

Module 2

Participatory Extension for Household Food Security

■ Module code: PHFS02L



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This Study Guide for the Module *PHFS02L Participatory Facilitation for Household Food Security* is the second of the six modules initially piloted with groups of volunteers linked to non-governmental organizations (NGOs) and community development workers (CDWs) working for the department of local government in the Eastern Cape.

The Eastern Cape NGO Coalition (ECNGOC) is an umbrella non-profit organization for over 400 non-governmental, community and faith based organizations (NGO's, CBO's and FBOs) in the Eastern Cape region. The ECNGOC supported the intervention through advocacy and helping to link organizations with the project enabling the recruitment of practicing volunteers and community development workers who needed training to specialize in Household Food Security. During 2009 organizations such as Student Partnership Worldwide (SPW), Transkei Land Services Organization (TRALSO) as well the Directorate for Social Responsibility in the Anglican Diocese of Grahamstown had students on the pilot programme. Other organizations as well as the Provincial Department of Local Government (in the Eastern Cape) Mbashe Local Municipality came on board during 2010.

The project is managed by a Project leader from SAIDE, Dr Alice Barlow-Zambodla, and has a designated Academic Programme Coordinator, Mrs Fransa M Ferreira from the CAES, Unisa. Six writing teams participated in the curriculum development and design process together with other stakeholders. Their names are listed on the front page of each Study Guide.

The Programme in Household Food Security is an approved UNISA Short Learning Programme that serves to promote community engagement with UNISA by linking curriculum and tuition, research and community service with the delivery of higher education. This is in line with the UNISA vision: *The African University in service of humanity*.



Main resources used

We acknowledge the use of the following publications in the development of this study guide.

The main resource:

Stimie, C.M., Kruger, E., De Lange, M., and Crosby, CT. (2009). Agricultural Water Use for Homestead Farming Systems: A resources kit for farmers, trainers and facilitators. Pretoria. Unpublished document TT/430/09 and TT431/1-3/09. Water Research Commission.

Other resources used extensively:

Carter, I. 2001. Series: A PILLERS guides: Teddington: Tearfund.

De Sagte, R. 2002 Learning about livelihoods: Insights from Southern Africa., UK, Periperi.Publications and Oxfam Publishing.

Food and Agriculture Organisation. 2004. Rural households and resources: A guide for extension workers. Socio-economic and gender analysis programme. Rome, FAO.

Food and Agriculture Organisation. FAO. 2007. Food security information for action: Series. EC-FAO Food Security Programme.: Rome, FAO. Available at: <http://www.foodsec.org/d>. [CDs]

FSAU. 2005. Nutrition: A guide to data collection, analysis, interpretation and use. Second edition. Nairobi, Food Security Analysis Unit for Somalia.

International Federation of Red Cross and Red Crescent Societies.2006 How to conduct a food security assessment: A step by step guide for National Societies in Africa, Geneva, IFRC.

NSNC/AHPRC Food Security Projects. 2005. Thought about Food: A Food Security and Influencing Policy. University of Dalhousie, Nova Scotia. Available at: <http://www.foodthoughtful.ca>





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Introduction to the module

Participatory processes empower people to take control of their lives. The ideas, methods and practical tools you will learn about in this module have evolved over many years. They have been used by community development facilitators in different parts of the world and have resulted in large numbers of poor and disempowered people taking control and improving their lives.

Lessons learned from diverse interventions around the world confirm that the success of any community development intervention relies on the active participation by households and the community. The focus must be on what **people have and do** not on what the facilitator brings and does.

We do not ask.....	We rather ask.....
<i>what are your needs</i>	<i>'what are your strengths</i>
<i>what is wrong</i>	<i>what is working here</i>
<i>what can we provide</i>	<i>what are your resources</i>
<i>what is lacking in the community</i>	<i>what is good in your community</i>
<i>what is missing here</i>	<i>what can we build on</i>
<i>what can we do for you</i>	<i>what can we support you with</i>

.....
(Adapted from Positive Deviance/Hearth Manual

As an HFS facilitator the challenge is to keep your eye on the fundamental goal of empowering people. The Water for Food Movement uses this expression in the Sepedi language to inspire their facilitators. Keep this saying in mind as you walk with people in the community. In your work with households you may often be tempted to do things for people and to decide on their behalf what is best for them. Yet, even if your plan is an excellent one, the results will not last unless people have been empowered by considering the information and options for themselves, deciding what needs to be done and how they want to implement it in their own lives. They have to carry on executing their plan long after you have moved on.

“Mothokemotho ka bathubabangwe (Sepedi)
A person is a person through other people.” (Africa)



Purpose of the module

This module aims to equip you with relevant knowledge, skills and values to mobilize and facilitate collective action for food security in selected households in rural and peri-urban areas.

Essentially the purpose of Module 2 is to:

- Help you understand why it is important to use participatory approaches that involve the inputs and interactions of households and the community;
- Give you a clear insight into the practical implications of facilitating participatory learning and action processes in the community. By doing the activities in the module you will discover which information gathering and reporting tasks are necessary when you start working in the community, and which ones are part of the ongoing interactions with the households.
- Introduce you to a range of participatory methods and tools you can use to carry out your tasks.
- Provide you with guidance to practise using participatory methods and tools in preparation for your work with the households.

Participatory approaches are fundamental to household food security facilitation and you will use them in diverse ways in the different modules.

- In Module 1, you take a walk through the community to get an impression of some of the food security related issues and challenges in the community. You meet with relevant leaders and stakeholders to share your impressions and to gain support for your work with the households. Through your interactions at a meeting they share their perspective on the food security issues and you share information about the HFS programme with them. This is the start of building a supportive network in the community.
- In Module 2 you organize a meeting with potential households and you visit the homes of those who have indicated an interest in participating. They share their stories and you collect baseline information to compile household profiles.
- In Module 3, you use tools and systems for tracking and managing environmental (natural) resource use;
- In Module 4, you assist households to evaluate their food insecurity and malnutrition problems and help them plan actions to address their immediate food needs;
- In Module 5, you use participatory approaches to help households to plan and take actions to improve or make a food garden to optimize their household food production.
- In Module 6, you focus on household livelihoods and assist households to manage their available food resources.



How Module 2 fits into the programme

Each module is an important part of the Household Food Security Programme. The modules for the programme are:

Module 1	PHFS01K	Introduction to household food security
Module 2	PHFS02L	Introduction to methods of working with households
Module 3	PHFS03M	Sustainable natural resources use
Module 4	PHFS04N	Food behaviour and nutrition
Module 5	PHFS05P	Optimising household food production
Module 6	PHFS06Q	Food resources management

The modules are linked and what you learn in one module will also help you in another.

Programme map

The diagram below is a *programme map* that provides you with an overall picture of the programme. It shows you the main purpose of the programme and the focus of each of the six modules.

The first two modules are part of your orientation to the field of food security and the methods you will use when working with households.

Modules 3 – 6 require you to work with the households in each of four key areas of household food security.



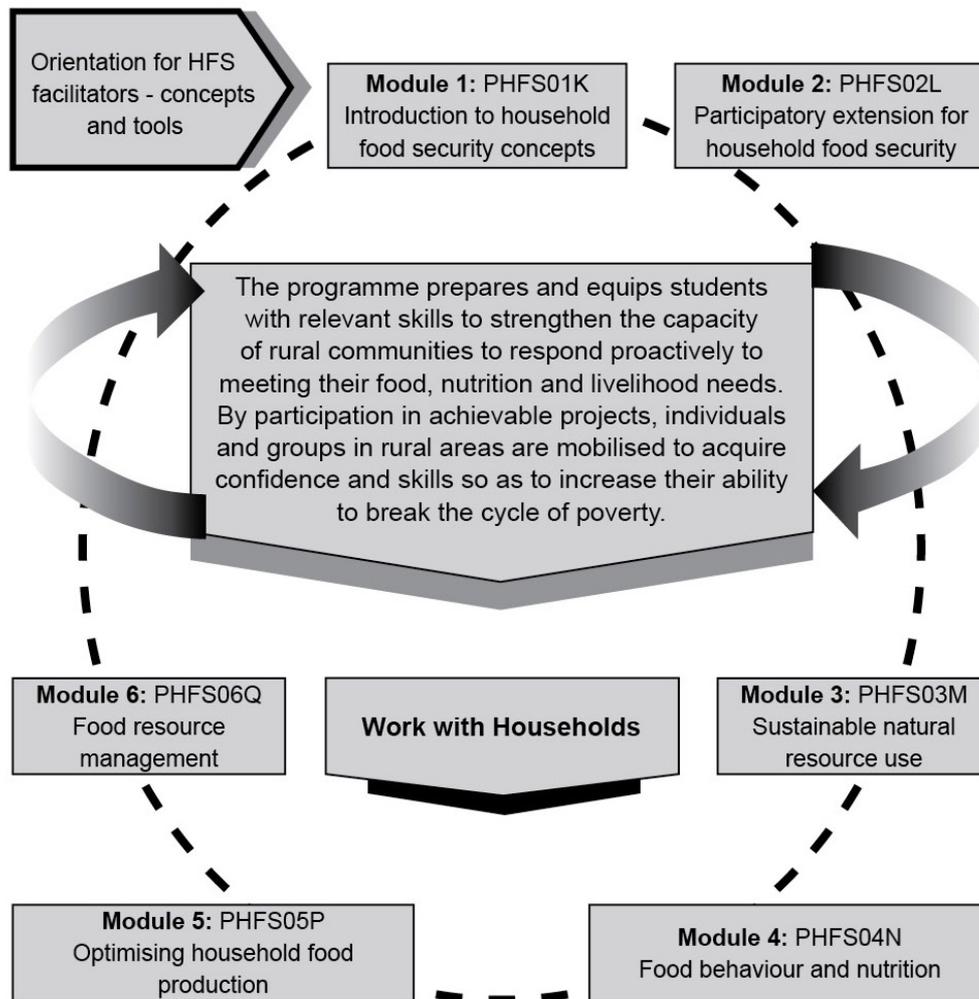
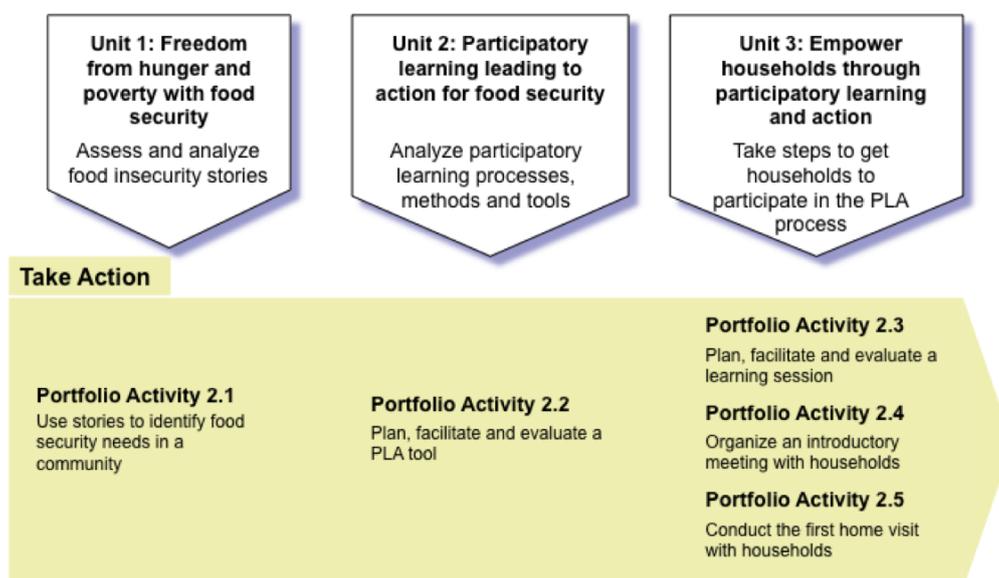


Figure 1.1 The programme map

Module 2 map

The module map gives you an overall picture of Module 2.



Module 2 learning outcomes

The table below shows the topics of the three units in Module 2 and gives you a good idea of what you are expected to know and do. The assessment in this module is closely linked to the outcomes. It includes two assignments, workbook activities and portfolio activities. You will find detailed information about the assessment activities in the General Tutorial Letter.

Unit		Learning Outcomes	Assessment
1.	Freedom from hunger and poverty with food security	Analyze and interpret the impact of local dynamics on the households' ability to achieve food security.	Assignment 1 (10%)
2.	Participatory learning leading to action for food security.	Analyze participatory learning and action processes and the role of the HFS facilitator to facilitate these processes. Practise using selected PLA tools and methods in preparation for work with the households.	Assignment 2 (20%)
3.	Empower households through participatory learning and action	Select and apply participative facilitation methods and tools suitable for use in learning processes with food insecure households. Create awareness of food security issues in a community and mobilize households to participate in the PLA learning and action processes. Take action by making vegetable beds, enriching the soil, and planting crops that will enhance food security. Maintain the food garden by using sustainable, low-input practices.	
		2.1 Use stories to identify food security needs in a community. 2.2 Plan, facilitate and evaluate a PLA tool. 2.3 Plan, facilitate and evaluate a learning session. 2.4 Organize an introductory meeting with households. 2.5 Conduct the first home visit with households.	Portfolio activities (60%)
			Workbook (10%) Selected activities from all units



What is in the units?

Module 2 builds on Module 1 and introduces you to practical ways in which you can use participatory learning and action methods and tools to stimulate and enable households to take control of their lives. You learn by using and facilitating the methods and tools with a group of your fellow students. These practice activities build your confidence and competence to engage with the households.

Unit 1 – Freedom from hunger and poverty with food security

This unit explores the impact of hunger and poverty on food insecure people and examines the role played by the HFS facilitator. As an HFS facilitator you are better able to interact and support household caregivers if you understand how poverty and food insecurity impact on their lives. The reflection on hunger and poverty increases your awareness of how important it is to pay attention to the physical, emotional and psychological needs of food insecure households. You learn about the role, tasks and characteristics of an HFS facilitator. Essentially the HFS facilitator is a change agent who is involved in a food security process of transformation with household caregivers.

Unit 2 – Participatory learning leading to action for food security

Participatory learning and action processes have evolved over many years and have enabled countless food insecure and poor people around the world to take control of their lives. You are introduced to participatory learning methods and tools and gain insight into the central role played by a Care Learning Group of participating household caregivers. Participatory methods are used throughout to build your competence as an HFS facilitator and you get opportunities to practice the methods and tools you will use with the households.

Unit 3 – Empower households through participatory learning and action

Your journey with selected households starts in Unit 3. Here you find practical information and guidelines to enable you to take your first steps in finding and contacting the household caregivers in the community. You learn how to establish a Care Learning Group, how to work ethically with households, how to encourage and support positive food decision making and behaviour change, how to conduct a home visit. During your first home visit you are expected to compile a baseline profile of each household. This information gives you insight into the lives of the people you will be working with in the coming months

Portfolio activities

The section at the back of Module 2 called *Take Action* gives you detailed information about the portfolio activities for this module. The portfolio activities are linked to each of the three units and the portfolio icon in the study guide will alert you when to do each activity. Start your Module 2 learning journey by identifying the portfolio activities as this helps you to plan them as linked and not separate activities.

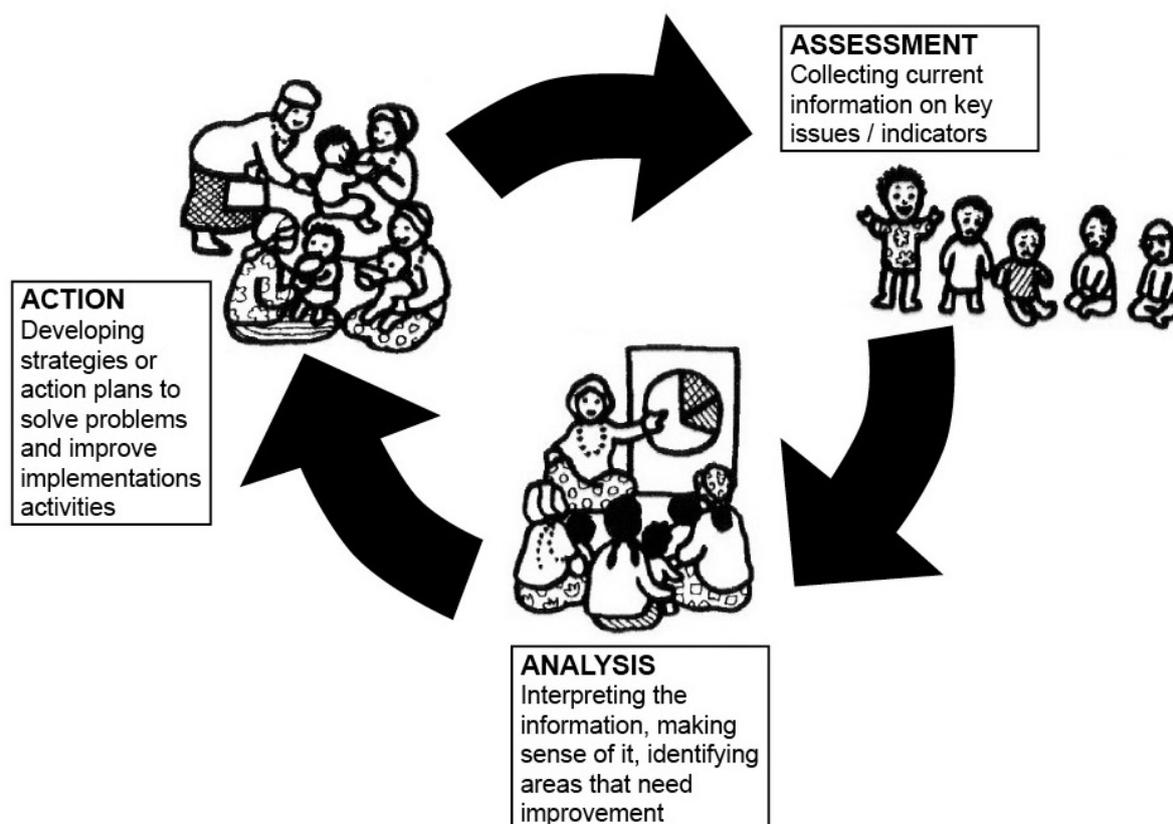


The learning and teaching approaches in this programme

There are three main learning approaches and methods used in this programme these are: the “Triple A” Approach, individual and group learning from learning resources and facilitated group learning.

The “Triple A” Approach

What we do flows from the plans we make. These plans are based on information we have at the time and how we understand that information. As we start implementing our plans we learn more and can improve our plans and actions. In all the modules in this programme we use a reflective approach known as the “Triple A” approach illustrated below.



.....
Figure 1.2 The “Triple A” Approach
(Adapted from FAO, 2005)

The “Triple A” is a well-known community development method in which ongoing planning and re-planning happens. We gather information (assess), think about it and use it to come up with plans (analyze). We then implement those plans (act), as we continue gathering new information. The “Triple A” Approach engages you in an ongoing cyclical process of assessing, analyzing and acting based on the new information which you have learnt.



How is the “Triple A” Approach implemented in this module?

- Unit 1 provides information about the impact of hunger and poverty on households and the HFS facilitator’s role to enable households to take control of their lives. (assess)
- Unit 2 provides insights on participatory learning and action processes, methods and tools. (analyze)
- Unit 3 focuses on the practical steps to establish contact with the households, gain their consent to participate in the PLA learning and action processes, and compile a profile of participating households. (act)

In the portfolio activities that are linked to the three units you apply knowledge and skills that enable you to work with households to improve their food security situation.

Learning from learning resources

For most students learning from resources such as study guides may be a new experience. The study guides have been designed specifically to guide you in your learning journey. You can call your study guides your ‘portable teachers’ as you can take them with you wherever you go and learn from them when it suits you. Get used to engaging with the study guides daily. If you experience difficulties understanding something, then ask questions at the next group session. Form a study group with interested other students in the programme that live close to you. Research has shown that small study groups can be particularly helpful in the learning process and the support of others can keep you motivated to achieve success.

Learning in facilitated group sessions

Trained facilitators have been appointed to run regular structured group sessions. The main purpose of the group sessions is to give you an opportunity to explore food security issues in some depth, to clarify issues that you are unsure of, to reflect on your actions with the households and the contextual challenges, and to give you opportunities to practise practical skills. Come to the group sessions well prepared. Ask questions, raise issues, and contribute to the discussions.

What is in your study pack?

Check your study pack for this module. It should contain the following:

This study guide	✓
A module workbook	
Portfolio worksheets	
A tutorial letter TUT 101, with your assignments and information when you should submit them.	
A general information Tutorial letter TUT 301	

During the year you will receive additional tutorial letters that give you general feedback on the assignments submitted.



Finding your way in the study guide

We make use of symbols or icons to show you what you are expected to do. Here is a list of icons you will find in each module.

 <p>KEYWORDS</p>	<p>Key words and concepts are highlighted at the beginning of each unit. The meaning of these words is explained and they are used throughout the programme. You can find a summary of key words in the glossary at the end of each module.</p>
 <p>STUDY GUIDE ACTIVITY</p>	<p>These learning activities encourage you to come up with your own ideas as you read the text.</p>
 <p>WORKBOOK ACTIVITY</p>	<p>Workbook activities have been designed to help you reflect on your own context and deepen your understanding of the main issues dealt with in the module. You can do these activities by yourself or in a group. Complete the workbook activities in your workbook. Take note that the workbook activities are shown in the study guide but they are completed in the workbook.</p>
 <p>COMMENTS</p>	<p>The comments after each activity enable you to check your responses and serve to consolidate what you are learning.</p>
 <p>CASE STUDIES</p>	<p>A number of short case studies are included that reflect what is happening in practice in different parts of South Africa and in other parts of the world. The case studies serve two main purposes: to give you examples of what people are experiencing and doing in their different contexts (situations) and to invite you to reflect on these experiences. Your reflection on case studies help to strengthen your insight and understanding of the issues.</p>
 <p>PEOPLE'S VOICES</p>	<p>The people's voices are quotes of the experiences of household members on food security related issues.</p>



 <p>PORTFOLIO ACTIVITIES</p>	<p>The portfolio activities are practical assessment activities. You are required to produce specific evidence to show that you have completed them.</p>
 <p>LOGS</p>	<p>Short diary type entries linked to portfolio activities. You write your log entries in the module portfolio evidence sheets. A reflective log helps you to develop a critical approach to working in the community and you will learn what works and what not.</p>

Extracts from articles and important food security reports are shown in shaded blocks

How to work with the learning materials and assessment tasks

Here is a suggestion for working through the programme:

1. Work through each unit in sequence. For each unit do the following:
 - a. Start by making sure you fully understand the different concepts associated with the unit.
 - b. Complete the activities for the unit in both your study guide and workbook.
 - c. Complete the portfolio task linked to each unit. For example when you complete Unit 1 of this module you should then complete *Portfolio task 2.1: Use stories to identify food security issues needs in a community*.
2. Complete the assignments. You will find it easy to do them after having had some practical experience doing the portfolio tasks and engaging with the content in your study guide.



