

Module 2

Participatory facilitation for Household Food Security

■ Module code: PHFS02L



**TUTORIAL LETTER 104/2010
WORKBOOK
DRAFT**

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 promoter-facilitated sessions, where you will be given an opportunity to reflect on some of them with your promoter.



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

Workbook activities for Unit 1: The household food security facilitator and hunger

The first workbook activity for Module 2, Unit 1 is the start-up activity in the study guide. **Complete this activity on your own (individually) and NOT in a group.**

Activity 1.5 Reflecting on the hungry and food insecure

Aim: Using your own experience to reflect on who can be regarded as *the hungry*.

Time : 20 minutes

What you must do

1. Reflect on poor people/households you regularly interact with in your community.
2. Apply the three questions below to your experiences with these people.

Questions

In the past four weeks did members of these households:

- | |
|---------------------------------------------------------------------------------------------------------------------------|
| A. Experience a time when there was no food at all to eat in the house, because of lack of resources? |
| B. Go to sleep at night hungry because there was not enough food? |
| C. Went a whole day and night without eating anything at all because there was not enough food for all household members? |

If your answers to the questions above are rarely, sometimes, or often, the people could be from households who experience hunger.

3. Now reflect on the following in the spaces provided below.

What are the characteristics, status and age of the members of the households you regard as hungry.

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Under what circumstances are the hungry and food insecure living?

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Why is it so difficult to identify and assist the hungry and vulnerable to become food secure?

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Activity 1.6 Voices in your head

Aim: Identify feelings of caregivers in food insecure households

Time: 20 minutes

What you must do

1. Read the poem below which was written by MaTshepo and then answer the following questions.

Questions

1. Describe the different 'voices' (emotions) that need to be silenced?

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2. What does the poem tell you about how food insecure household caregivers feel about themselves and people around them, such as:

 Their children

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 The adults in the household

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 The neighbours

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Other members in the community

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3. Which dimensions of healing were addressed in the poem?

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Case Study:

THE SPIRIT OF HOPE FOR JUSTICIA COMMUNITY

Ma Tshupo 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

Activity 1.8 Stories about the worldviews of people on healing, food security, and well-being

Aim: Identify stories on healing, security and well-being from your culture.

Note: The stories could include stories on well-being and the values important to people in the usage of food.

Time: One hour

What you must do

1. In small groups of three or four tell stories, or recall events or incidents that happened to people from your culture that relate to some aspects of food security. These may be stories that are transferred 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 world views on healing, food security and well-being.
2. Discuss the stories related in your group and then decide on one story that contains the most common elements. Draw a picture of this story, or even a range of pictures (like comic strip) telling the story. You may find it useful to draw this story on a flip chart. Use some of the following questions to reflect on the story or incident decided on by your group:

Reflection questions:

1. Where does the story or incident come from?
2. From which cultural group does this story originate?
3. Describe the people in the story?
4. Describe the incidents which are referred to?
5. What positive message can you take from the story?
6. What are the negative aspects of the story?
6. Which are the cultural elements of the story?
7. How do these cultural elements link to your World View?
8. Interpret the meaning and lessons in terms of food availability, access, utilization and stability or sustainability of the food.
9. Interpret the meaning of the relationships between people and the food sources in the story.
10. How does this World View influence the physical, social, psychological and spiritual dimensions of the availability, access and utilization of food?
11. How can you be sensitive to culture and build on the good of culture when dealing with food insecure households?

Story Chart

Activity 1.10 The importance of building relationships and joy

Aim: Reflect on the problems that may result in adult life if primary tasks are not carried out with joy during various life stages.

Time: 30 minutes

What you must do

1. Look at Table 1.2 below which shows you important tasks for various life stages.

Table 1.2 Important tasks for various life stages

LIFE STAGES	PRIMARY TASK to be completed during this stage	PRIMARY RESULTING PROBLEM in adult life when this task is not completed
<p>The INFANT stage: Birth through age 3 (Newborns and toddlers are included here, up to the age where they can effectively say what their needs are.)</p>	Learning to receive.	
<p>The CHILD stage: Age 4 through to 12 (Age 12 is the earliest age this stage can be completed.)</p>	Taking care of self.	
<p>The ADULT stage: Age 13 to birth of first child (Age 13 is about the earliest age at which adult-level tasks may be accomplished.)</p>	Taking care of two or more people simultaneously.	
<p>The PARENT stage: Birth of first child until youngest child has become an adult</p>	Making sacrifices to take care of children.	

Notice that the table has three columns:

The first column shows the life stages of humans.

- The second column shows the most important (primary) task that needs to be completed during each stage to ensure a well-balanced adult.
- The last column is for problems that may result during each stage when the primary task in column two is not met.

2. Notice that the third column has not been completed. In groups discuss what problems can result when the primary tasks have not been completed during each stage of human development.

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3. After discussions, complete column 3 by writing the resulting problems in the table above.

4. Discuss the role that relationships, healing and joy, plays in the various stages of human development and how a facilitator can make households aware of the importance of relationships

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3. If an agriculturalist or nutritionist tell people what to plant or eat, will the household and livelihood forces be changed to make better decisions? Identify this approach?

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4. What will be the consequence if only one member of the household of a gender role is involved in the food security intervention and want to change decisions?

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5. Is it possible and how can we ensure harmony in the household during food security and livelihood interventions?

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6. What would be the ideal situation for household participation in the food security intervention? What are your reasons?

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7. Do the channels address the components availability, accessibility, utilization, and stability of household food security on the micro level? Name the learning content topics that households could identify to improve their household food security.

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Activity 2.5 Ways of engaging with communities

Aim: Two ways of interacting with groups of people

Time: 15 minutes

What you must do

Facilitation involves interacting with people in a specific way. Care groups meetings are a good and commonly used way in projects to interact with people being assisted. Not all care group meetings are run the same. Some are considered good care group meetings whilst others not. To illustrate the two different methods of interacting with people, look carefully at the pictures below and plan a role-play for by dividing the class into two groups:

1. Each of two groups must act a picture using contrasting methods of interacting with people, namely facilitation and role play.



Picture 1 Facilitation



Picture 2 Teaching

2. Select an objective for your role play and a title to fit the role play, select persons for the roles and plan the different roles.

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Now, the interviewer asks the informants to suggest the sources of food in their homesteads or village. Ask them to choose a maximum of five items for this exercise. If there are too many items, then the exercise can become unwieldy.

Then the recorder sets up the pair wise ranking matrix as follows:

1. List the five food sources usually preferred by the household

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2. Write your selected food sources in the vertical column and horizontal row in the table below in the dark cells

Table 2.3 Pair wise ranking matrix

Food source					

3. Which foods do you prefer most? Ask the questions for each cell mentioning the food in the corresponding column and row as pairs.

EXAMPLE: The informants are then asked pair by pair which they prefer most. For example, the interviewer may start by asking: "Which food source, between millet and vegetables do you prefer most?" The answer may be "millet" and that is then written into the appropriate block.

NOTE: It does not make sense to compare millet with millet, etc., and therefore the blocks on the diagonal would be left open. Also, the blocks below the diagonal are a repetition of those above the diagonal, and need not be filled.

Below are the actual outcomes for the pair wise ranking exercise that was carried out in Niger in the study guide. You can compare them with yours and check the accuracy of your exercise. (See Table 2.4)

- Continue to compare the food source items pair by pair until the table has been completed.

Table 2.4 Pair-wise ranking showing food source preferences in Niger

Food source	Millet	Vegetables	Purchases	Cereal bank	Livestock
Millet	-	Millet	Millet	Millet	Millet
Vegetables		-	Vegetables	Vegetables	Vegetables
Purchases			-	Cereal Bank	Purchases
Cereal bank				-	Cereal Bank
Livestock					-

(Burns, J. et al. 2007)

An overall preference score can then be calculated by counting the number of times each food source was ranked the highest. See if you can work out what the overall ranking is and fill it in the table below: (The answers are given in small print at the end of this activity)

- Complete the table and work out the overall score and answer the reflective questions:.

Table 2.5 Preference score, based on pair-wise ranking

Food Source	Score
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- Millet
- Vegetables
- Purchases
- Cereal bank
- Livestock

Reflective questions:

Did the criteria and preference lists vary greatly between the informants?
 -Why was this so?

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Activity 2.11 Draw a matrix ranking diagram

Aim: To practice a ranking exercise

Instructions:

Practise in a group of 3-5 people a matrix ranking activity that focuses on a resource issue.

Here are suggestions to guide you through a process consisting of the following steps:

Plan → Do → Reflect

Plan

1. Decide on the resource issue that you want to explore. It could be land use, water use, erosion, sources of income. Look at the above list for additional ideas. Choose one that your group can do easily.
2. Where possible find a person (informant) who has local knowledge and is willing to discuss the issues with your group
3. Then decide on the criteria you want to use to explore these issues. For example, if you want to explore land-use then you might list the following criteria: landownership and access, income generation, food production, wild foods, fodder, firewood, problems.
4. Agree on the scale you will use to score or rank the items. You can rank out of five or more; where 1 is the least preferred option and 5 is the most preferred. You can also use the proportional piling method that was described under the heading simple scoring in the text above.
5. Collect the counters for ranking. You can use beans, small stones seeds, or any other small objects that are easily available.

Do

1. Prepare your matrix diagram.
2. *Along the top of your matrix*, write the categories showing different types of land use.
3. *Along the side of your matrix*, write the criteria you have listed.
4. The Figure shows an example of how a group started preparing their matrix and what it looked like when they had completed it:
5. Each person uses the counters to show how they would score the items. Discussion takes place until there is agreement in the group about the ranking of each item. The agreed number of counters is then placed in each block
6. The final results are now recorded and the diagram is completed.

Reflect

Reflect on the matrix ranking activity:

- What worked well?
- What did you find most difficult?
- What changes would you make to the matrix ranking activity in the future?
- What have you learned from your experience?

Chart using pictures and counters

1	a	b	c	d	e
2					
3					
4					
5					
6					
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Summarise the results:

Table using labels and numbers

Reflective questions:

1. Identify the elements of the action learning cycle in the activity?

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2. Describe the multiple purposes for learning of each of the elements in the PRA activity.

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3. What was good about the activity?

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4. What was bad about the activity?

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5. What will you do different next time?

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Activity 2.12 Using the HFS framework to identify suitable methods and tools

Aim Identify the PLA tools for gathering information in using the HFS framework

Time 1 to 2 hours

What you must do

- 6. Use the Household Food Security Framework Module 1 at the end of Unit 2 .
- 7. Identify the tools that can be used for each of the building blocks in the framework, also give the key information that can be gathered with the tools for that block.
- 8. Use the following table and complete the information for the columns key information areas and methods and tools

Note: The key information areas require information that will describe the food security dimensions.

For the key information areas give a list of suitable tools in the column methods and tools. There may be many overlaps in using the same tool but with different questions receiving different information. See Figure 2.7 and Table 2.7.

Give your conclusion for the table below?

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Dimension/ Capitals	Key information areas (Mention specific issues)	Methods and tools									
Names of methods and tools		Semi-structured interviews	Focus group interviews	Key informant interviews	Mapping	Ranking exercises	Seasonal calenders	Timelines	Venn diagrams	Flow diagrams	Transects
Food security dimensions											
Food availability											
Accessibility											
Utilization											
Stability / sustainability											
Livelihood capitals and strategies											
Physical											
Natural											
Human											
Social											
Financial											

Reflective activity 3.1 Facilitation process with households

Read the description on the facilitation processes with communities and households.

1. Discuss the application of the processes in practice with the community. Is this a process you as Household Food Security Facilitator can do on your own.

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2. Discuss the application of the processes in practice with the household, Is this a process you as Household Food Security Facilitator can do on your own.

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3. Discuss good and bad experiences working with households in your group.

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- 4 Write a protocol for working with households in this household food security activities.

The protocol (guidelines how you will interact with households, also while visiting households) should include what, who, where and how activities with the household should be addressed. Select three activities each for food availability, accessibility, utilization and stability.

Reflective activity 3.2 Drawing a household map: My four corners

Divide students in male and female students consisting of groups of 2 to 3 persons. Ask the groups to draw a yard or plot of a homestead they. A yard or plot is the “four corners” between which the household activities take place. Give a legend.

