

Module 2

Participatory Extension for Household Food Security

■ Module code: PHFS02L



TUTORIAL LETTER 104/2012 WORKBOOK DRAFT

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UNIT 1:

Freedom from hunger and poverty with food security

START UP ACTIVITY

Living on less than 1 US\$ a day

AIM

Reflect on your own experience with people in your community and identify the poor and hungry.

TIME ESTIMATE

30 minutes

WHAT TO DO

Reflect on the practical implications of living on less than 1 US\$ a day.

1. In 2011 one US\$ was about R7.50. Find out how much a few basic foods cost. Then calculate the cost of feeding a household of 5 members. Write your answers in the spaces below.

Questions	Answers and calculations
Price of basic foods	
1. What is the price of one loaf of bread?	
2. What is the price of one cup of maize meal?	
3. What is the price of 1 litre of milk?	
Add a few more basic foods that households in your area usually eat:	
4.	
5.	
6.	
Calculate the cost of feeding a household of 7 members	
7. What does it cost to feed the household per day?	

8. What does it cost to feed the household per week?	
9. What does it cost to feed the household per month?	

2. What basic foods can you buy for R7.50 or less?

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3. Is this enough to have a nutritious meal for 7 people?

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4. How would you feel if you and your household had to live on less than R7.50 per day?

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5. How would you feel if you were unable to put food on the table for your household, day after day?

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6. Make a list of your feelings

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7. If you were experiencing hunger what kind of help would you find most useful?

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ACTIVITY 1.1

The central role of food security and nutrition to combat hunger and poverty

AIM

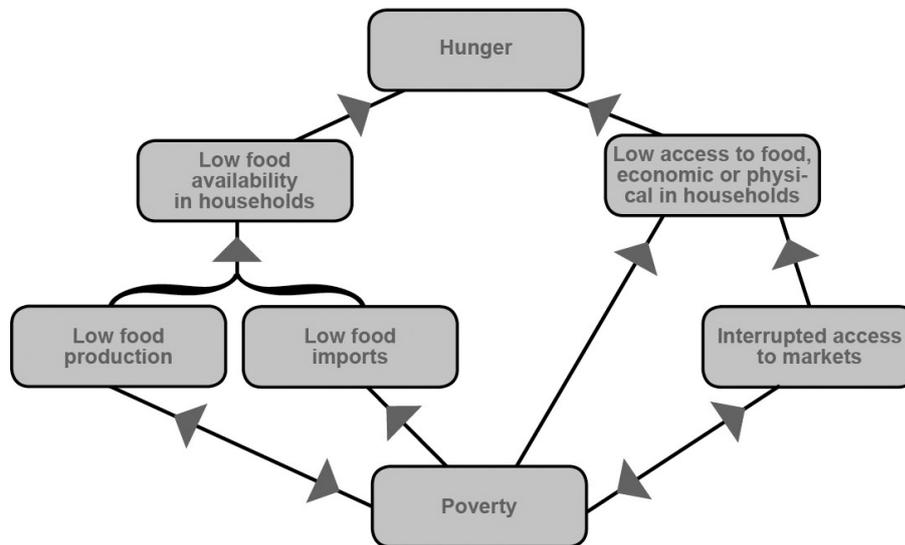
To discover the central role of food security and nutrition .

TIME ESTIMATE

20 minutes

WHAT TO DO

Examine the diagram below and answer the questions that follow.



How does poverty influence household food availability?

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How does poverty influence household food access?

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Discuss why household food security is described as a cause and consequence of hunger?

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Why can people with food availability still be hungry?

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Why can people with food access still be hungry, even if there is food in the home?

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ACTIVITY 1.2

The central role of food security and nutrition to combat hunger and poverty

AIM

Identify the effects of reducing hunger and improving nutrition.

TIME ESTIMATE

20 minutes

WHAT TO DO

Examine the diagram below and answer the questions that follow.

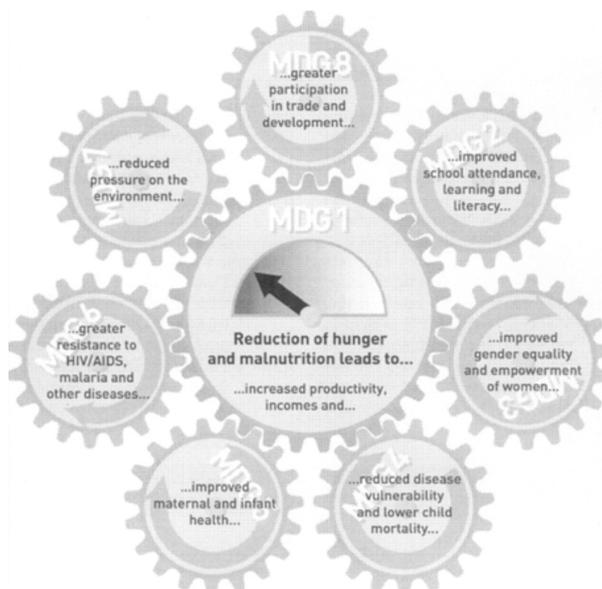


Figure 1.4 Reduction of hunger and malnutrition speeds up progress towards achieving other Millennium Development Goals

1. What does this picture of the interlocking wheels or cogs tell you about the relationship between the goals?

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2. Why is the hunger and malnutrition goal cog placed at the centre in the diagram?

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3. Why is it so much bigger than the cogs of the other goals?

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4. How does reduction of hunger and malnutrition lead to improved school attendance and learning and literacy?

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5. How does reduction of hunger and malnutrition lead to reduced pressure on the environment?

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6. How does reduction of hunger and malnutrition lead to greater participation in trade and development?

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7. How can homestead food gardening and small-scale farming contribute to reducing hunger and malnutrition?

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ACTIVITY 1.4

Who could be considered hungry and poor?

AIM

Reflect on your own experience with people in your community and identify the poor and hungry.

TIME ESTIMATE

20 minutes

WHAT TO DO

1. Reflect on poor people you interact with regularly in your community. Use the three questions in the box below to reflect on how often these people have access to food. You do not have to interview them. Just write down your impressions. Tick the block that describes their situation best. Examine the diagram below and answer the questions that follow.

Questions	rarely	sometimes	often
In the past four weeks did members of these households: (a) Experience times when there is no food to eat in the house?			
(b) Go to sleep at night hungry because there is not enough food?			
(c) Go without eating a whole day because there is not enough food for all the household members?			

If you ticked any of the blocks (rarely, sometimes, often), in response to each of the three questions it probably means that the people experience hunger.

2. What are the characteristics, status and age of the people you regard as hungry?

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3. In what conditions do hungry and food insecure people live?

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ACTIVITY 1.5

Living on less than 1 US\$ a day

AIM

Reflect on your own experience with people in your community and identify the poor and hungry.

TIME ESTIMATE

30 minutes

WHAT TO DO

Reflect on the practical implications of living on less than 1 US\$ a day.

8. In 2011 one US\$ was about R7. Find out how much a few basic foods cost. Then calculate the cost of feeding a household of 7 members. Write your answers in the spaces below.

Questions	Answers and calculations
Price of basic foods	
10. What is the price of one loaf of bread?	
11. What is the price of one cup of maize meal?	
12. What is the price of 1 litre of milk?	
Add a few more basic foods that households in your area usually eat:	
13.	
14.	
15.	
Calculate the cost of feeding a household of 7 members	
16. What does it cost to feed the household per day?	
17. What does it cost to feed the household per week?	
18. What does it cost to feed the household per month?	

9. What basic foods can you buy for R7 or less?
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10. Is this enough to have a nutritious meal for 7 people?

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11. How would you feel if you and your household had to live on less than R7 per day?

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12. How would you feel if you were unable to put food on the table for your household, day after day?

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13. Make a list of your feelings

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14. If you were experiencing hunger what kind of help would you find most useful?

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ACTIVITY 1.6

Silencing the ‘voices in the head’

AIM

Interpret a poem and identify the feelings of caregivers of food insecure households.

TIME ESTIMATE

20 minutes

WHAT TO DO

Read Ma Tshepo’s poem aloud in the group and then answer the questions that follow.



Case study: The spirit of hope for Justicia community

Ma Tshepo Khumbane

No more sorrow
No more tears, no more sorrow in Justicia
Happy are the mothers in Justicia
Unity is the answer
Cheerio to local gossip

No more tears, no more sorrow in Justicia
Plenty eggs and milk to feed
Plenty vegetables and fruits
Cheerio to local gossip

No more sorrow
No more tears, no more sorrow in Justicia
There will be hope for the destitute
There will be plenty of love
Cheerio to petty conflicts

No more sorrow
No more tears, no more sorrow in Justicia
The good news of touch therapy
will invade the community spirit
Through a candle ceremony
Thatha-a-a to petty jealousy and egos

1. Describe the different feelings or 'voices in the head' that have to be silenced?

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2. How will the people in Justicia be able to have no more tears and no more sorrow?

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3. Why do you think there are conflicts, gossips and petty jealousies?

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4. Which kind of healing does this poem highlight?

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ACTIVITY 1.7

Interpret a creation story

AIM

Reflect on a creation story and draw out important lessons.

TIME ESTIMATE

20 minutes

WHAT TO DO

Discuss this creation story in your group and answer the questions that follow.



Case study: How the world was created from a drop of milk

At the beginning there was a huge drop of milk
Then Doondari (God) came and he created the stone.
Then the stone created iron;
And iron created fire;
And fire created water;
And water created air.
The Doondari descended a second time. And he took the five elements
And he shaped them into man.
But man was proud.
Then Doondari created blindness and blindness defeated man.
But when blindness became too proud,
Doondari created sleep, and sleep defeated blindness;
But when sleep became too proud,
Doondari created worry, and worry defeated sleep;
But when worry became too proud,
Doondari created death, and death defeated worry.
But when death became too proud,
Doondari descended for the third time,
And he came as Gueno, the eternal one
And Gueno defeated death.

1. Why do you think this story begins with a huge drop of milk? (Think of where milk comes from and why it is important)

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2. What message do you get from this story?

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3. Do you know any other creation story? Are there any similarities with this story?

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ACTIVITY 1.8

The powerful influence of a support group in food security interventions

AIM

Draw out lessons from a case study about the valuable support role of care groups.

TIME ESTIMATE

20 minutes

WHAT TO DO

Read the case study about Priscilla and describe how a group can motivate a caregiver to take positive action to improve her household's food security.



Case study: Priscilla Mkhwanazi, a care worker from the village Middleplaas restores her dignity

Priscilla Mkhwanazi, a care worker from the village Middleplaas, was one of the first care workers to become involved in a garden project. She attended training but became despondent when she realized the amount of work required to develop a successful garden. Hens, goats and cows roam freely in the village; her home lacked proper fencing; on top of this, there is no running water on her property so she had to fetch water from a communal tap. At first, these problems seemed insurmountable, and Priscilla allowed her garden to deteriorate. She was duly embarrassed when she saw her garden on screen at the annual competition.

During the competition ceremony, when all the gardens were presented, she realized that others in the community had shared similar circumstances, yet they managed to erect fences out of whatever they could find and overcame their water problems. At this event, the other care workers gave her water-drums and encouraged her to try again.

The next year, Priscilla Mkhwanazi made a speech at the competition, and said that she was sorry for not putting enough effort into her garden in the first year, and for not cooperating with the trainers. She said that she is now grateful to Thembaletu Home Based Care Group for supporting her and assisting in her success as a vegetable gardener. Priscilla also acknowledged that her garden had benefited her greatly. She is now able to feed her family, and to assist people in the community who need food, and best of all, she has a surplus to sell.

1. Why did Priscilla become despondent?

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2. What motivated Priscilla to participate again in the food garden project?

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3. How did the care group change her life?

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4. What can you learn from this example for your work with food insecure households?

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ACTIVITY 1.9

Stories about food security, healing, well-being, and celebration

AIM

Identify stories about food security, healing, joy, and well-being from your own culture.

TIME ESTIMATE

45 minutes

WHAT TO DO

1. In your group tell stories, or recall events or incidents that happened to people in your culture that relate to aspects of food security. You can include stories about the value and importance of food in the culture. These stories are transmitted from one generation to the next by word of mouth. Elderly people including grandparents, uncles, aunts and parents are usually knowledgeable about cultural stories that reflect cultural views on healing, food security, joy and well-being.
2. Discuss the stories shared in your group. Select one story that you find inspiring. You can use the following questions to reflect on the story or incident your group chose:
 - (a) Where does the story or incident come from?
 - (b) Who are the people in the story?
 - (c) What incidents took place?
 - (d) What positive message can you take from the story?
 - (e) What are the negative aspects of the story?
 - (f) Do you share the worldview expressed in this story? Explain.
 - (g) What does this story tell you about food security?
3. Make a poster to communicate the important message of the story. You can draw a copy of your poster on the next page

The message of our story

ACTIVITY 1.10

My ideas of the role of the HFS facilitator

AIM

Record your ideas of the HFS facilitator's role.

TIME ESTIMATE

15 minutes

WHAT TO DO

1. Write your ideas in the form of a log entry. A log is a diary in which you record personal reflections of your learning journey as a household food security facilitator. Complete the sentences below.



My Log

Date _____

1. I enrolled in the HFS programme because.....

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2. I think my role as an HFS facilitator is to.....

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ACTIVITY 1.11

Is this is an example of empowerment?

AIM

From a case study identify what is necessary for the empowerment of a group involved in a livelihood project?

TIME ESTIMATE

30 minutes

WHAT TO DO

Read the case study of the Nyabyumba Farmers group and answer the questions that follow:



Case study: The Nyabyumba Farmer's Group

The Nyabyumba farmers' group of Kabale district, Uganda, was formed in 1998, with 40 members. The group is supported by an NGO Africare and focuses on producing healthy potatoes from clean seed provided by the National Agricultural Research Organization (NARO).

In 2000, the Nyabyumba group formed farmer field school (FFS) to improve their technical skills on potato production and increased yields. In 2003, equipped with the necessary skills for producing high quality and quantity of potatoes, the group decided to increase their commercial sales and requested support from AFRICARE, NARO, PRAPACE, and CIAT. Through this consortium of partners, the Group received training in identifying and analyzing markets opportunities and developing a viable business plan for the potato enterprise. From the market study the group identified Nandos, a fast food restaurant based in Kampala, and the local wholesale markets in Kampala. The group has set up a series of committees to manage, plan and execute their potato production and marketing process.

To maintain a constant supply the farmers have set up a staggered planting system to ensure that there are up to 50 tons of potatoes are available each month, from which they then select 25-30 tons of best quality tubers for the Kampala market.

To date the group has supplied more than 50 metric tons of potatoes to Nandos and a similar amount of lower quality tubers to wholesale markets in Kampala. The group has received a steady income and now has savings of nearly one Million Uganda shillings (US\$ 600). These funds are being used to build a store and buy irrigation equipment to expand the business. The success of this group is based on long-term support from a consortium of Research and Development partners, increased technical skills in potato production and the market, and collective marketing processes.

ACTIVITY 1.12

How do you rate your skills level?

AIM

Reflect on your strengths and weaknesses in relation to the key skills required by a household food security facilitator.

TIME ESTIMATE

25 minutes

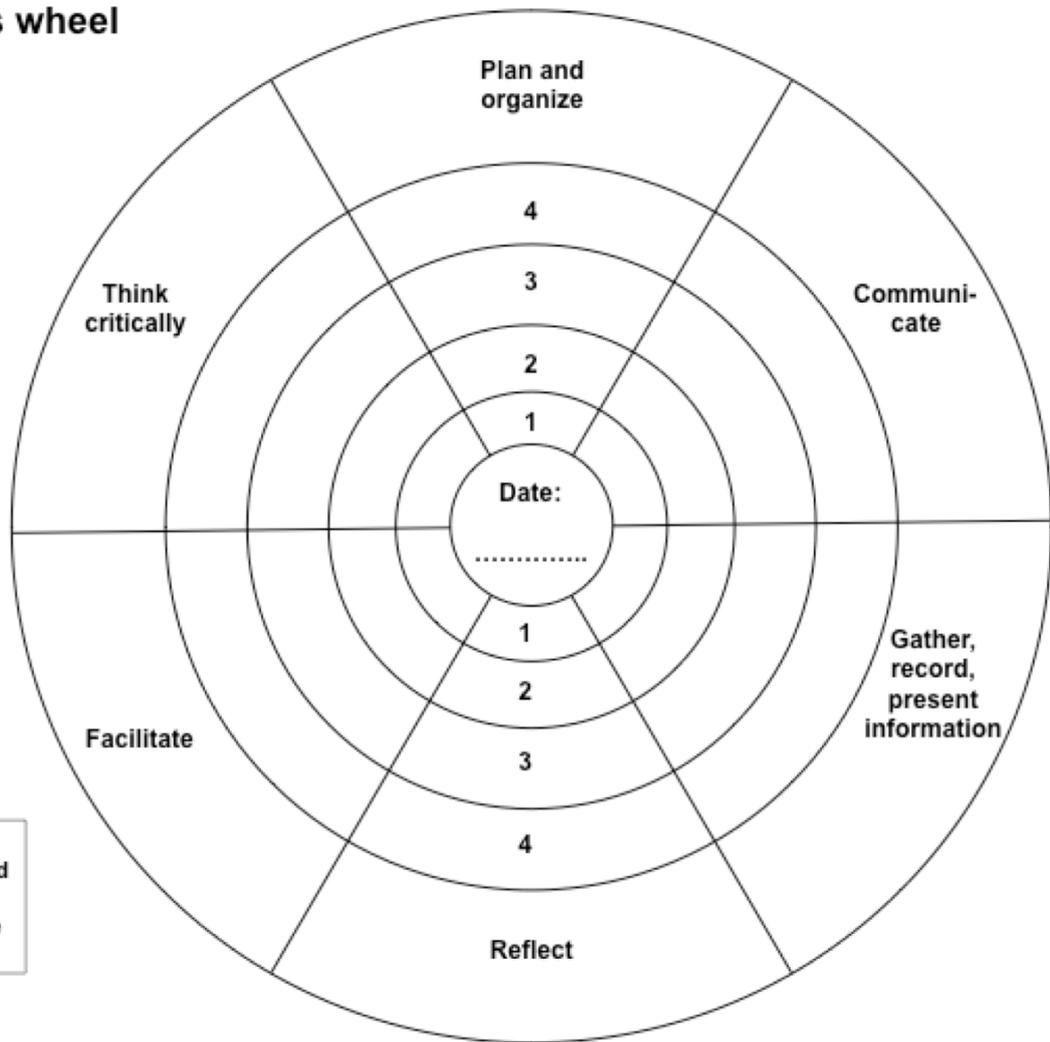
WHAT TO DO

1. Read and engage with the questions for each of the 6 key skills below the diagram in the study guide. Ask yourself how well you can do each of them. Use this simple scale to rate your skills level:

4 very good	I can do this very well. I am consistent and successful
3 good	I am good at this. With practice I can perfect it
2 adequate	I am getting better, but still need to work on to improve
1 not yet adequate	I am not good at this yet and need a lot of improvement

2. Record your ideas on a skills wheel diagram in your workbook. Write the date in the centre of the skills wheel diagram.
3. Use a pencil or coloured pencil to colour in the appropriate number of blocks for each of the skills shown in the skills wheel. For example if you think you are very good as a facilitator then you colour in four blocks; three blocks if think you are good; two blocks if you think you are adequate; and one block of you think you are not yet adequate.

My skills wheel



Scale:
4 Very good
3 Good
2 Adequate
1 Weak



UNIT 2:

Participatory learning leading to action for food security

ACTIVITY 2.1

Your ideas about the poor and community development

AIM

Raise awareness of the need to be sensitive to the potential of poor people in community development activities.

TIME ESTIMATE

20 minutes

WHAT TO DO

Reflect on the extract below and answer the questions that follow.

Prof Anil Gupta (2006) of India's Honeybee Foundation states 'the thinking that poor rural people have hands, mouth and feet but no brains, is highly misleading. 'The concern about viewing the rural poor this way was raised by Professor Gupta after years of frustration at the limited view of people's intellectual ability by outside agencies and development institutions particularly governments. The top-down approaches also called the directive approaches used by some development agencies seem to assume that people cannot think for themselves or determine what is good for them. This thinking informs programmers and projects conceived elsewhere and implemented at local level requiring labour from the locals without consideration of whether they actually want the project or not. Repeatedly rural people have been informed through the actions of officials and or speeches (perhaps unintentionally) that development affairs should be left to learned outside experts.

(Add source?)

1. 'Poor people cannot do things for themselves.' Do you agree with this statement?
Give reasons for your answer.

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2. Do you know of a poor person who has been belittled (made to feel inadequate) in a group? What was the result?

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3. Why are top down community development approaches often used?

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4. It is suggested in the extract that top down approaches to community development do not work? Think of your own experience and explain why you think top down approaches do not work.

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5. Do you know of a successful community development project or initiative? Share information about this project with members of your group. Explain why you think it was successful.

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ACTIVITY 2.2

Is this a community development initiative?

AIM

Analyze a case study and identify the main elements of a community initiative.

TIME ESTIMATE

30 minutes

WHAT TO DO

Reflect on the case study below and answer the questions that follow.



Case study: Zamukphila Women's Community Project

In 1994 a group of 13 women living in Upsher village, close to the town of Balfour in the Eastern Cape, started a community vegetable-growing project named Zamukphila, which means “trying to survive”. The women were motivated by low levels of income and nutrition, particularly among their children, and concern about their husbands squandering the limited household income on alcohol.

The women contacted Ulimicor, a State Agricultural Corporation that had been operating in the area known before 1994 as the Ciskei, to ask for advice and land. Ulimicor advised them to establish a co-operative and assisted them in drawing up a constitution. Although there is a chairlady and a treasurer, there is no formal committee and the group takes decisions co-operatively. Ulimicor allocated the women approximately two hectares of land adjacent to the village and provided irrigation water, whilst a local farmer, Mr Jonase, occasionally assisted with ploughing the soil and the provision of seeds in the first few growing seasons.

The women agree that the project has experienced mixed fortunes, but nonetheless it has provided them with a valuable supplement to household food budgets. Crops grown include cabbage, carrots, beetroot, potatoes, onions and spinach and intercropping is practised. In 1996, for the first time, the women managed to supplement household income from the sale of surplus produce. Crops are mainly grown for sale (two-thirds of the 1998 produce) at the roadside and the rest are used for domestic consumption. Problems experienced in the last year include hail damage which ruined their crops, the absence of a tractor to plough the lands, now that the farmer has withdrawn his support, and the hardness of the soil which has prevented them from hoeing. Additionally, the Ulimicor parastatal has since ceased operation and access to water is no longer guaranteed, as the irrigation infrastructure is not maintained. They have actively sought external help, including from the rural local government of the area, but to date have had to be totally self-reliant. Some tasks are physically demanding and they see that they need help.

Although major difficulties are now being experienced, the women remain optimistic and have acquired a sense of self-achievement from their efforts.

(Adapted from: Rural self-reliance strategies in South Africa: community initiatives and external support in the former black homelands, Nel, E. and Binns, T.)

1. Who initiated Zamukphila Women's Community Project?

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2. What was the main goal of the project?

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3. Why was the project started?

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4. What kind of assistance did the project receive?

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5. What are the threats to the group's ability to continue their food security actions?

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6. What has the project achieved?

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7. What would the project need now to continue to provide food security for the households in the future?

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8. Is this an example of a community development project? Explain.

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ACTIVITY 2.5

Obstacles to participation

AIM

Identify obstacles that prevent people from participating in group activities.

TIME ESTIMATE

45 minutes

WHAT TO DO

Carefully study the table below showing obstacles that prevent people from participating in ways that will benefit them.

1. Identify the top three obstacles that prevent **you** from participating in group activities.
To get to the top three obstacles:
 - identify the obstacles that have the highest and lowest influence on your ability to participate. You can use the number **1 for lowest** and **5 for highest**.
 - Allocate a number to each obstacle.
 - Look at the obstacles that have a 5.
 - Select the top three from this group.
2. As a **group** identify the top three obstacles that prevent most of you from participating. Follow the same procedure as for 1.

Things that prevent people from participating in group activities	My choice	The group's choice
Group size		
Feeling excluded		
Dominating individuals		
Fear of failure		
Gender related issues (men v women)		
Using language or terms only a few in the group understand		
Age differences		
Lack of confidence in ability to express ideas/ shyness		
Expectations of self or others/traditional roles		
Avoiding risk		
Being comfortable with silence /lack of participation/reluctance to speak		
Fear of over commitment		
Protective boundaries/don't want to reveal sensitive issues		
Not interested/see no personal benefits		
Other/specify		

ACTIVITY 2.6

Explore motives to participate or not participate in initiatives

AIM

Analyze a scenario and identify reasons for participating and not participating in food security learning activities.

TIME ESTIMATE

20 minutes

WHAT TO DO

Read and discuss this scenario and answer the questions that follow.



Case study: Thembi Didiza of Duncan Village

Thembi Didiza is 62 and a traditional healer. She lives alone with her three teenage grandchildren aged 15, 17 and 18 in Duncan Village, a township near East London. It is a large township where people live in cramped conditions. Thembi lives in one of the 3,500 formal houses. Her friend who recently moved to Duncan Village lives in one of the 14,000 shacks. They survive on what she receives from her small traditional healing practice and her modest pension.

Duncan Village has the largest unemployment rate in Buffalo City and many young people are involved in crime. Thembi's eldest grandson became involved in a gang some years ago and he has a problem with drugs and alcohol.

Thembi's homestead is small and she has very little space for growing vegetables. She tried growing vegetables with a group of women some years ago on a piece of communal land but it was unsuccessful. One of their problems was access to water and they did not know how to manage a food garden because there was no one who could assist them. They also realized that managing a food garden away from their homestead was time consuming and presented all kinds of problems with people stealing the vegetables and wandering animals causing destruction.

1. Identify the reasons why Thembi and her grandchildren might be interested to participate in food security learning activities. Write your ideas in the table below.
2. Identify the reasons why Thembi and her grandchildren might not be interested to participate in food security activities. Write your ideas in the table below.

Motives for participating	Motives for not participating

3. How does this information help the HFS facilitator?

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ACTIVITY 2.8

PLA methods and tools used to get started in the community

AIM

Identify successes and difficulties with PLA methods and tools you have used to help you get started as an HFS facilitator in the community.

TIME ESTIMATE

30 minutes

WHAT TO DO

Discuss your experience of using PLA methods and tools in Module 1.

1. What do you think you did well?

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2. What difficulties did you experience?

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3. How did you overcome your difficulties?

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4. What have you learned about using these PLA methods and tools?

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5. Complete the PLA self check below. Use a tick ✓ to indicate your choice

My PLA self check	I can do this well	I need more practice
1. Plan a consultative meeting with a community organization.		
2. Use an observation checklist to guide a walk through a community to observe food security related issues.		
3. Draw a Venn diagram to show key stakeholders in a community.		
4. Compile information about stakeholders in a community.		
5. Plan and organize a stakeholder meeting.		
6. Engage with and share ideas with stakeholders in a community.		
7. Write a report of main insights about food security issues in a community.		

ACTIVITY 2.10

Role play a semi-structured interview

AIM

Identify behaviours that encourage and prevent a good flow of information in a semi-structured interview.

TIME ESTIMATE

40 minutes

WHAT TO DO

This is a role-play in which three students participate:

- Person 1 is the interviewer who asks questions
- Person 2 is the interviewee who answers questions
- Person 3 is the observer who observes the interactions and makes notes. The focus is on behaviours that encourage and prevent detailed information sharing.

This activity has three parts:

- A. Plan a semi-structured interview.
- B. Participate in a semi-structured interview.
- C. Reflect on the semi-structured interview activity.



Follow the guidelines on semi-structured interviews in the PLA Practice Guide

1. Use the guidelines in the PLA Practice Guide to prepare for the interview.
2. Allocate the interviewer, interviewee and observer roles. If time permits you can swap these roles.
3. After the interview reflect on how it worked. The observer shares her or his notes to kick start the reflection. The others can contribute their ideas. Here are some questions to guide the reflection:
 - What encouraged the interviewee to share detailed information?
 - What prevented detailed information sharing?
 - What have you learned about semi-structured interviews that can help you when you conduct interviews with the households?

ACTIVITY 2.12

Practice activity: draw a transect walk diagram and a resource map of your area

AIM

Identify the natural resources, community infra-structure, and human activities linked to food security in your area.

TIME ESTIMATE

80 minutes

WHAT TO DO

This practice activity consists of three parts:

- A. Plan the resource mapping activity and transect walk.
- B. Take part in the resource mapping activity and transect walk.
- C. Reflect on the resource mapping activity and transect walk.



Follow the guidelines on transect walks and resource maps in the PLA Practice Guide

After your experience, answer the following questions:

1. What have you discovered about food security issues in your area?

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2. What have you learned about the transect walk that can help you when you facilitate this activity with the households?

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3. What have you learned about the resource mapping activity that can help you when you facilitate this activity with the households?

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ACTIVITY 2.15

Plan and facilitate a visualization tool

AIM

Evaluate the visualization tool practice activity.

TIME ESTIMATE

60 minutes

WHAT TO DO

This is a small group practice activity. The idea is to give each person in the group a chance to practise facilitating one of the visualization tools. If you work in pairs you can practise a few tools. This practice activity consists of three parts:

- A. Select a visualization tool and plan to facilitate it with your group.
- B. Facilitate and participate in the visualization tool activity.
- C. Reflect on the resource mapping activity and transect walk.



Follow the guidelines on visualization tools in the PLA Practice Guide

After your experience, answer the following questions:

4. What have you discovered about food security issues in your area?

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5. What have you learned about using the selected tool or tools?

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6. What must you look out for when facilitating such tools with the households?

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Unit 3: Empowering households through participatory learning and action



ACTIVITY 3.1

Forces that Influence food decisions in households

AIM

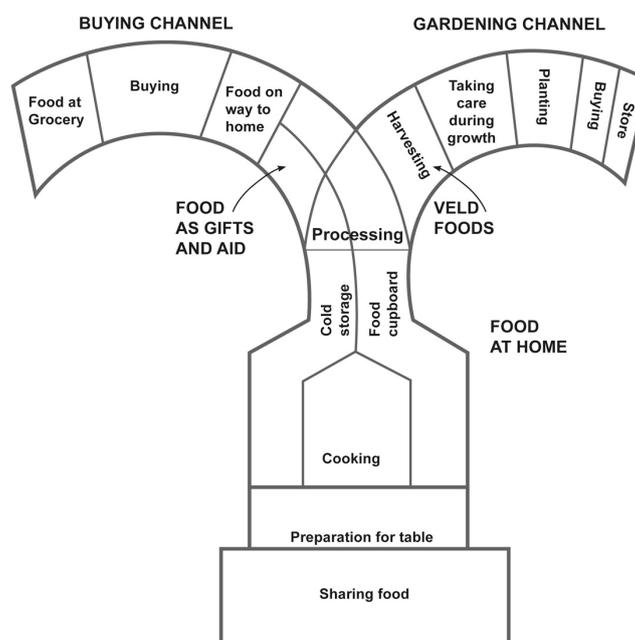
Identify the forces that influence the household's food decisions.

TIME ESTIMATE

30 minutes

WHAT TO DO

Reflect on this diagram and the description in your study guide and discuss the questions that follow in your group. Write the main points of your discussion in your workbook.



CHANNELS THROUGH WHICH FOOD REACHES HOUSEHOLD MEMBERS

Figure 3.1 The channels through which food reaches the household members

1. Think of a household you know and identify the person who makes food decisions at each of the 'gates'. This person can be referred to as the 'food provider'.
2. What kind of decisions does the food provider make? Write them in the table below.
3. What forces influence the food decisions you identified? Write them next to the food choices.

Food decisions	Forces that influence food decisions

4. How can you assist and support the food provider to make positive food security decisions?

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ACTIVITY 3.2

My role as an HFS facilitator in the community

AIM

Describe your role to two different audiences: the household and a community organization.

TIME ESTIMATE

20 minutes

WHAT TO DO

Reflect on what you have learned so far about your role and respond to the questions that follow:

1. Identify your main tasks. Describe the tasks in your own words.

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2. What is the best way of working in the community?

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.....

3. Write the explanation of your role in the table below. Think what would make sense to your audience and keep it short and to the point.

Explanation of the HFS facilitator role to the household	Explanation of the HFS facilitator role to a community organization

ACTIVITY 3.3

Actions to build a supportive environment for food security in a community

AIM

Reflect on progress to build a supportive environment for learning and actions to improve household food security in the community.

TIME ESTIMATE

20 minutes

WHAT TO DO

1. Reflect on the checklist of actions and identify what you have already done and what you still need to do. Tick ✓ only the actions that you have taken so far.

Checklist of actions	✓
1. Have you completed the initial analysis of food security issues in the community?	
2. Have you shared your findings and insights with local leaders and organizations and individuals who are interested or working with food security related projects?	
3. Do you have consent from local leaders for the food security work with selected households?	
4. Do you have a contacts list of individuals and organizations that could provide support to you and the households?	
5. Does the contacts list show enough detailed information about the services provided by the various individuals and organizations and the kind of support they can offer?	
6. Do you have a list of potential households for participating in the food security participatory learning and action process?	
7. Do you know how you will get consent from the households to participate in the learning activities?	
8. Do you have you any ideas how you will go about establishing a Care Learning Group?	
9. Do you have any ideas how you will inform the local people about the HFS programme?	

2. Discuss in your group difficulties you have with any of the actions in the checklist and find solutions that work for you.

Difficulties:

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Possible solutions

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ACTIVITY 3.4

Ethical considerations when working with households

AIM

Identify appropriate responses to specific ethical issues when working with households.

TIME ESTIMATE

30 minutes

WHAT TO DO

Discuss some ethical issues that you may come across when working with households in the community. Write your group's responses in the table below.

Questions linked to ethical issues	Our response
1. Is it ethical to engage people in an analysis of their situation and help them plan for action, unless the resources are available to help them address their needs?	
2. May you raise expectations that cannot be met?	
3. Is it ethical to share information about the situation of individual households without their consent?	
4. Are you allowed to take photographs of the homestead or household activities without the consent of the household?	
5. How should you formalize your relationship with the caregiver of the household? Do they need to give consent? What form does it take?	
6. Add any other questions you think are relevant.	

ACTIVITY 3.5

How to establish a Care Learning Group

AIM

Identify practical ways in which you can establish a Care Learning Group.

TIME ESTIMATE

20 minutes

WHAT TO DO

1. Discuss in your group how you plan to establish the Care Learning Group in your area. Write your ideas in the form of a plan of action.

What we will do	How we will do it	What support we need

2. Identify possible difficulties you may encounter in your efforts to establish the Care Learning Group. How will you overcome these difficulties?

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3. What kind of support will you need? Who can provide you with support? Write your ideas in the planning table.

ACTIVITY 3.6

Learning session goals and messages

AIM

Identify the main learning goals and messages in an example learning session plan.

TIME ESTIMATE

30 minutes

WHAT TO DO

In your group examine the learning session plan in **Example 1: Lesson session plan showing facilitation of PLA tools** in the study guide and answer these questions:

1. How is the confidence of the participants built up and self-reliance encouraged in the learning session?

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2. What are the main learning messages?

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3. What are the main learning goals?

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4. What difficulties would you have to facilitate this type of learning session?

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5. What kind of support would you need to facilitate this type of learning session? Who can provide this support?

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ACTIVITY 3.7

The practical challenges of facilitating gardening demonstrations

AIM

Identify some challenges when facilitating gardening demonstrations.

TIME ESTIMATE

40 minutes

WHAT TO DO

In your group examine the **three examples of gardening learning sessions** in the study guide and answer these questions:

1. Why was the discussion on soils in **Example A** so difficult?

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2. What method worked particularly well in **Example B** to help people understand the flow of water?

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3. In **Example B**, a comment was made about the need for home visits. Why do you think home visits are essential?

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4. What was the biggest challenge in **Example C**?

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5. An agriculture extension officer made an input about the technical aspects of fertilizing maize in the learning session described in **Example C**. How useful did the facilitators find this input for the participants?

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6. What difficulties would you have to facilitate this type of learning session?

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7. What kind of support would you need to facilitate this type of learning session?
Who can provide this support?

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ACTIVITY 3.8

Build on the experiences of the household

AIM

Identify methods that were used in **Example 3** to build on the experiences of the household.

TIME ESTIMATE

25 minutes

WHAT TO DO

In your group examine **Example 3: Story telling and group discussion** in your study guide, and answer these questions:

1. What are the benefits of using story telling to start off this learning session?

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2. Which methods were used to build on the experience of the participants?

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3. What have you learned from this learning session?

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4. What difficulties would you have to facilitate this type of learning session?

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5. What kind of support would you need to facilitate this type of learning session?
Who can provide this support?

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ACTIVITY 3.9

Supportive relationships can support behaviour change

AIM

Identify methods to encourage the participants to embrace behaviours that can lead to food security.

TIME ESTIMATE

25 minutes

WHAT TO DO

In your group examine **Example 4: Mind mobilization workshop**, and answer these questions:

1. Why is it important for a person to admit they have a hunger and food insecurity problem?

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2. How can you encourage mutual care between the participants?

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3. What have you learned from the mind mobilization workshop?

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4. What difficulties would you have to facilitate mind mobilization activities in a learning session?

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5. What kind of support would you need to facilitate this type of learning session? Who can provide this support?

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ACTIVITY 3.11

Prepare a learning session plan

AIM

Identify methods to encourage the participants to embrace behaviours that can lead to food security. Use a template to record information for a learning session plan.

TIME ESTIMATE

50 minutes

WHAT TO DO

This is a planning practice activity based on this information:

The learning session is for a group of your fellow students.
The focus of the learning session is on food sources and food availability. In Unit 2 you learned to use a simple ranking tool to identify food sources and a seasonal calendar to indicate periods of food insecurity.
Prepare a learning session plan in which you use both these tools.

These questions will guide your planning. Write the answers in the learning session planning template on the next page.

1. What do you hope to achieve (purpose of the learning session)?
2. What are the main learning messages?
3. What do you expect the participants to know, do and value? (learning goals)
4. What resources do you need?
5. How will you help the participants to achieve the learning goals? (description of learning activities)
6. What sequence do the activities follow? (order of activities)

Learning session plan	
What do you want to achieve? (Purpose)	

Learning session plan

What are the main learning messages?

What do you expect the participants to know, do and value? (Learning goals)

How will the participants achieve the learning goals? (Methods)

Learning session plan

**What is the order of the learning activities?
(sequence)**

ACTIVITY 3.12

Working as a team

AIM

Identify positive and negative experiences of teamwork.

TIME ESTIMATE

30 minutes

WHAT TO DO

In your group reflect on your own experiences of teamwork.

1. Share your stories of positive and negative experiences of working as a member of a team.
2. Write down what helps and what hinders teamwork.

What helps teamwork	What hinders teamwork



OUR TEAMWORK TIPS