

A Description of the Programme in Household Food Security

Background to the Programme

This Unisa accredited Short Learning Programme was designed and developed by the Unisa Colleges of Agriculture and Environmental Science and the South African Institute for Distance Education together with a number of other public community development stakeholders with expertise in Food Security issues. The programme was made possible through donor funding provided by the WK Kellogg Foundation.

Purpose of the Programme

This programme will equip individuals who wish to become household food security facilitators with the skills that they can use to help empower their communities through improved food security status, health and nutrition and thus contribute to integrated rural development. The programme seeks to improve conditions in rural and peri-urban areas through development of capacity, skills, and values within these communities to meet long-term goals of sustainable development and poverty alleviation within the context of food security using a sustainable livelihoods approach.

Students completing this programme will gain knowledge, values and skills that will enable them to:

- a. Link relevant food security issues, concepts, food related policies, strategies and programmes with a household focus for improving food sovereignty and food security.
- b. Utilize a range of facilitation and participatory of skills, to identify and mobilize households for improved household food security.
- c. Assess communities for vulnerability to food insecurity and planning of food and nutrition interventions.
- d. Observe and analyze natural resource management systems with community members and make suggestions for appropriate interventions.
- e. Come up with a variety of ways and means of optimizing food production and the use of various relevant value-adding technologies and processes so as to encourage the development of ideas for purposes of income generation using surplus food and other available resources.

During the course students will learn how to conceptualize, initiate, implement, manage, and monitor household food and nutrition security projects together with community members and structures, local government, and the private sector.

- **HEQF level of the SLP**

The programme will be offered by UNISA as a 1 year short learning programme set at NQF level 5.

- **Programme Structure**

The programme will consist of the following six 12 credit modules (a total of 72 credits):

1. Introduction to Food Security Concepts
2. Participatory Extension for Household Food Security
3. Sustainable Natural Resource Use
4. Food Behaviour and Nutrition
5. Optimizing Household Food Production
6. Food Resource Management

The course modules were developed in an integrated manner with cross-cutting themes. The programme modules are aligned with those in the Unisa Department of Agriculture, Animal Health and Human Ecology's Human Ecology programme and credits earned can be carried forward for further study thus creating access to a learning pathway into the first year of a diploma and even further for those who successfully complete the course.

- **Programme modules and exit level outcomes**

It should be noted that at present there are no defined unit standards or courses that have been specifically developed for training of Household Food Security Facilitators (HFSFs) as these would involve applied knowledge and skills from more than one discipline (agriculture, agricultural extension and human ecology) and so, the module exit level outcomes and associated assessment criteria for each module were generated by determining the occupational competences required for an Household Food Security Facilitator (HFSF) to function effectively in that role. These module curricula generated were based on consultations with and advice given by various stakeholders (including the AgriSETA). Also taken into consideration were the anticipated new developments relating to review of the NQF and the recent formation of the Quality Council for Trades and Occupations (QCTO) a quality assurance structure that is responsible for the quality assurance and improvement of occupational education and training.

The purpose, exit level outcomes and assessment criteria for the short learning programme are shown in Table 1 below.

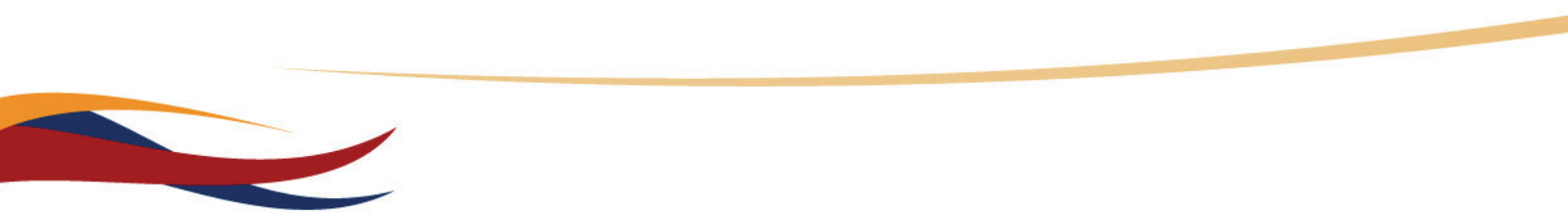


Table 1: Module purpose ,exit level outcomes and assessment criteria for the HFSFs short learning programme

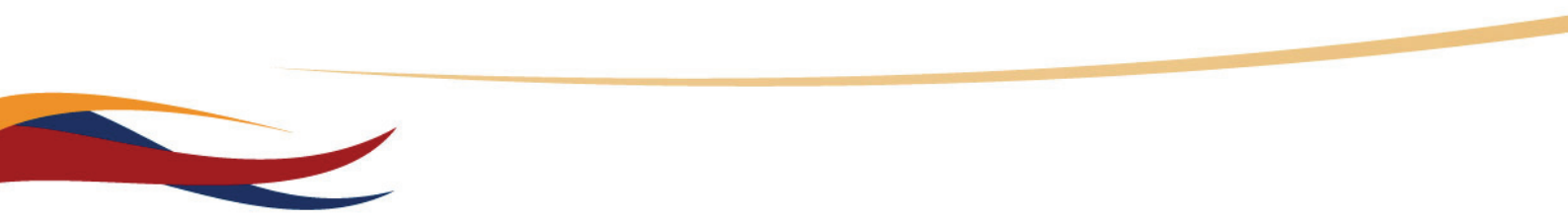
Module title	Purpose	Exit level outcomes
<p>1. Introduction to Food Security Concepts</p>	<p>Develop an understanding of the basic Food Security concepts with a household focus</p>	<p>Specific Outcome 1: Interpret the implications of food security systems and components for a household’s ability to achieve food security.</p> <p>Specific Outcome 2: Identify the key aspects and practical implications of current policies and strategies that affect household food security.</p> <p>Specific Outcome 3: Prepare a status report on the Household Food insecurity and related issues in a specific village/area.</p> <p>Specific Outcome 4: Formulate a written request for assistance from various stakeholders.</p>
<p>2. Participatory Extension for Household Food Security</p>	<p>Use participatory facilitation to extend Household Food Security</p>	<p>Specific Outcome 1: Apply participatory facilitation techniques relevant to the context of different households.</p> <p>Specific Outcome 2: Interpret the implications of local development dynamics for household livelihoods, control of assets and food accessibility.</p> <p>Specific Outcome 3: Create an awareness of local Food Security status, challenges and processes.</p> <p>Specific Outcome 4: Mobilize households to analyze their own basic needs, household and community-shared assets to construct Household Food Security vision and action plans.</p> <p>Specific Outcome 5: Facilitate households in order to help them vision, plan, implement, monitor and continually refine their Household Food Security action plans.</p>



<p>3. Sustainable Natural Resource Use</p>	<p>Develop sustainable natural resource use interventions in a household food production context with community members</p>	<p>Specific Outcome 1: Assess the state of natural resources with groups and individuals in an area.</p> <p>Specific Outcome 2: Determine the impact of the natural resource use on the environment and people.</p> <p>Specific Outcome 3: Analyze resources in terms of their contribution to food security: assessment criteria.</p> <p>Specific Outcome 4: Explore various knowledge systems for an alternative resource management option.</p> <p>Specific Outcome 5: Develop solutions/interventions for improved natural resource utilization and livelihood strategies.</p>
<p>4. Food Behaviour and Nutrition</p>	<p>Facilitate the use of acceptable food and nutrition behaviour practices that lead to improved food and nutrition security</p>	<p>Specific Outcome 1: Apply food-based dietary guidelines based on basic nutrition principles to assist households to improve diet quality and prevent nutrition deficiency.</p> <p>Specific Outcome 2: Document for analysis the household nutrition knowledge, food habits, cultural and behavioural practices.</p> <p>Specific Outcome 3: Optimize the use of available food for meal planning and preparation and the application of food safety principles.</p> <p>Specific Outcome 4: Together with the household, assess member household practices, nutritional care, health and sanitation practices, environment and hygiene.</p> <p>Specific Outcome 5: Encourage the use of local health and social services provided within a team approach.</p>



<p>5. Optimizing Household Food Production</p>	<p>Facilitating the Implementation of a household food production system using micro-farming practices and optimizing resource use.</p>	<p>Specific outcome 1: Process and assess information about different farming systems in the community</p> <p>Specific outcome 2: Introduce and present options relating to viable practices for households using a learning group approach</p> <p>Specific outcome 3: Facilitate the refinement of an annual plan for the household food production system and value-adding</p> <p>Specific outcome 4: Plan, design and implement experiments in different farming practices</p> <p>Specific outcome 5: Monitor and follow-up the garden experiments and the resulting garden and post-harvesting practices</p>
<p>6. Food Resource Management</p>	<p>Facilitate the development of a household food resource plan for improved food and nutrition security</p>	<p>Specific Outcome 1: Engage households in the analysis of the household livelihood profile and food accessing strategies..</p> <p>Specific Outcome 2: Determine household and consumer practices in relation to the allocation and use of resources.</p> <p>Specific Outcome 3: Investigate food storage, processing and preparation practices and the application of appropriate and indigenous technologies to add value and increase shelf life.</p> <p>Specific Outcome 4: Facilitate the development of a household food resource plan for improved food and nutrition security.</p>



- **Assessment**

Assessment of the modules will consist of both formative and summative assessments:

- *Formative Assessment.* Students are required to complete a set of assignments in each of the six modules. The assignments will contribute a maximum of 40% of the final mark. The assignments will be marked by course promoters and a selection moderated by the course/programme coordinator.
- *Summative Assessment.* Students are required to submit a number of portfolio tasks linked to each module that will assess their competence in each of modules 1 to 6. The portfolio tasks will contribute a maximum of 60% to the final mark. A sub-minimum of 40% is required for the portfolio tasks. As there is no final exam the portfolio tasks will be marked by promoters under the supervision of the programme coordinator and then externally moderated.

- **Programme delivery**

The pilot programme aims to target 1000 students and is to be mainly print based with scheduled face-to-face sessions facilitated and supported by promoters at identified venues in the Eastern Cape, KwaZulu Natal and Limpopo regions. Promoters will undergo 1 day of orientation and training in preparation for each module that they assist with. Practical activities and assignments are to be completed by the students within their communities. Students will receive also support in the form of print material, tutorial letters and telephone support. Study materials are provided in English only.

- **Management of programme delivery**

The Unisa College of Agriculture and Environmental Science (UCAES) will take overall responsibility for delivery of the programme. A **programme coordinator** based at UCAES has been appointed to oversee the programme delivery of the SLP. Suitably qualified Unisa staff or other external lecturers will function as **Module coordinators** and will oversee each module. **Promoters** will be identified, selected and trained, they will be directly involved in facilitating the face-to-face contact sessions as well as mentoring the students on the programme. Promoter student ratios will ideally be not more than 1:20 but may go up to 1:25. A **Provincial Coordinator** will be employed to help deal with on-site programme delivery and student academic and administrative issues. A programme administrator based at Unisa has been employed to provide administrative and other support to the various programme participants. The **project leader** at SAIDE will be involved in generally overseeing and monitoring the project's progress as a whole. A postgraduate student will be employed part-time as a **student administrator** to help provide additional support to the student coordinator and students.



- **Quality assurance, monitoring and evaluation**

Various quality assurance and monitoring and evaluation processes have been built into the programme delivery design and will involve:

- creation of a suitable database to be used for tracking purposes at course and within the communities
- promoter training and feedback sessions,
- site visits during contact sessions,
- collection of baseline household and community information and community site visits for monitoring and observation
- ongoing evaluation of contact sessions by both students and promoters,
- evaluation of learning materials by students, promoters and external evaluators
- evaluation of programme administration and logistics
- group marking moderation sessions,
- module and programme evaluations using
 - questionnaires,
 - interviews and
 - focus group discussions

These processes will take place at four levels – community/ household, module level, programme level and project level. UCAES will take care of the first three whilst SAIDE is in charge of overseeing the processes at an overall project level.

