

Module1
Introduction to Household Food Security
Module code: PHFS01K



TUTORIAL LETTER 104/2010
WORKBOOK

Student Name:	
Student Number:	
Cell Number:	
Name of Facilitator:	
HFS Centre:	

Introduction

Although have been given some back ground on the workbook in the assessment section of TUT301, we would like to repeat that information here to avoid any misunderstanding.

By now you will be aware that your study guide contains a variety of learning activities. Some of these activities have been selected to deepen your understanding of the main topics dealt with in the module and are called *workbook activities*. How will you know which activities are workbook activities? We use a specific icon in your study guide, which clearly shows which activities need to be done in the workbook. You can see an example of the icons we use in this programme in the introduction to Module 1. The same numbers have been used for the activities in the study guide.

You will need to complete the workbook activities in the workbook provided **for each of the six modules** that make up this programme. You will either do these activities by yourself or in a group with other students in your area. Although most of you will discuss the activities in your group, the idea is not to copy the answers provided by others, but rather to compile your own answers after discussion with your fellow students. If you do not have a group to work with, this is not a major issue. However, please do not ignore the activities which indicate that they are group activities. They are so designed that you can do any of the group activities on your own. We only suggest that you work in groups, if possible, since group-work often leads to meaningful discussion and critical thinking.

Take your workbook, with its completed activities, to the tutorial-facilitated sessions, where you will be given an opportunity to reflect on some of them with your tutor.



Note: Your tutor will award a mark on completion of the workbook, which makes up 10% of your final overall assessment mark.

Workbook activities for Unit 1: Finding out about food security

The first workbook activity for Module 1, Unit 1 is the start-up activity in the study guide. **Complete this activity on your own (individually) and NOT in a group.**

Start-up activity

Aim: Reflect on food security.

Time: 30 minutes

What you must do

Food security means different things to different people. Think of what it means to you. Now tick off the issues that affect your life or the lives of people in your community in the small blocks provided in the questionnaire below.

Being able to get the food I need, I...

- must be able to get to a place where I can buy or grow food
- need not have to worry about whether I have enough to eat
- must be able to prepare and cook food
- must not go to the soup kitchen or food bank
- must not be ashamed of myself and also my children, if we are hungry.

Being able to eat safe and healthy foods, I...

- should be able to afford healthy food
- need access to safe food that I know is good for me
- must be able to give my children the food that I know they need to grow and be healthy
- have to know where my food came from and what is in it
- need access to information so that I can understand how pesticides, preservatives, additives and genetically modified foods can affect my health

Being able to get foods I like and want to eat, I...

- must be able to afford the foods that I want to eat
- should enjoy my food
- want to share my food with my family & friends
- celebrate my culture or community with food
- enjoy the foods of my culture.

To protect the water, land and people who grow and produce food,

- should be able to grow my own food
- have to ensure that food can be produced for my children's children
- have to ensure that growing, producing, processing, storing, and selling food doesn't hurt our environment or our communities
- need space, land, water and soil for farms and gardens
- must be aware that people can earn a living wage by growing, producing, processing, handling, selling, or serving food
- must be aware that our water needs to be clean enough for us to drink and for fish to survive in

After you have completed the above questionnaire, reflect for a moment on the questions below. Remember that *reflect* means that you should explain your feelings on the question. Write your answers in the spaces provided.

Questions

1. Was there anything that surprised you on the questionnaire?

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.....
.....

2. Could you or someone you know relate to the statements?

.....
.....
.....

3. Was there anything in the statements that you had not thought of before?

.....
.....
.....

4. How does this make you feel?

.....
.....
.....

Activity 1.1 What food security and food insecurity mean to me

Complete this activity in a group or on your own.

Aim: Describe the concepts food security and food insecurity in pictures or in words.

Time: 15 minutes

What you must do

1. Now that you have worked through the food security questionnaire, look at the items you have ticked.
2. Use the items that you have ticked, as well as the information given above, to describe, in pictures or in words, what food security and food insecurity mean to you.

What does food **security** mean to me?

What does food **insecurity** mean to me?

Activity 1.3

Factors that affect food security

Complete this activity in groups or on your own.

Aim: Show an understanding of the factors that can influence Thandi's household food security.

Time: 30 minutes

What you must do

1. First of all read Thandi's case study, which is given below. Note the factors which relate to health that are the basic and underlying causes affecting Thandi's food security status. The tasks that you must carry out are given immediately after the case study.

THANDI'S STORY

(Case study adapted from NSNC/AHPRC Food Security Projects, 2005)

Thandi's friend had to take her to the hospital because she passed out at work this morning. But why did she pass out?

Because she has been skipping meals.

Factors: Personal health practices and coping skills.

But why does she skip meals?

Because she doesn't have much food in her house or she is too tired to cook at night.

Factors: Social and physical infrastructure.

Why doesn't she get more food to eat?

Because she only has R30 left until her next salary and she cannot get to the spaza shop, which is far from her house. Sometimes she collects food at the soup kitchen at the local church.

Factors: Economy (income which affects her social status), infrastructure and social support.

But why is the grocery shop so far away?

There used to be a spaza shop nearby, but it closed down a few months ago, after a big supermarket opened a distance from her home, which is too far for her to walk. The vendors are expensive and sell mainly potatoes and cabbages.

Factors: Physical infrastructure, economy and availability of a few starchy and fibrous foods, which provide little variety.

But why doesn't she have more money for food or transportation?

Because she is a single parent and only works part-time.

Factors: Employment, gender roles.

But why doesn't she work longer hours?

Because she can't find affordable childcare for the whole day. Her mother lives too far away and her pension is too small.

Factors: Social support and grants, employment conditions.

But why doesn't she have a family member or friend to help her out with childcare?

Because she hasn't lived in the city for very long and doesn't know many people and her family all live in a smaller rural community.

Factors: Social support networks, rural-urban migration.

But why did she move to the city?

Because there are not many jobs in her home community and the business where she worked close down. She thought there would be electricity and water in the city, but she can only afford a shack.

Factors: Social support, employment conditions, economy, infrastructure/local government services.

But why did the local business where she worked close down?

Because there is a global and national recession and food, energy and fuel prices are high. Large companies struggle to make a profit and often close down their branches.

Factors: Economic policies, high prices and smaller profit; companies and industries close down.

2. Use the information in the case study on Thandi to carry out the following tasks:
 - 2.1 Complete the cells in Table 1.1 below, using statements from the case study, as well as factors based on your own experience or opinion.
 - 2.2 Take another look at this table. The rows indicate the level where action is required, starting with the micro level at the top and ending with the macro level at the bottom. Although we have not yet defined the macro-level, you need to be aware that the term *macro* refers to the highest level.
 - 2.3 Now find the aspects from the case study that relate to the food security dimensions and decide on which level the action to address the problem takes place. Write your answer alongside the level in Table 1.1, where this specific problem may occur.

Table 1.1 The dimensions and levels of action that influence Thandi's food security status

Action levels	Dimensions			
	Availability	Access	Utilisation	Stability
Micro level				
Meso level				
Exo level				
Macro level				
The natural and socio-cultural environment				

Activity 1.6 Levels on which food security problems can be addressed

Complete this activity in a group or on your own.

Aim: Identify on which level action can be taken to address the problems of households similar to Thandi's.

Time: 30 minutes

What you must do

1. After you have completed Activity 1.4 and Activity 1.5 in your study guide, compare what you have written with that of others in your group. Brainstorm the main ideas.
2. Write four paragraphs, each one related to a different level of action. Summarise your conclusion on the action to be taken to solve Thandi's problem, your own problem and the problems of your families, making use of different ideas from within your group.

Level where action takes place	Kind of action to be taken to address food insecurity
1.	
2.	
3.	
4.	

Activity 1.7 Reflecting on the right to food

Compete this activity in a group or on your own.

Aim: Reflect on the right to food and how a facilitator can advance this right.

Time: 15 minutes

What you must do

Reflect on and then answer the following two questions.

Questions

What does the right to food mean for me?

How can the facilitator advance the right to food in households and communities?

Workbook activities for Unit 2: Linking household food security with nutrition and livelihoods security

The first workbook activity for Module 1, Unit 2 is Activity 2.1 in the study guide.

Activity 2.1 The members of the household

Complete this activity on your own

Aim: Calculate the composition of a number of households

Time: One hour

What you must do

Thandi tries to recall the members in each household, but struggles to remember.

1. Help Thandi add up the number of members in each household.

1.1 Peace stays with her mother, her grandmother and three other sisters. Dikgang stays with his father and mother. How many household members are there?

.....
.....

1.2 Dikgang also has three sisters and two brothers. Two 17 year-old cousins who are boys, also live in the house. How many household members are there?

.....
.....

1.3 Thabang stays with his father and mother. Thabang and his sister are the only children in the house. How many household members are there?

.....
.....

1.4 Lesedi stays with his mother, father, two brothers and one sister. How many household members are there?

.....
.....

1.5 Sarah stays with her aunt. The aunt has four children of whom one is Siphso, a baby boy of two years, and the other three are girls. Sarah is an orphan. How many household members are there?

.....
.....

2 What is the total number of members for all these households?

.....
.....

3. Use Figure 2.4 below to answer the questions that follow:

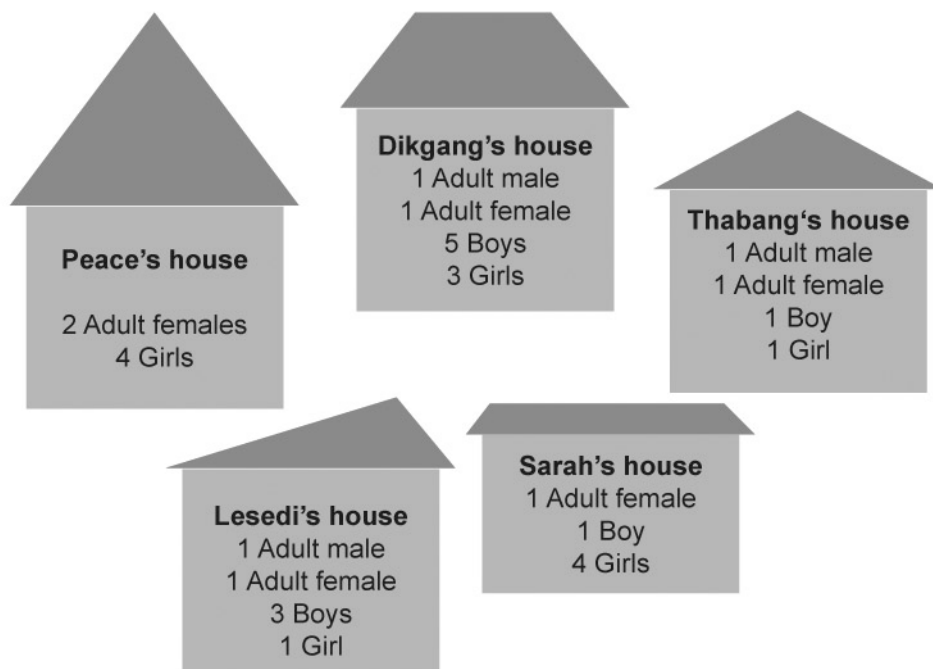


Figure 2.4 How many people live in these houses?

3.1 How many adult male members are there in all the households altogether?

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.....

3.2 How many adult female members are there in all the households altogether?

.....
.....

3.3 How many boy members are there in all the households altogether?

.....
.....

3.4 How many girl members are there in all the households altogether?

3.5 Complete the table below to show the composition of households in Kwaggashoek.

The abbreviation **n** is for numbers.

Names	Adult males (n)	Adult females (n)	Boys (n)	Girls (n)	Total in household (n)
Peace					
Dikgang					
Thabang					
Lesedi					
Sarah					
Total of each					?

3.6 Add up the numbers in the last column. Write this number in the last block where there is a question mark. Now add up the numbers in the last row (excluding the number you have written in the last block). What do you find?

Activity 2.2 The household in Peace lives: Part I

Complete this activity on your own.

Aim: Identify practices that ensure food security and health.

Time: 30 minutes

What you must do

1. Revisit Figure 2.1, which shows you some of the children you have already met in the Kwaggashoek community. Identify Peace, who is the healthy-looking girl in the picture.

2. Read the following case study on Peace.

Peace is the girl with the ball who looks healthy, active and happy. Peace eats three small meals a day which her grandmother or mother prepare. Sometimes she helps to prepare the food herself. Her grandmother makes sure that they eat not only maize each day. She tries to add a yellow or green vegetable to the meal on a daily basis, mostly obtained from their household garden or from that of the neighbours who exchange with Peace's grandmother. Peace's grandmother also believes in planting the traditional beans which she grew up with. In addition, she usually dries fruit and vegetables from the garden and stores them for when there is no fresh produce.

Peace's grandmother and mother care for the children very well. They prepare food and divide (apportion) the food stores, so that there is some food to eat every day. They visit the clinic regularly to receive a food parcel for the small baby. The two women belong to the Mothers' Care Group at the local church.

They also keep the house and the outside kitchen very clean. Since the house does not have a tap inside, they fetch water from the communal tap. They keep the water containers clean and covered. All members of the household use their water sparingly and also make use of their washing water for the garden. The children help their grandmother to maintain the garden and carry out the other household chores. This leaves sufficient time for school work and for the women to attend their care group for training.

Questions

1. Is the household in which Peace lives food secure? Justify your answer.
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.....

2. How is Peace's household utilising food to ensure that the household members receive nutritional food?
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.....

3. What else is the household doing to ensure good health?
.....
.....

Activity 2.6 Who eats the largest varieties of food and in sufficient quantities

Complete this activity on your own.

Aim: Identify the different varieties of food eaten by the children and the food-based dietary guidelines they match with.

Time: 20 minutes

What you must do

Now go back and revisit the case studies for the five children in our story in the study guide and then complete the table below.

1. Which kinds of foods (varieties) are the five children eating regularly from your reading of their case studies?

2. Name the guideline from the Food-based Dietary Guidelines that matches the foods which the children are eating regularly.

Child's name	Varieties of food eaten (List the foods.)	Guidelines which match what the child eats. (Write down the numbers of the guidelines.)
Peace		
Dikgang		
Thabang		
Lesedi		
Sarah		

3 Who ate the largest variety of food and enough food?

.....
.....

4. With how many of the food-based guidelines did the foods match?

.....
.....

Activity 2.7 Nutritional status of children

Complete this activity in groups or on your own.

Aim: Determine the nutritional status of children from a case study.

Time: 60 minutes

What you must do

1. Read the case studies of the children below:

The little boy, **Dikgang**, in dirty tattered clothes is thin and very frail. He looks as if he is not getting enough food at home or he may be very sick. His eyes indicate that he not very interested in the game. Dikgang comes from a family where his mother and father work. There are five children in the family, plus two elder cousins whose parents have died of HIV AIDS, who do not have jobs. These family members receive one meal a day of maize porridge with relish or tea, so they often go to bed hungry, except over weekends when there is also meat relish. Thandi wonders whether the parents are still working, or whether they too have lost their jobs. Why is no one in the family caring for the house and cleaning the yard?

The other child in the group, **Thabang**, is shorter than the other boys of his age, but looks healthy. He also seems to be not very active. He is said to be a slow learner at school. However he does look fine and is not thin like Dikgang. His mother is doing piece jobs as a household helper. His father works on a local farm, receiving a small salary and a large bag of maize meal at the end of each month. Thabang's mother makes sure that the family has two meals a day and, and, in addition Thabang receives a school lunch. His father does not really like vegetables, so they always have some relish in their sauce at least twice a week.

Then there is **Lesedi**, the son of a local business man, who always wears takkies. He is quite large for his age and clearly overweight, though he is the same age as Thabang. His family enjoys large portions at mealtimes and, in addition, they have meat two or three times a week. Apart from this, Lesedi always seems to be eating or chewing something. He is constantly consuming bread, biscuits, tinned foods, sweets and cold drinks from his father's shop. His father sells

just about anything in his shop that the community wants to buy and also gives credit to the community until the end of the month, recording this in his little black book.

Sarah is an orphan and stays with her Aunt who has three children. Sarah is baby Siphos baby sitter, and Thandi notices her sitting on the sidewalk next to the waste dump, watching the baby crawling around and the children who are playing. **Siphos** does not look well cared for. His nose is runny and he is very small and thin. Sarah feeds the baby from time to time from her plate. At others, he simply helps himself. Sarah gets served last at mealtimes and does not always have the same sized food portions as the other girls in the family. In addition, she has to work hard cleaning and cooking and does not attend school. Very often she feels sick. Her aunt works two days a week in the city and also receives grants for her three young children and the orphan. Apart from this, her three school-going children receive meals at school, consisting of dried beans or meat, starch and fruit.

2. Each of the children in the above case study is described in a manner that could be associated with a nutritional condition. Use the case study and Figure 2.5 below, to identify the nutritional condition of each child.

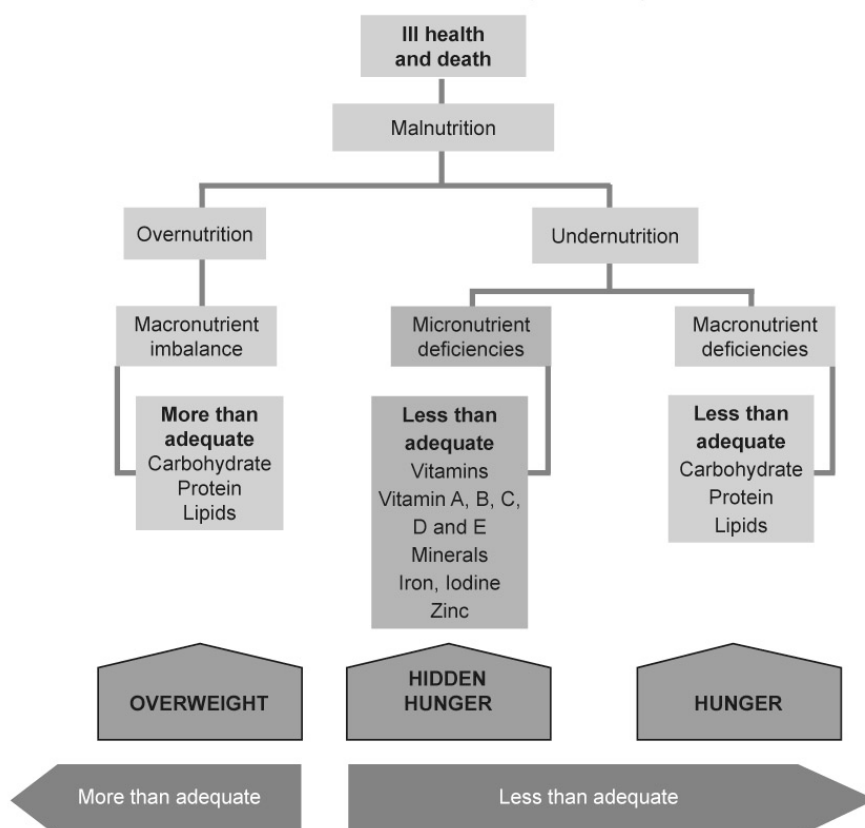


Figure 2.5 A classification of malnutrition (Adapted from Wenholdt & Faber, 2006).

3. Write the nutritional condition for each child next to his or her name.

Peace.....
Marcus.....
Peter.....
Josua.....
Sarah.....

Activity 2:10 The household in which Peace lives: Part II

Complete this activity on your own.

Aim: Identify strategies used in a household, which contribute to food security

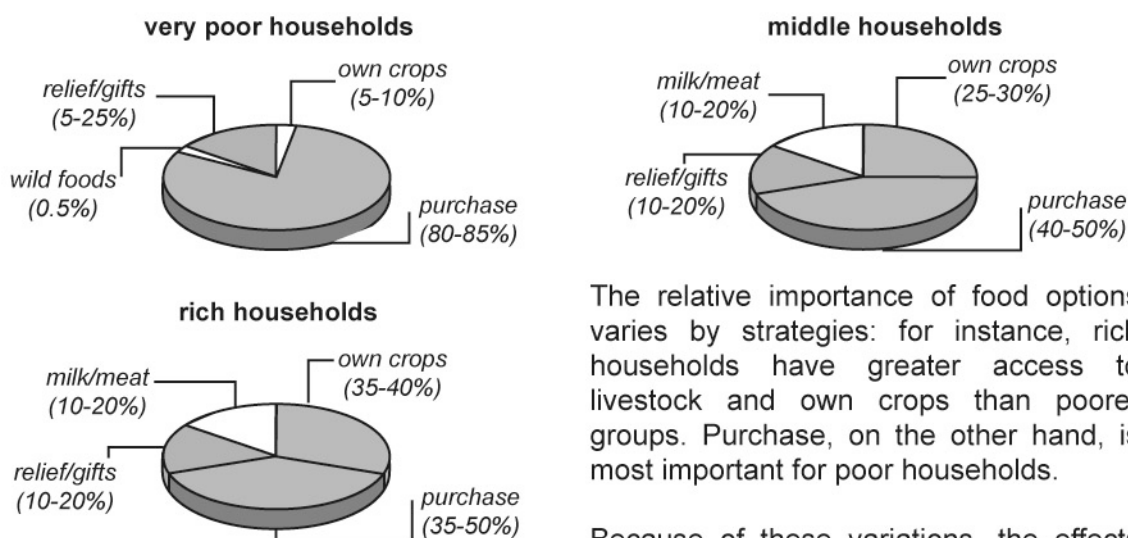
Time: 30 minutes

What you must do

1. Read Peace's case study, which is in Activity 2.2, very carefully once again. Then read the remaining part of the case study for Peace, which is given below.

We read in Activity 2.2 that Peace is part of a poor, but a well cared for family with few resources which the family manages to put to good use. Her mother is a vendor and her grandmother keeps a household garden and is one of the few people who still collect food from the veld, when it is available. The grandmother also keeps a few goats which she exchanges or sells when required. Pearl's mother sometimes also sells food from the grandmother's garden or helps to dry and store food for wintertime. With the profit the mother makes, she buys healthy food and vouchers for electricity. She collects firewood, redundant wooden objects or dung from the veld to use as fuel to cook or prepare the food. Pearl's mother receives a child grant of R220 for her baby and Pearl's grandmother receives a grant for the elderly. Her father is a migrant worker in the city, so they only see him three to four times a year, when he leaves them R200. They wish they could own the plot that the grandmother received from the chief. Pearl's uncle told the family that they could apply for the necessary papers from the community land administration committee under the Communal Land Restitution Act. Then, if they could only save enough money, they could have their own water tank for watering a bigger garden and could also plant feed for their chickens and goats. Peace's mother and grandmother create a livelihood by using different strategies or ways of earning money for the household, such as

Strategies of food for households in Lowland Kitui, Kenya: a 'normal' year



The relative importance of food options varies by strategies: for instance, rich households have greater access to livestock and own crops than poorer groups. Purchase, on the other hand, is most important for poor households.

Because of these variations, the effects of food shortages are different for each wealth group.

Figure 2.17 Sources of food for households in Kitui, Kenya in a normal year (FEAT, 1997).

What is a pie chart? A pie chart is a kind of graph in the form of a circle. A pie chart is used to show how a whole quantity is divided into smaller parts just as we would divide a pie or pizza into slices. It therefore shows how big 'pieces' of information are relative to other pieces.

A pie chart always reads a percentage out of 100%. This means that the percentages of the parts should add up to 100%. If 25 % of the very poor households produce their own crops, this means that for each 100 very poor households, 25 households produce their own crops.

2. What is the difference in percentage between each food source for households in the three categories? Complete the table below, using the information from the pie chart.

Type of household	% Own crops	% Purchase	% Milk/meat	% Relief/gifts
Very poor households				
Middle income households				
Rich households				

3. Which households purchased the most and which households the least food?

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4. That could be the reasons for the differences between the food sources for households?

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5. Which households would be more vulnerable if there were droughts?

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6. Which households have members who are the most likely to lose their jobs?

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7. Which households can afford protein-rich food such as milk and meat in a normal year?

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8. Which households will benefit from receiving a grant and explain why?

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9. Which households will benefit from a food parcel in an emergency?

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10. Which households will benefit from a seed parcel to enable those living there to grow their own food?

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Workbook activities for Unit 3: Stakeholders and action for food security

The first workbook activity for Module 1, Unit 3 is Activity 3.2 in the study guide.

Activity 3.2 Analysing the vulnerability of households

Complete this activity in groups or on your own.

Aim: Analyse the vulnerability of the households of Peace, Dikgang, Thabeng, Lesedi and Sarah

Time: Two hours

What you must do

1. Read the information below on the households of the five children in Unit 3.

Household A: Peace

Household composition

- The household head is a single female parent with Grade 10.
- There is also a grandmother “gogo”.
- The grandmother has had no schooling.
- Peace has three sisters, one being a baby.

Food consumption strategies

- They eat maize as staple food.
- They eat yellow and green vegetables on a daily basis.
- The baby receives a baby food parcel and supplements.
- They exchange food with neighbours for variety.
- They eat dried fruit and vegetables and store different kinds of food.

Livelihood strategies

- The grandmother has a vegetable garden and the children help her.
- The mother has a piece-job and uses a taxi or walks.
- The mother sells extra food.
- They own four goats and often exchange a young goat (kid goat) for an adult goat.
- They regularly visit the clinic.
- The mother is a member of the Mothers’ Care Group at church and in the community.
- All the children of school-going age attend school.
- They use the communal tap for water.

Household B: Dikgang

Household composition

- The father is the household head.
- The father has Grade 10 and is a trained driver.
- The mother has Grade 2, was a child bride and was forced into the marriage.
- Dikgang has two brothers and three sisters, but only the two boys who are older than Dikgang, are at school.
- Two cousins whose parents have died.

Food consumption strategies

- Maize porridge or bread once a day with tea.
- Sometimes relish from cabbage or other leafy vegetables.
- A meaty relish once during the weekend.
- They sometimes buy on credit from the general dealer.
- They often go to bed hungry.

Livelihood strategies

- The father and mother do not have permanent jobs but work on a contract basis.
- The two cousins are unemployed youths.
- The fields belonging to the household are no longer ploughed.
- They own three cows, but no goats.

Household C; Lesedi

Household composition

- The father is the household head.
- The father has Grade 12.
- The father received training at college, but dropped out.
- The mother has Grade 9.
- Lesedi has two brothers and a sister.

Food consumption strategies

- They eat large portions during mealtimes.
- They eat meat two or three times a week.
- They eat green and yellow vegetables once or twice a week.
- They eat bread as a staple food.
- They regularly eat biscuits, sweets, cold drinks and ice-cream.

Livelihood strategies

- The father owns a general dealer business in the community.
- He sells on credit to the community, so they owe him money.
- The father bought a small truck on credit.

- The father will use his truck as transport in the community, but his transport service is very expensive.

Household D: Thabang

Household composition

- The father is the household head.
- The father has Grade 8.
- The mother has Grade 4.
- Thabang and his sister are the only children.
- Both children attend the farm school.
- Thabang and his sister are slow learners.

Food consumption strategies

- Maize porridge with tea every day.
- The household receives two meals a day, sometimes with a little relish.
- They sometimes receive vegetables from the farm which seldom include yellow or green vegetables.

Livelihood strategies

- The father works on a local farm for a small salary.
- They receive a large bag of maize meal from the farmer every month.
- The mother does piece jobs on the farm.
- Thabang sometimes helps in the garden but often feels too tired.
- The mother receives a small irregular stipend and some vegetables.

Household E: Sarah

Household composition

- A female head of household with Grade 10.
- She has four children of her own, of whom three are in school.
- Sarah is a niece who is an orphan, tending to baby Sipho.

Food consumption strategies

- Maize porridge or bread once a day with tea.
- The children receive meals of dried beans and sometimes fruit at school.
- Sarah does not go to school and receives smaller portions than the other children.
- During the day Sarah shares her food with the baby.

Livelihood strategies

- The mother is working two days a week as a helper in the city.
- However transport is expensive.
- She receives social grants for the four children and for Sarah.
- Sarah, the orphan, does the household chores and looks after the baby.
- They do not own animals.

- They tried making a garden but found the water to be too expensive.
- The other girls are too lazy to help water the garden.

2. Complete the table below in your workbook to show how vulnerable the five households are. Use the household composition, food consumption strategies as criteria to decide what makes a household vulnerable.

Household	Household composition	Food consumption strategies	Livelihood strategies
A: Peace			
B: Dikgang			
C: Thabang			
D: Lesedi			
E: Sarah			

Questions

1. Which one of the five households is the most vulnerable? Justify your answer.

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2. Which one of the five households is least vulnerable? Justify your answer.

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3. Draw a score-board on which you rank each household between 0 and 10 according to its degree of vulnerability.

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4. Use the information on your score board to draw a bar graph to show the degree of vulnerability of each household. Do not forget to indicate your x-axis and y-axis.

Draw your bar graph in the space below

5. Write a suitable heading above your bar graph.

6. Explain why you can't draw a pie chart to show the degree of vulnerability of each household?

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Activity 3.4 Food banks and food pantries as a short-term relief strategy

Complete this activity in groups or on your own.

Aim: Interpret information on food banks and food pantries by answering some relevant questions.

Time: 15 minutes

What you must do

Read the case study below and then answer the questions that follow:

Free State: MEC for Social Development in the Free State, Ouma Tsopo says that **food banks** aim to benefit orphaned and vulnerable children, as well as the elderly and individuals who are not receiving government financial assistance by means of benefits such as social grants and social relief programmes. Through the Social Relief of Distress, many people have been able to receive food parcels.

According to the department, the beneficiaries of the food banks include non-profit organisations operating as part of a church and government or community group, commonly called **food pantries**. Whilst some food pantries serve only a few families each month, many others provide emergency food support to hundreds of families.

"A food bank is like the wholesale arm of the food distribution system for those living in poverty, while food pantries are the retail arm that serves people directly with the emergency food," said the department. Food banks receive their food from companies or supermarkets that have excess stock, as well as by means of donations from businesses. They distribute goods, including canned and boxed dry groceries, fresh produce, frozen foods, bakery products and some personal hygiene or household cleaning products.

The department said the need for food banks and food pantry services has been growing in recent years, since people's incomes have not kept up with rising costs and the government's programme funding is not always linked to inflation. The department emphasised the importance of sustaining the project, noting that food banks must not be a once-off activity (Khumalo, 2008).

Questions

1. What is the difference between a food bank and a food pantry?

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2. How does the food bank get its food to the people?

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3. Which organisations and structures are involved in food bank activities?

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4. On which levels of action do food banks and food pantries function?

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.....

5. Find out if there is a food bank in your community or local area

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.....

6. Who may be and who should be the beneficiaries of food from the food banks?

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.....
.....
.....

7. In your opinion will the food banks be, or are the food banks, working effectively?

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8. Name some other examples of short-term relief programmes.

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Activity 3.6. The sustainable livelihood Norms and Standards for home-based care givers

Complete this activity on your own.

Aim: Interpret the minimum Norms and Standards for home-based care givers

Time: 15 minutes

What you must do

Read the Norms and Standards for home-based care givers in the box below.

Questions

- 1. Identify the norms that relate to capacity-building and those related to short-term relief?

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- 2. Do you think it is possible to build capacity for change with households? Justify your answer.

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- 3. Name the skills households could develop from the norms provided in the box above.

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- 4. How many households can a home-based care giver service?

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- 5. Why do you think it is important that there are a set of norms and standards for home-based care givers?

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The Norms and Standards for home-based care-givers has the following norms for the cluster 'sustainable livelihoods':

Food security:

- Qualifying families in need have access to one food parcel for three months whilst an alternative solution is arranged.
- Where meals are provided for qualifying families, provide at least one meal per day.
- Organisations to assist to establish one small vegetable garden.
- Record keeping of projects.

Income-generation:

One income-generation project is initiated and run within a period of three years of the Community Home-Based Care Programme's existence.

(Department of Social Development 2008)

Activity 3.8 Advantages and disadvantages of strategies to address food insecurity

Complete this activity in groups or on your own.

Aim: Explore the pros and cons of strategies to address food insecurity

Time: One hour

What you must do

1. Work in groups and think of an example of each of the strategies discussed in your study guide. You may use your own examples or those given below.

Examples:

- Food parcels as short-term relief strategy
- Food gardens, as a community capacity-building strategy
- Changes to income support programmes, as a system change strategy

2. Brainstorm the pros and cons of each example and individually write the answers in the table below.

Strategy	Advantages (pros)	Disadvantages (cons)
Short-term relief strategy		
Community capacity building strategy		
Systems change strategy		

Activity 3.10 Examining policy impact on food security

Complete this activity in groups or on your own.

Aim: Examine specific policies and their impact on food security

Time: Two hours

What you must do

1. Working in groups, look at the examples of policies on micro, meso, exo and macro levels below, that have to do with food security.

Policies implemented by households (micro level)

- I try to buy only fruits and vegetables that are produced locally
- I buy only from spaza shops and try to avoid buying from large supermarket chains.

1.1 Discuss the following:

- What are your personal (household) policies regarding food?
- What impact do household policies have on the household's food security?
- What are some of the barriers to your household's food security?

Policies implemented by the community (meso level)

- The *Women's Group*, plants traditional sorgum to make traditional dishes and beer for celebrations.
- As a household, it is expected that its members invite the extended family to celebrate a wedding and that they provide food for all who attend.
- Women in the *Women's Group* learn about nutrition and healthy food.

1.2 Discuss the following:

- What is the policy of the community with regard to which people are invited to celebrations?
- What role do cultural foods play in the community?
- What impact does land allocation by the tribal chief have on household food security?
- What are the barriers to obtaining community food security?

Policies implemented by local organisations (exo level)

Some supermarket chains will not buy a product from a smallholder farmer unless the farmer can provide all the stores in the supermarket chain with the same product. Some schools earn money by selling the exclusive rights to sell products in the school to certain snack-producing companies.

1.3 Discuss the following:

- Who are affected by the policies of the supermarket chains and schools mentioned above?
- Why do these policies affect the people you identified in the previous question?
- How do these policies affect food security?
- What other policies implemented by organisations and businesses in your community affect food security?

Policies implemented by government (exo and macro levels)

- The transportation policies of some municipalities result in poor public transportation and a greater dependence on taxis.
- Some land use policies allow the development of farmland for other uses.

1.4 Discuss the following:

- How do these public policies impact on your own and your community's food security?
- What other public policies impact on food security?

Problem statements	Challenges
35% of the South African Population is vulnerable to food insecurity and lives off less than R20 a day	Lack of access to productive resources. Lack of income and job opportunities.
Social grants provide the main income for around 12 million people (29%) at a cost of around R60 billion a year	
At present, the South African population is around 48 million people. 5.3 million of them are living with HIV/AIDS. Around 500 000 new infections a year occur. Only one in every five of these people has access to antiretroviral (ARV) treatment.	
There are 1 million children in South Africa who are orphans twice over, which mean that they have lost both their parents.	
Poorer households spend around 71% of their income on purchasing food.	

4. In groups discuss possible interventions in order to address the food security issue.

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5. Compile your own table in which you show possible interventions on the macro exo, meso and micro levels designed to address each of the challenges.

Draw your table in the space below and give a heading

End of the workbook for Module 1