PEACE building**

Communities in most part of this country are not settled in mind. They are not settled in mind because there is so much difference in opinion as a result of difference in political ideologies, religious philosophies, cultural diversities, more dangerously; difference in the distribution and possession of national resources. The following activities have been put up in this program so as to minimize or avert the consequence:

- Genuine ecumenical meetings shall be organized to involve all religious groups existing in our local communities so as to spell out irrelevant issues that can hinder common development issues and coexistence.
- Proper civic education shall be conducted in the grass root so that the common man can have the opportunity and rights of getting the truth from within and authentic leadership personalities for their peace and wellbeing.
- Special elders' tours and visits shall be organized for elders in the four ethnic groups: The **Alur**, the **Acholi**, the **Langi** and the **Kumam** to interact and provide original moral education that used to keep our people together in harmony.
- Matters of cultural preservation of legends, storytelling, riddles, proverbs, entertainments, marriages and mutual links in communication for business shall be taken seriously.
- There shall be provisions for identifying media teams from all the ethnic groups for special recordings to educate the masses locally and efficiently.

## **Program operations and reporting tools:**

Being an outreach program, the operational activities are extensive. It requires preliminary planning, reconnaissance, need assessments, consultations, traveling, mobilization, sensitization, meetings, the actual trainings, evaluations, hard copy record keeping, digital record keeping, digital presentations etc.

All these need some formal formats which are compasses for the actors. The following are the documents that will be used to precise things:

### **Trainings and management:**

1. Consent letters
2. Acknowledgment form
3. Attendance list form
4. GPS survey sheet
5. Ecological conservation site agreement form
6. Memorandum of understanding document format
7. Project group formation form
8. Project material issuing form
9. Daily activities report form
10. Weekly activities report form
11. Monthly report form
12. Quarterly report form
13. End of year report form
14. Job accomplishment declaration sheet
15. Work stations visitors books

### **Health operations:**

1. Disease assessments forms
2. Combination treatment form
3. Treatments record book
4. Pro-foma invoice
5. Invoice
6. General receipt
7. Medicine order book
8. Medicine distribution sheet
9. Raw material received book



FORM 5

Community Agreement Form

Project No-----

Project Name-----Specification-----  
Beneficiaries----- ()

Project Location-----Parish -----  
Village-----

Sub County-----District-----

No of Beneficiaries-----Male-----  
Females-----

Date of Commencement-----Date Project Ends-----  
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Names of Project Gangs' Committee (PGC)

Activities In Phases

Man-days

(1)-----Chairperson	(1) -----
-----	
(2)-----Member	(2) -----
-----	
(3)-----Member	(3) -----
-----	

(4)-----Member (4) -----  
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Total Man-days -----

### Project Costing

Days Worked-----X/Persons----- = /Total Man-days -----X Rate-----  
----- = Total Cost--- -----

**NB-The (PGC) will have to submit specific individual beneficiary record of work for individual.**

Materials Needed Materials Cost	Quantity	
(1)----- -----	-----	-----
(2)----- -----	-----	-----
(3)----- -----	-----	-----
(4)----- -----	-----	-----
(5)----- -----	-----	-----
(6)----- -----	-----	-----
(7)----- -----	-----	-----
(8)----- -----	-----	-----

Outputs Expected-----  
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Project Out Comes Expected-----  
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We the under signed (PGC) members hereby agree to execute the above- mentioned project according to the conditions leading to its completion for the benefit of our community as per agreement. We further pledge to undertake routine maintenance of our project for the good of our community.

Signed-----Chairman      Date-----  
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Signed-----

Signed-----Secretary      Date-----  
Stamp

Signed-----Treasurer      Date-----

.....      Date-----

“DISCOVER” / Yeny-Ngec      SUPERVISOR

DISCOVER / Yeny-ngec Lira Northern Uganda



FORM 8.

NO:

PROJECT MATERIALS ISSUING FORM

DISTRIC:

SUB-COUNTY:

PARISH:



PROJECT NAME:



No.	TYPE OF MATERIAL & if expected to be RETURNED (Y=yes or N – No).	NUMBER		
		Y/N	DELIVERED	RETURNED
1	HOES			
2	SPADES			
3	PANGAS			
4	WHEEL BARROWS			
5	RAKES			
6	FORKED HOES			
7	MEASURING TAPE			
8	SISAL STRINGS			
9	PICK AXES			
10	AXES			
11	HANDLES – BIG e.g. for Pick axes			
12	HANDLES – SMALL e.g. for rakes.			
13				
14				
15				

**Comments:** e.g. why the tools/materials are delivered; how they are expected to be used, returned e.t.c.

DELIVERED BY: \_\_\_\_\_ SIGN. \_\_\_\_\_ PLACE/DATE \_\_\_\_\_

RECEIVED BY: \_\_\_\_\_ SIGN. \_\_\_\_\_ PLACE/DATE \_\_\_\_\_

RETURNED BY: \_\_\_\_\_ SIGN. \_\_\_\_\_ PLACE/DATE \_\_\_\_\_

RECEIVED BY: \_\_\_\_\_SIGN \_\_\_\_\_PLACE/DATE \_\_\_\_\_

## Yeny-ngec Medicines distribution record / General mobile outreach.

S/No	Date	Names	Disease	Medicine	Village	S/Cty.	Results
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
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25							
26							

# Nature in action



**Aqua-ecological network available but under attack**



**Indigenous species must be conserved and protected from extinction**