



UNIT 1:

The household food security facilitator and hunger

Introduction

In Module 1 you were introduced to the concept *hunger*. In this first unit of Module 2 we explore the concept in more depth. At the end of 2009 the World Food Summit discussed again combating world hunger. Diouff at the World Food Summit 2009 Summit said;

“Every six seconds a child dies of hunger. This enormous tragedy is not only a moral outrage and an economic absurdity, but also it presents a serious threat to our collective peace and security.”

(Diouff. 2009) (www.dw-world.de/dw/article0..489601.00.html) Accessed 2009/11/25)

Further, an NGO representative said that it is a tragedy that the world leaders of the richest countries did not go to the World Food Summit or as it has been renamed “Hunger Summit”. What does it mean when Jacques Diouff says one billion people in the world are hungry? How much is one billion? It is 1,000,000,000 and of which 25% is in Africa. It also means that that every one in six people is living with hunger and every six seconds a child die of hunger related causes.



Figure 1.3 One in six people die and one child dies every six seconds.

There is enough food in the world. The current empty stomachs of hungry children are not the result of poor harvests, but because of high food prices and poor countries can't afford to import food. But what can people do?

The very purpose of participatory approaches is to fight hunger, poverty and the hopeless effects of being hungry through the use of democratic and interactive processes for building capacity for renewed decision-making capabilities.



What can your role be as a HFS facilitator in helping households to overcome poverty and other issues of food insecurity? In this Unit you will learn to understand your own role as HFS Facilitator, by learning to understand the food insecure household.

Unit 1 Sections

- 1.1 Reflecting on poverty and hunger
- 1.2 Healing as a foundation for food security
- 1.3 The household food security facilitator

Take Action



This section gives you detailed information about the portfolio activities that are linked to Module 2. They focus on the actions with households and are the main assessment activities.

Learning outcomes

The table below shows you the **learning outcomes** that you will notice are linked to the three sections that are addressed in this unit and to the list of assessment activities for this unit. A time estimate is shown for the completion of each activity. This will help you to plan the use of your time. When you have completed the activities, write down the actual time you spent on them.

Unit 1: Household food security facilitators and hunger

Unit 2: Participatory facilitation for food insecure households

Unit 3: Visioning and mobilizing households for food security

Unit 4: Taking action for household food security


| Learning outcomes | Assessment activities | Actual time spent |
|---|--|-------------------|
| Workbook activities | | |
| 1. Explain why food security and nutrition is considered so critical in reducing hunger and poverty in South Africa and in the world. | Start-up activity: Living on less than 1 US\$ a day (30 minutes) 1.1 The role of food security in hunger and poverty (20 minutes) | |
| 2. Find out who of the poor people may be hungry and food insecure. | 1.5 Reflecting on hunger and the poor? | |



| | | |
|---|--|--|
| <p>3. Explain how the healing power of hope can set people free from the hunger and poverty deprivation trap.</p> | <p>1.6 Silencing the 'voices in the head' (20 minutes)</p> <p>1.8 Interpret a creation story (20 minutes)</p> <p>1.10 The powerful influence of a support group in food security interventions (20 minutes)</p> <p>1.11 Stories about food security, healing, well being, and celebration (45 minutes)</p> | |
| <p>4. Identify the key competencies you need to perform the enabling role of the HFS facilitator.</p> | <p>1.13 My ideas of the role of the HFS facilitator (15 minutes)</p> <p>1.13 Is this an example of empowerment? (30 minutes)</p> <p>1.14 How do you rate your skills level? (25 minutes)</p> | |
| <p>5. Provide an analysis of food security issues drawn from stories shared by selected household members in a community.</p> | <p>Portfolio Activity 2.1 Use stories to identify food security issues in a community. (3 hours)</p> <p>Log Reflect on the story sharing session. (15 minutes)</p> | |
| | <p>Assignment 1 You can find information on this assignment in Tutorial Letter 101 (2 hours)</p> | |

Keywords

An important goal of this programme is introduce you to the concepts and words in the food security field. To assist you we present a list of key words that are introduced in each unit. The meanings of these words appear in a glossary at the end of the module.

| | |
|---|---|
|  | |
| <p>hunger, famine, starvation poverty powerlessness</p> | <p>isolation malnutrition vulnerability deprivation trap participatory approaches</p> |





1. Start-up Activity: Complete this activity in your study guide

Aim: Reflect on the practical implications of living on one dollar (1\$) a day.

Time: 10 minutes

What you must do

Poverty and hunger in the world are link to certain geographical areas. Figure 1.3 is displaying the percentage of people living in different geographical areas on less than a 1\$ per day.

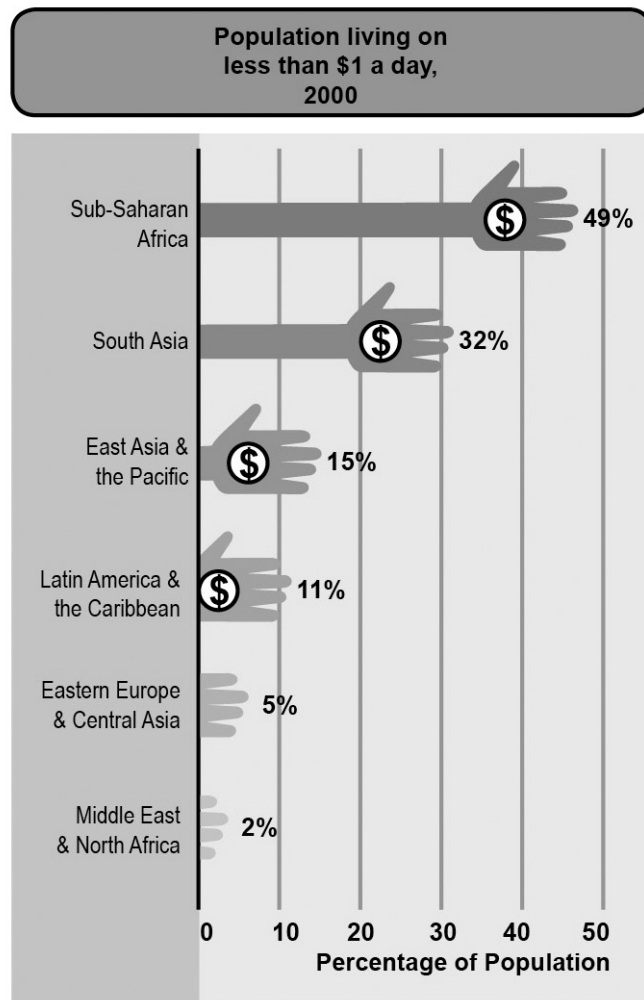


Figure 1.4 Percentage of the population living on less than one dollar a day, 2000.

The highest incidence for poverty is in Sub-Saharan Africa, the southern part of Africa under which South Africa falls, with half its population living below the poverty line of 1\$ a day. Sub-Saharan Africa is followed by Asia.

1. Do the following calculation:
How much money is a 1\$ a day? How much money is this in South African rand?



At the time of writing the guide 1\$ was equal to R 7.50. Calculate how much money is R7.50 a day in a month with 30 days.

.....
.....
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2. What is the price of bread?
- How many persons eat from bread?

3. What is the price of one cup of maize meal?
-
- How many persons eat from a cup of maize meal.....

4. How much money will a household of five needs as minimum to live on R7-50 a day?
-

5. What is the amount received through a social grant to buy the basic food items?
-

6. Explain the myth around the social grant as a replacement to provide for a livelihood.
-
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What is the purpose of the social grant?

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8. What else could be done to empower people to create a livelihood while receiving the social grant as a safety net?
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9. How do you see your role as a household food security facilitator at the start of this module? (We will reflect on this question again at the end of the module?)
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Comments on start-up activity

From Module 1 and the proverb **“one cannot live from bread alone”**, also not only maize meal. We will later in Module 4 come back to maize meal as an important cultural and a staple food. Households need a diversity of meal per day to be nutritional healthy.

The social grant has been calculated based on the minimum amount live based on the “relative” poverty line. The poverty line is defined as the less than the average income or a given percentage of the average income can be calculated using two methods: The income method and the income position method. This amount is usually based on an approach that considers the welfare position of each individual or household in relation to the welfare position of other individuals or households to the same community.

Poverty is not absolute and changes over time and seasons. Social grants based on poverty line as income indicator can never address the total income position of the poor. In 2009 it was published in Newsletter 22 of the Municipal Outreach Project that poverty is more severe among children, where the poverty rate was estimated at 65.5%, than among adults, where the poverty rate was significantly lower at 45.2%. The total number of poor children is 11.8 million, taking into consideration the fact that child support grants are provided to children 15 years and younger; it is surprising that child poverty rates are higher than amongst younger children. This is most likely that the child support grant do not move the child above the poverty line or other expenses covered in the household.

The child poverty survey was based on income below R4560 per person per year, or R380 per month. 50% of households fall within this poverty group. The poverty rate was calculated by dividing the household income by the number of people in the household. The poverty rate was highest in the Limpopo province at 78%, followed by the Eastern Cape at 77.9% and KwaZulu-Natal at 75%. The lowest child poverty was in the Western Cape at 37.9%. Child poverty was the highest in the most populated provinces Child you can read more on the Municipal Outreach Project website (<http://www.eumunicipaloutreach.org.za/newsletters/newsletter-22-2013-child-poverty.html>)

In Module 1 we have learned about food security and insecurity, malnutrition, hunger and poverty and livelihoods. Module 2 the point of departure is the devastating situation of poverty and hunger as the core issue in World food security. But can one always measure poverty and hunger in terms of money and numbers. There the main focus is on how households can be identified and assisted to take action out of this trap of deprivation. We first need to know what poverty and hunger are.



1.1 Reflecting on poverty and hunger

In this section we reflect on issues such as poverty and the effects of hunger, *chronic hunger* and *famine* how to address the effects and causes of poverty and the concepts. The deprived state of people trapped in poverty and hunger, the importance of people practicing their right to food and to provide for their livelihoods for themselves (See Figure 1.5).

People become paralysed at the thought of knowing they are hungry but have no means of providing for that need. It is therefore important to truly understand this root cause of hunger, with poverty as an important linkage. In the book "World Hunger: 12 Myths" (Lappe, *al*), the authors illustrate this point when they say that:

“The greatest obstacle to grasping the causes and solutions to world hunger is that few of us stop to ponder this elemental question: what is hunger?”

They show that hunger should not be viewed merely as the statistics of numbers of people suffering from deficient nutrition and thus the volume of food aid needed by them. Instead, hunger should be understood in terms of universal feelings experienced by the hungry, such as the anguish of impossible choices, the grief of seeing loved ones suffer or even die the humiliation of living in impoverished circumstances and fear of powerful people. As such, they state that for them hunger is the ultimate symbol of powerlessness strongly associated with poverty.

1.1.1 The effects of hunger

Josue de Castro lived as a child among permanently malnourished communities in the mangrove swamps of Brazil, and has made it his life's task to break the silence on hunger. He explains the nature of two types of severe hunger, Chronic hunger or famine, See different descriptions associated with hunger in Figure 1.5.



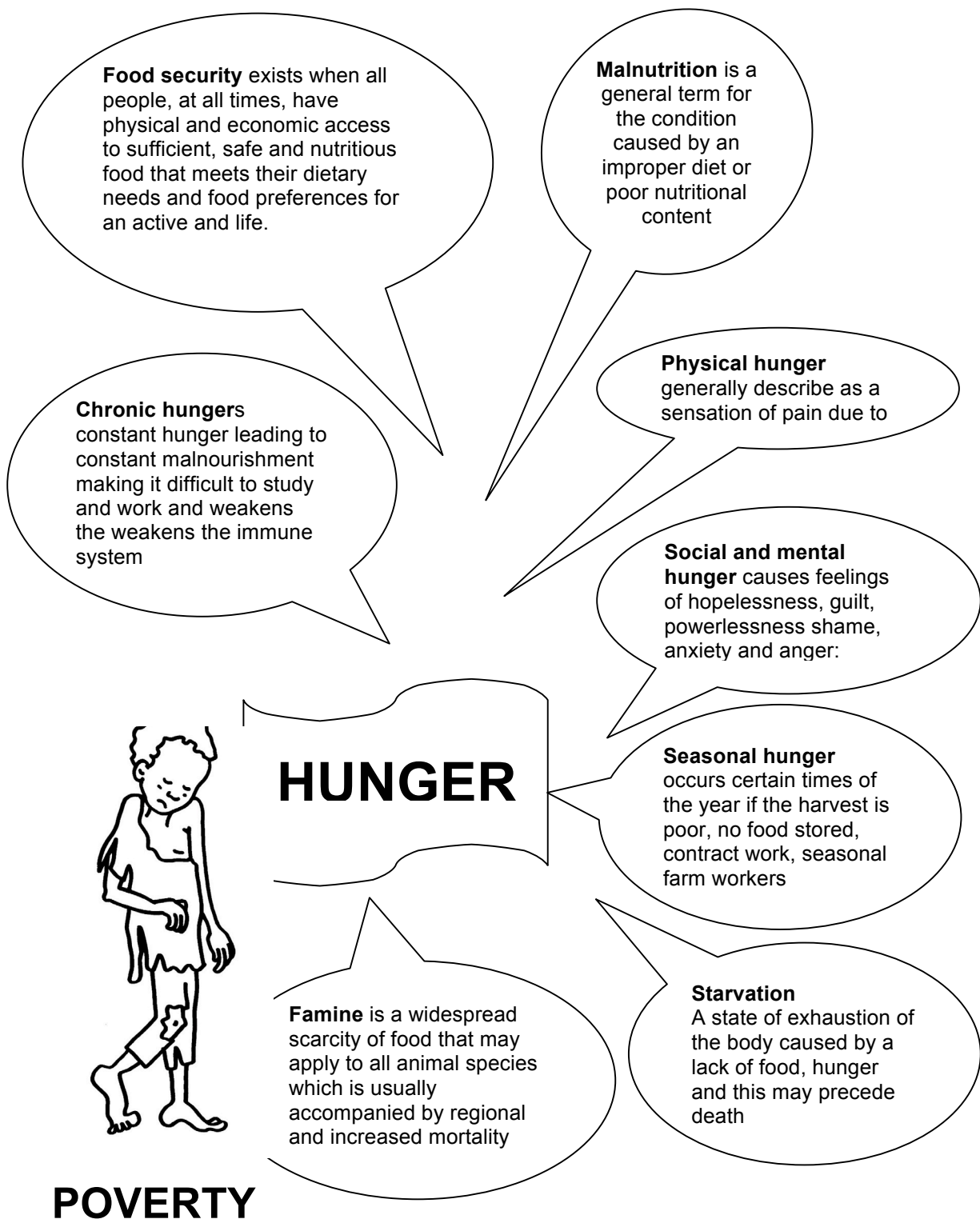


Figure 1.5 Different faces and voices of hunger and at times labelled as the same, even poverty.



In South Africa of these food insecurity, malnutrition, seasonal hunger and chronic hunger are the most pressing needs. We will refer to this later in the module. It is however necessary to grasp the impact of hunger. Read the quotation below.

“There are two ways of dying of hunger: one is not to eat at all and rapidly waste away until death and the other is to eat inadequately and begin a cycle of specific deficiencies which might ultimately end up in death. Partial or chronic hunger is more pressing than total hunger (starvation). The latter has social and economical impact but the former (chronic hunger) will silently destroy and undermine countless populations.”

Access the following website to get a better understanding of this:
[<http://www.josuedecastro.com.br/engl/hunger.html>]

Write down your reflective thoughts in the space provided below on.

Food insecurity

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Starvation

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Physical hunger

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Seasonal hunger

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Famine

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Hunger

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Poverty is usually described as the root cause of hunger. And hunger has many faces and can be caused by different factors without the presence of poverty in the first phase. Poor countries and extreme poverty of households are the most undisputable causes of hunger. But seeing poverty as the only root cause of hunger is simplifying the picture.

In fact real poverty is both a cause and a consequence of hunger. Undernourishment and malnutrition are the critical link in the vicious cycle of poverty. One third of poor health outcomes are associated with hunger and malnutrition as discussed in Module 1.

In Figure 1.5 the different hunger and associated definitions are made visual. Hunger has become in the lay-man's language a label for these concepts and perhaps associated with many other such as poverty. The link between hunger and poverty is displayed in Figure 1.6.





Workbook Activity 1.1: Complete this activity in you workbook

The role of food security in hunger and poverty

Study the Figure 1.6 below on poverty as a root cause for hunger

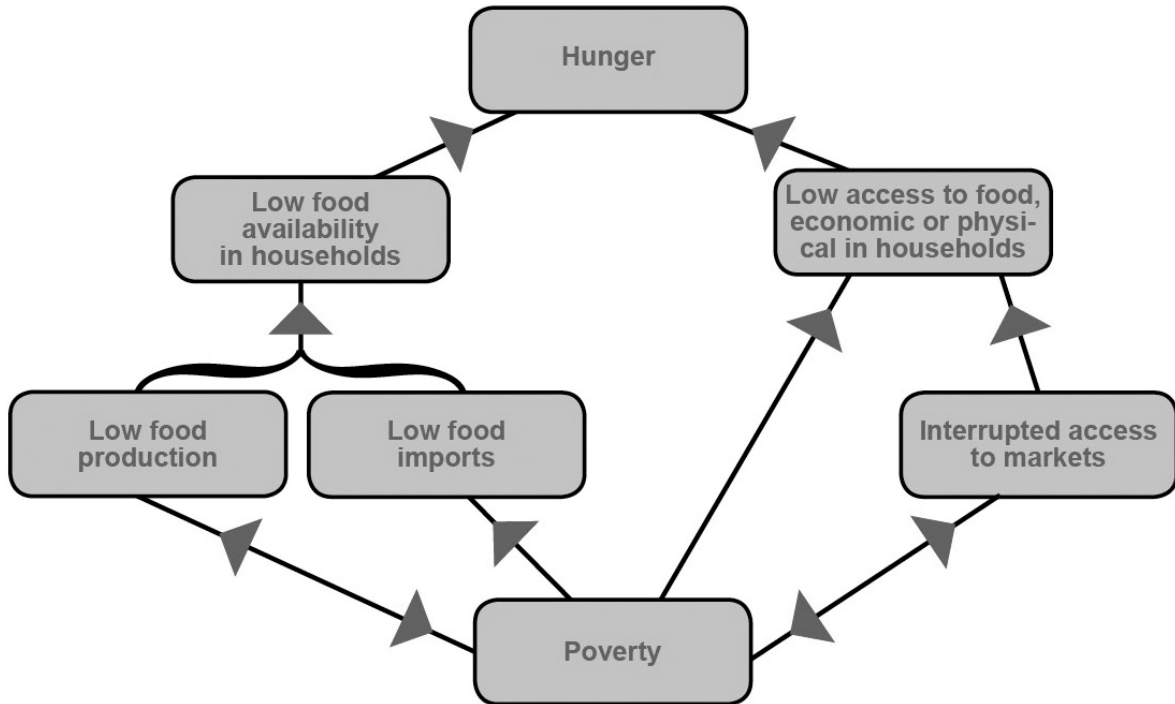


Figure 1.6 Food securities as the link to the causes and effects of hunger and poverty

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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Comments on Activity 1.1

Food security can be seen in the diagram as the core between hunger and poverty. Food insecurity may cause both poverty and hunger. While interventions related to the four dimensions of food security: availability, accessibility, utilization and stability should if successfully implemented address both.

The extent to which food is available through production or the market determines the availability, as well as the access of food by and in a household. While interventions related to the four dimensions of food security: availability, accessibility, utilization and stability should if successfully implemented address both.

Many decisions related to food security will determine whether a household can be food secure. Many decisions related to food security will determine whether a household can be food secure. Lewin (1947) has described these channels how food is moving into the household, the tension between decisions to the taken and in the end the food that will be served. Participatory approaches through the use of democratic and interactive processes for building capacity for renewed decision-making capabilities. The very purpose of participatory approaches is to fight hunger, poverty and the hopeless effects of being hungry. We discuss it later in this Unit.

1.1.2 Poverty

Hunger and poverty are different, but so similar in its causes and effects that it becomes difficult to differentiate between the two. How is poverty defined by the United Nations?

The United Nations describe poverty, fundamentally, as a denial of choices (taking away the privilege of making decisions) and opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in society. It means not having enough to feed and clothe family, not having a school or clinic to go to; not having the land on which to grow









one's food or a job to earn one's living, not having access to credit. It means insecurity, powerlessness and exclusion of individuals, households and communities. It means susceptibility to violence, and it often implies living on marginal or fragile environments, without access to clean water or sanitation. (UN, 1998).

The above definition is a very broad statement with similarities to what we have learned about food insecurity, hunger and livelihoods. We can identify the poor at different levels of action: the international and national level, communities in provinces and households in communities. To reduce poverty and hunger is a world food security issue.

International Millennium development Goals

The Millennium Development Goals for 2015 have been set for global international development with indicators to monitor the number of people living with hunger and in poverty. By 2015 the world wants to see hunger and poverty halved in the world. The Millennium Development Goals as follows:

| The Millennium Development Goals | |
|---|--|
|  | <p>1. Eradicate extreme poverty and hunger</p> <ul style="list-style-type: none"> • Reduce by half the proportion of people living on less than a dollar a day. • Reduce by half the proportion of people who suffer from hunger. |
|  | <p>2. Achieve universal primary education</p> <ul style="list-style-type: none"> • Ensure that all boys and girls complete a full course of primary schooling. |
|  | <p>3. Promote gender equality and empower women</p> <ul style="list-style-type: none"> • Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015. |
|  | <p>4. Reduce child mortality</p> <ul style="list-style-type: none"> • Reduce by two thirds the mortality rate among children under five. |
|  | <p>5. Improve maternal health</p> <ul style="list-style-type: none"> • Reduce by three quarters the maternal mortality ratio. |
|  | <p>6. Combat HIV/AIDS, malaria and other diseases</p> <ul style="list-style-type: none"> • Halt and begin to reverse the spread of HIV/AIDS. • Halt and begin to reverse the incidence of malaria and other major diseases. |



| | |
|---|---|
|  | <p>7. Ensure environmental sustainability</p> <ul style="list-style-type: none"> • Integrate the principles of sustainable development into country policies and programmers; reverse loss of environmental resources. • Reduce by half the proportion of people without sustainable access to safe drinking water and basic sanitation. • Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020. |
|  | <p>8. Develop a global partnership for development</p> <ul style="list-style-type: none"> • Develop further an open, rule-based, predictable, nondiscriminatory trading and financial system. • Address the special needs of the least developed countries, landlocked countries and Small Island developing States. <i>(FAO, 2009)</i> • Deal comprehensively with developing countries' debt. • In cooperation with developing countries, develop and implement strategies for decent and productive work for youth. • In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries. • In cooperation with the private sector, make available the benefits of new technologies, especially information and communications technologies. <p><i>(Adapted from FAO, 2009)</i></p> |

At the recent World Summit 2009 the Director-General Ban Kid-Moon said that action is critical. Out of a billion people suffering from hunger (one person out of every six persons) suffers from chronic hunger worldwide, some 200 million are children. In 2050 (forty years from now) the world will need to feed 2 billion more mouths – 9.1 million people in all. Why does Ban Kid-Moon make these challenging remarks? Does this mean the Millennium Development Goals are failing us? What needs to be done?



Activity 1.2: Complete this activity in your study guide

The first MDG as the core gear of the cluster MDG gears.

Aim: Reflect on the MDGs and the possibility for the goals to be attained.

Time: 30 minutes

What you are to do

The first goal are of particular importance as the other MDGs rotate around the first goal and from we what learned largely depend on reducing the people living with hunger and poverty.



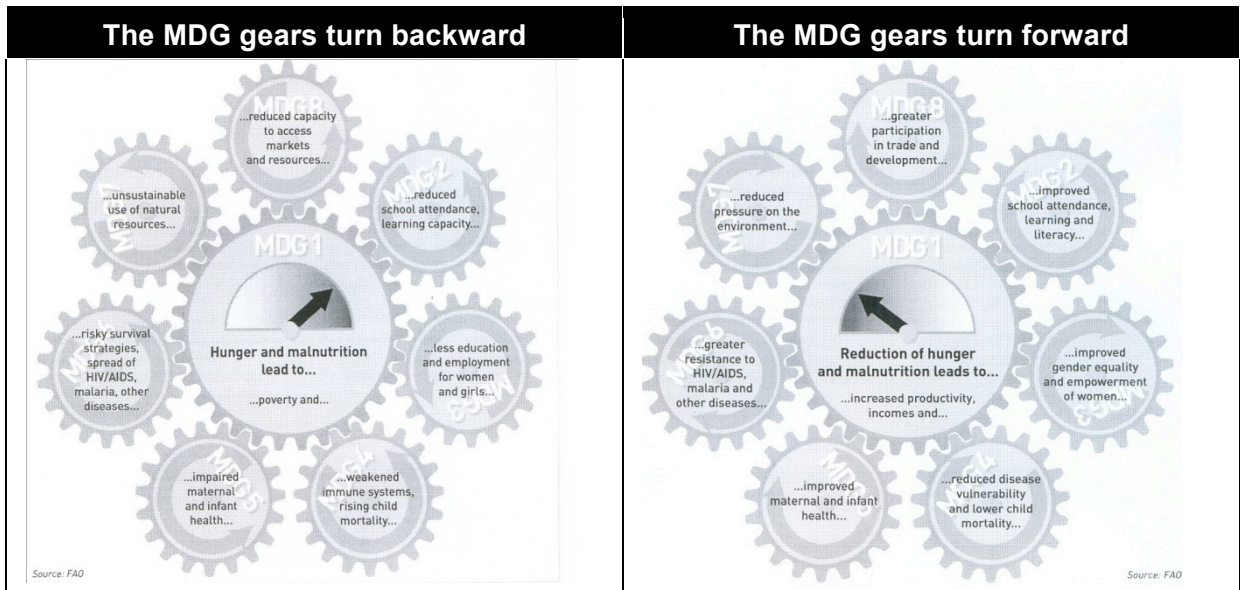


Figure 1.7 Turn the gears backward or forward on hunger and poverty: When will all the MDG's towards world food security improve?

1. If one turns the inner gear what will happen to the right, opposed to turning the middle gear to the left?

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.....
2. Is it possible to turn only the inner gear addressing only hunger and poverty to improve food and nutrition security?

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.....
3. If turn one turns one or more of the outer gears to the right, and addressing only some issues at the same time what will happen? Will the inner gear move? What does the speed against which the inner gear turn tells us?

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.....
4. Can hunger and poverty be reduced by agricultural intervention in providing land and producing food for the market? Give your reasons.

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5. If possible, will it be a slow or rapid process. What do you suggest should be the development focus or foci?

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6. UN Director General says what is needed is below:

"'single global vision' to address the plight of the world's billion hungry people.....Our job is not just to feed the hungry, but to empower the hungry to feed themselves," (Kid-Moon, 2009)

What does Ban Kid-Moon mean by these words?

.....
.....



Comments on Activity 1.2

We are not all familiar with gears. But think about a speedometer. The motor car will run faster forward if the speedometer moves to the right. If it moves backward the motorcar loses speed. If the inner gear turns faster the smaller outer gears will turn faster and add a multiplier effect.

Think about a donkey cart. If the cart has small wheels turning faster and pulled by two donkeys the speed will be less than a cart with big wheels turning slower pulled by two donkeys. The donkeys will have to work harder and probably slow down. To address hunger and poverty the big wheel turning will be more effective use of effort by the donkeys. Could this mean that the big wheel will have a multiplier effect to the effort of the two donkeys? So, do we go for the inner gear and the big wheels?





Figure 1.8 A donkey cart with big wheels to be pulled faster by the donkeys.

Does a donkey cart move backward? What does this mean? The simpler we keep the task and use the cart with the big wheels we may move forward? Focus on the big issues hunger and poverty to move the whole MDG cart forward.

If the country has only this much agricultural arable land. Is their farm land for each household? Even if there is we too many people, so who gets the farmland. Agriculture is a business producing for the masses and for profit. We need the agriculture businesses for national food security and export to other neighboring countries. On the other hand, statistics are quoted that by FAO and UN that 70% of the farmers in Africa are women farming with little inputs and hardly any extension services. Could we grow food enough for a household on a 0.25 hectare to 1.0 hectare for a year if we can store some, sell some and still keep our families healthy for our children to become productive citizens and employed.

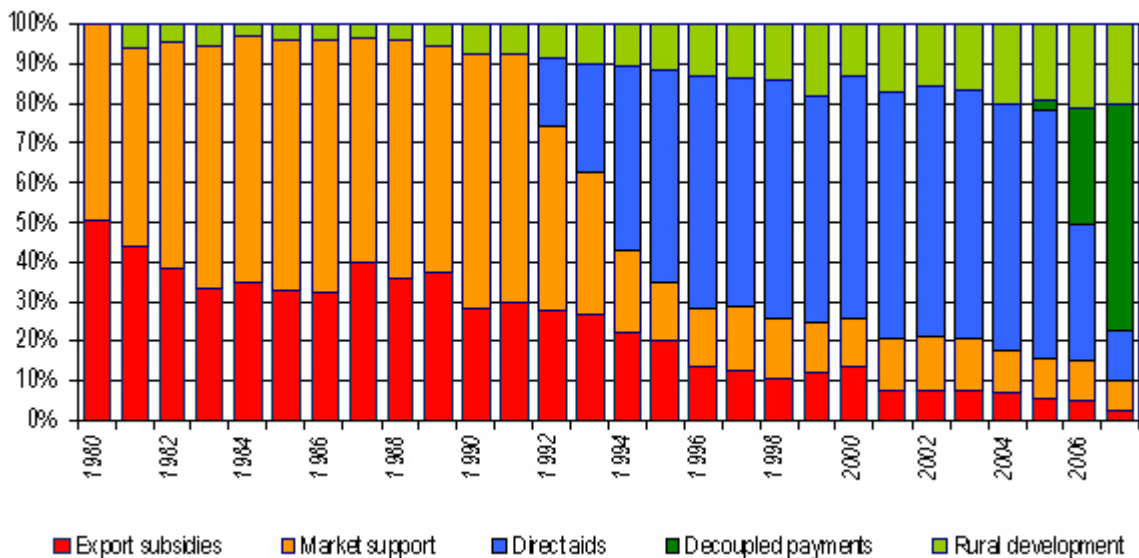


Figure 1.9 Aid to development by the European Union. (EU, 2007)



From left to right, the bottom shows export subsidies declining, market support declining, direct aids was enormous and suddenly declined, then on the far right there is some decoupled payments. The top layer from the left to the right in the Figure shows the benefit of aid to rural development which is broadening and becoming more evident as development approach to be funded. With rural development comes human development such as education and training. The EU funding then aims to supports three types of measures:

1. improving **access to agricultural inputs and services**,
2. **safety net** measures, and
3. small-scale measures aiming at **increasing agricultural production** (like microcredit, storage, and training).

This direction supports the notion of food security as an importance link between agriculture, food and nutrition to address hunger and poverty. Seeing poverty as the only root cause of hunger is over simplifying the picture. In fact real poverty is both a cause and a consequence of hunger. Undernourishment is the critical link in the vicious cycle of poverty. One third of poor health outcomes are associated with hunger and malnutrition as discussed in Module 1.

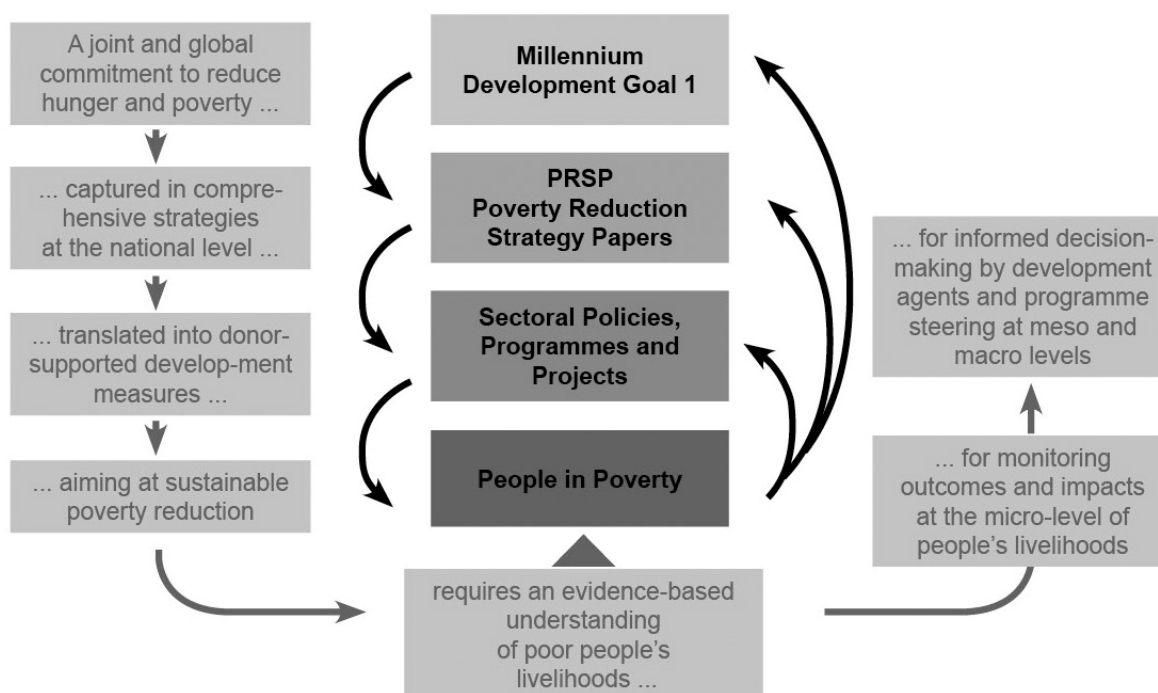


Figure 1.10 Sustainable livelihoods as a cross-cutting issue in addressing MDG 1.

To attend to the MDG 1 it may give food security a kick start for sustainable livelihoods as a cross-cutting issue for hunger and poverty. Food security and sustainable livelihoods for the reduction of poverty and hunger remain to the key to be addressed by integrated programmers supported in an enabling environment.



The high level Panel of Experts on Food Security (2012) is recommending the following:

1. Integrate **food security** and **climate change** concerns
2. Increase **resilience of food systems** to climate change
3. **Develop low-emissions agricultural strategies** that do not compromise food security
4. **Collect information locally**, share knowledge globally, and refocus research to address a more complex set of objectives
5. **Facilitate participation of all stakeholders** in decision making and implementation

South Africa released in 2002 the Integrated Food Security Strategy to address poverty and hunger. The strategy is one of the best and the above reinforce the strategy that lists five programmes for South Africa on all four levels of government. In 2007 the National School Nutrition Programme was added to the list with three components sustainable food production, school feeding and nutrition education. Let us look at the motivation for the IFFS.

Poverty in South Africa

The Integrated Food Security Strategy in South Africa (IFSS) is a long-term policy plan to implement programmes to address the different issues on household food security (Department of Agriculture, 2002).

In everyday language poverty is associated with income and as measured as an economic outcome. There are two ways to measure poverty as income. The examples have been taken from the Integrated Food Security Strategy (2002). The two measurements are the Poverty Head Count Index to measure the number of people living in poverty and the other the Poverty Gap Index is the share of poverty in specific graphical area or specific situation.



Activity 1.3: Complete this activity in your study guide

Aim: Identify the poorest population groups in South Africa?

Time: 10 minutes

What you must do

Read the histogram below from the Integrated Food Security Strategy (IFFS). On the left vertical axes is the percentage and on the horizontal axes the four main population groups.



Fig 2: Poverty:- Head count index by population group

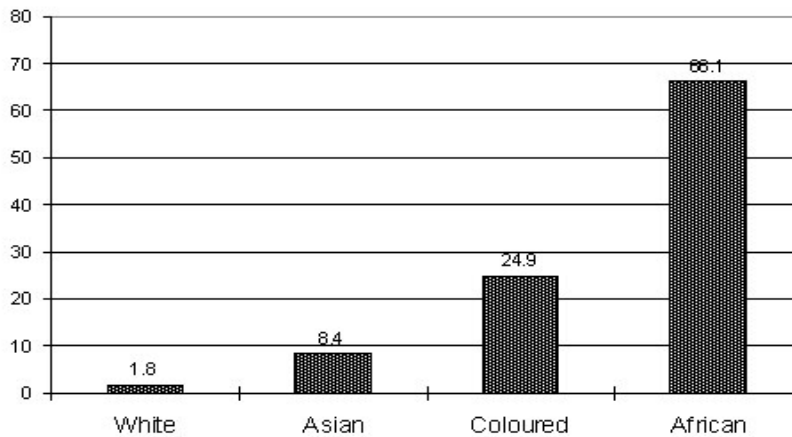


Figure 1.11 Poverty: Head count index by population group adapted from the IFSS (RSA 2002)

1 List the head count index for poverty for each population group from the highest to the lowest

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.....

2 What does this mean to you as a food security facilitator where the need is for intervention?

.....
.....



Comments on Activity 1.3

The information used in the activities is from the Integrated Food and Nutrition Strategy which is still in use as a policy document today. References to more recent information will be provided later in the Module.

In the world hunger and poverty are seen as multi-racial. In South Africa hunger and poverty has a developed a racial face for many reasons, because of its history, its two economies, its multi-racial composition and relationships with neighboring countries.





Activity 1.4: Complete this activity in your study guide

Aim: Where are the poor in South Africa?

Time: 10 minutes

What you must do

Read the pie graph below from the Integrated Food Security Strategy. The circle is divided in sections (like slices of pizza). The larger the slice the higher the percentage it represents.

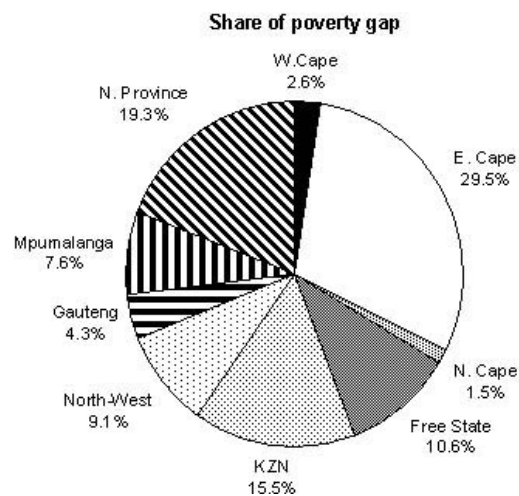


Figure 1.12 Share of poverty in each province in South Africa adapted from IFSS (RSA 2002)

1. Identify the 4 provinces with the highest percentages of poverty in South Africa.

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2. Which provinces are referred to as the rural provinces?

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Comments on Activity 1.4

In South Africa hunger and poverty are referred to as higher in the rural provinces. What meaning does this have for poverty alleviation and hunger actions? Does this mean that only these provinces should receive assistance and intervention support? Unfortunately South



Africa the provinces with a lesser percentage of poverty do have pockets of severe poverty and hunger especially in slum areas of larger cities and mostly in Gauteng and Western Cape. The Northern Cape is a poor province and therefore has a slow percentage of poverty in South Africa. The population is scattered in the province and the small percentage may be a large percentage of the people in the province on its own.

In 2001 the State President of South Africa announced the most areas with the most severe poverty and declared them nodal areas that need intensive attention for development, to alleviate poverty and hunger. These areas are given in Figure 1.13. The dark areas are the position of the poverty nodes.

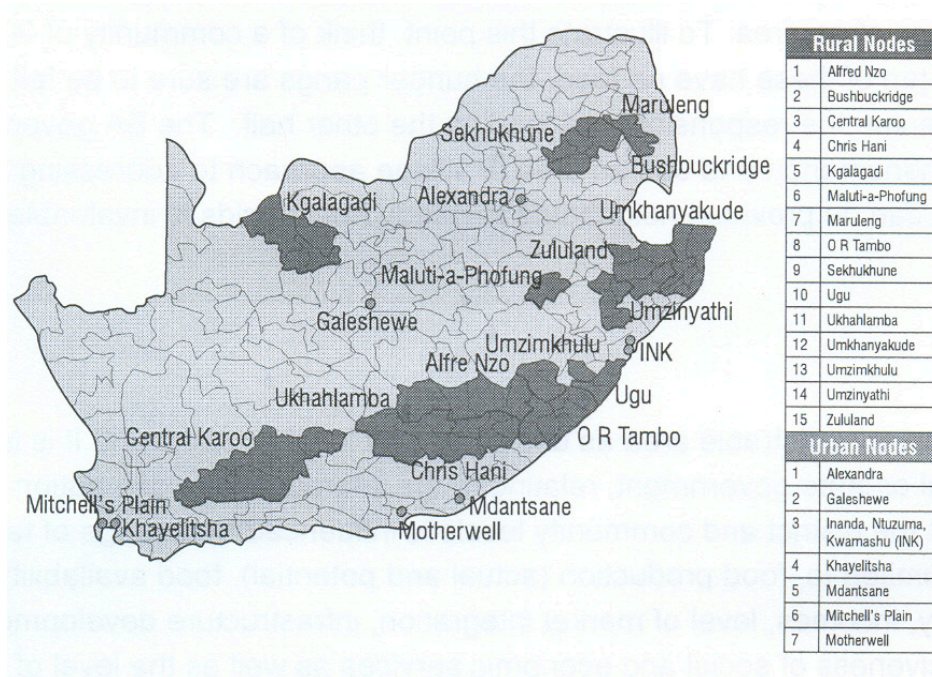


Figure 1.13 Presidential poverty nodes in rural and urban areas of South Africa

Are you working in one of these areas? If not, are there poor and hungry people where you are working? They are amongst us wherever we go. How do we identify the poor and hungry?

The President has declared the War on Poverty Campaign. This is an intensive field level effort to identify the poor of the poorest wherever they are. They may not be only in the nodal areas but are identified by community development workers with the collection of data in communities to mobilize the households on field level and support services.

It is recognized that within South Africa in rural provinces and municipal nodes there will be communities with higher than moderate scores depending on where the poor are and who could face severe food insecurity with hazards (You are advised to consult Module one on these concepts again). It is known that people in South Africa, such as seasonal farm workers, dry land subsistence farmers and contract workers could experience seasonal food insecurity and hunger.



Food Insecurity and the IPC

South Africa will be rolling out the IPC in all provinces to monitor food insecurity. The field workers and researchers will be required to gather data from the micro to the macro level to assess the food security situation in vulnerable communities and how it changes over time to identify the kind of support needed. Who are the poor?

South Africa is not seen in Sub-Saharan Africa as a country with severe food insecurity. It is also not a country vulnerable to a humanitarian crisis or a famine under present circumstances. In measuring and monitoring vulnerability to food insecurity and hunger in South Africa the instrument to measure vulnerability called the Integrated Phase Classification (IPC). This classification indicates that South Africa has moderate food insecurity. This has been referred to in Module 1 as a measure for vulnerability and severity.

A classification system for the various phases of food insecurity, called the Humanitarian *Integrated Phase Classification (IPC) System*, includes information on:

- crude mortality rate
- acute malnutrition
- stunting
- disease
- food access/availability
- dietary diversity
- water access/availability
- livelihood capitals
- livelihood coping strategies
- hazards
- institutional structures
- destitution/displacement
- civil security

Note: At this stage you should be familiar with the terms and concepts given in the bulleted list above. However if you are unsure of the meaning of some of them, you can consult Module 1, and its glossary.

The Sphere Handbook published in 2009-2010 also gives the standards for measuring vulnerability and risk including food security and nutrition.

It can be used as a tool to aid *learning by doing*. Depending on the problem and the area, the IPC classification is used by a team consisting of specialist researchers, programme coordinators and field workers.



Primary and secondary data are gathered. Primary data are data gathered in the field or from ongoing monitoring systems. Secondary data are data gathered previously and usually available from data systems or reports. The researchers will be required to gather data from the micro to the macro levels over time in order to assess the food security situation in vulnerable communities. Fieldworkers are used on the micro-level to gather information from households in communities. This will help them to identify the kind of support needed. (See Part 2)

Re-enforce your understanding of this section on poverty and hunger by doing the next activity.



Workbook Activity 1.5: Complete this activity in your workbook

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. Apply the three questions below to your experiences with these people.
2. These questions can easily be incorporated in conversations and be your first tool to apply without paper
3. Reflect on poor people/households you regularly interact with in your community.

Questions

Ask the three questions on whether in the past four weeks have the households done any of below:

- A. In the past 4 weeks / 30 days was there no food at all to eat of any kind in the house, because of lack of resources to get food? (Never 0 , Rarely/ sometimes =1, Often=2)
- B. In the past four weeks did any one go to sleep at night hungry because there was not enough food? (Never 0, Rarely/ sometimes =1, Often=2)
- C. In the past four weeks have anyone went a whole day and night without eating anything at all because there was not enough food for all household members? (Never 0 , Rarely/ sometimes =1, Often=2)

If your answers to the questions above are **never occurred =0, rarely (1-3 times) or sometimes (4-9 times) = 1, or often (more than 10 times) =3**, the people could be from households who experience hunger. Calculate rarely and sometimes as 1.



Key for analysis of Household Hunger Score (HHS)

| Household Hunger Scale | Household Hunger Categories | Your scores | | | | |
|------------------------|--------------------------------------|-------------|-----|-----|-----|-----|
| | | HH1 | HH2 | Hh3 | HH4 | HH5 |
| 0-1 | Little to no hunger in the household | | | | | |
| 2-3 | Moderate hunger in the household | | | | | |
| 4-6 | Severe hunger in the household | | | | | |
| Score per HH | | | | | | |

The HHS is an international cross-cultural score indicating hunger, food insecurity or emergency feeding under severe circumstances.

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

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

.....

.....

.....

.....

.....

Under what circumstances are the hungry and food insecure living?

.....

.....

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.....

.....

Why is it so difficult to identify the hungry and vulnerable to be food secure on face value?

.....

.....

.....





Comments on Activity 1.5

The three questions in the block above can be used in interviews, in structured questionnaires or as a PRA group activity when working with households. The answers can be scored and used as an example of the simple scoring method we will use also in the household survey. These three questions have been tested internationally with different cultures and are therefore universally used as a hunger scale.

The poor and hungry can include persons from the different categories as you can see in Figure 1.14 below.

The categories indicate that individuals or households are the people that may be hungry. There is no single means to guarantee food security for all individuals, or households or even nations by outside agents. Individuals and households function in a private domain and we have to find ways and means to involve the individuals and households in gathering information, finding solutions and taking action that will enable them to address poverty and hunger themselves.

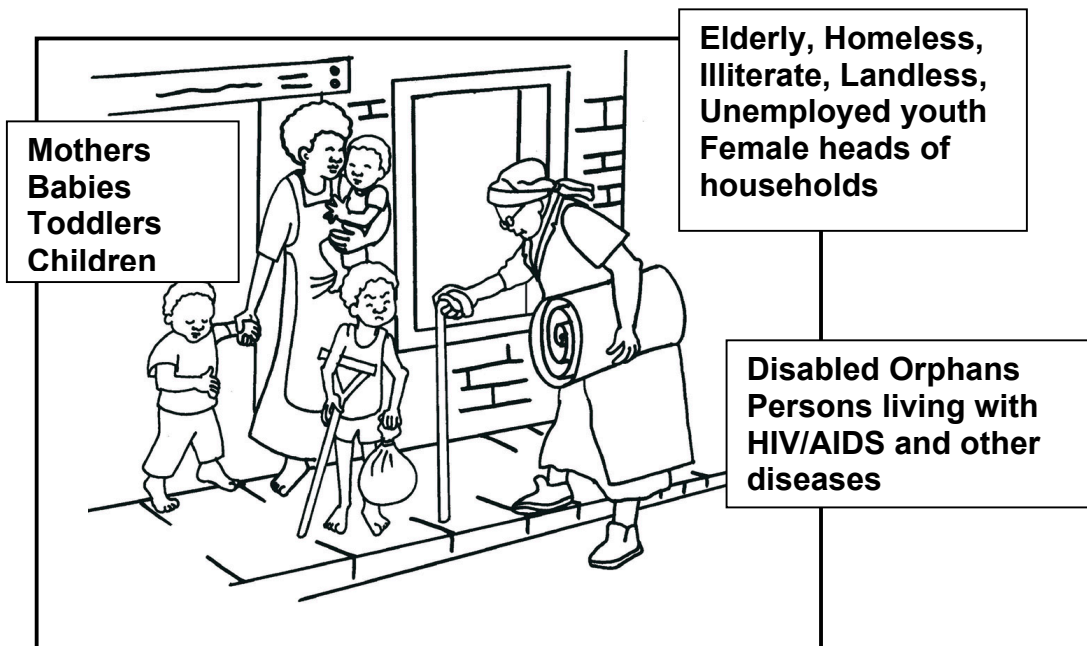


Figure 1.14 Who can be regarded as the poor, the hungry and the vulnerable?

The poor, hungry and vulnerable to food insecurity mostly have an access problem and are households or individuals that do not have:

- Access to land and other natural resources such as water and firewood, and also for reasons other than ownership,



- Access to food production equipment and labour
- Access to postharvest labour
- Access to infrastructure for food production, processing and marketing
- Access to transport facilities to reach the market
- Access to credit
- Access to employment and opportunities to increase income
- Access to information and the means to be prepared for emergencies such as drought.
- Access to resources to care for their family and household
- Access to health facilities, schools, training and communication technologies
- Access to groups and institutions to make political structures more responsive.
- Access to cultural institutions and participation in ceremonies and rituals.
- Access to housing, sanitation and waste disposal services

Note:

These vulnerable people may also not have the competencies necessary to deal with the problems above.

The information on access needs to be gathered by households and individuals to learn about themselves and discover opportunities to help themselves. However, from your experiences this is not straight forward and by no means an easy task.

Figure 1.15 below illustrates the relationship between the access to assets and food insecurity.

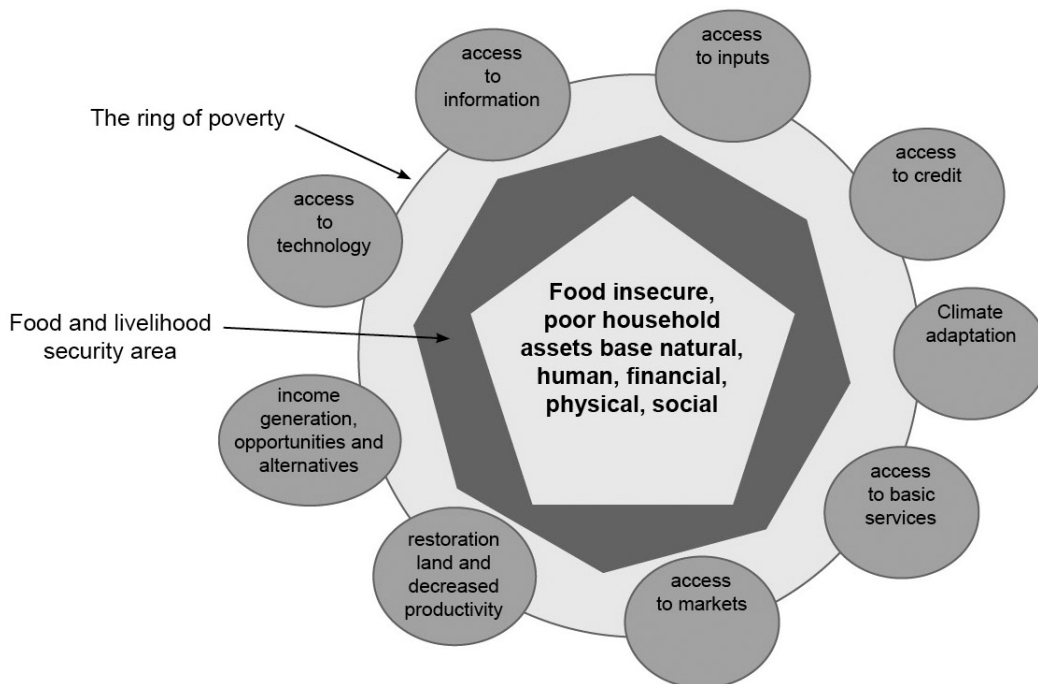


Figure 1.15 Access to assets impacts on food security



In the next section we will examine the human and social dimensions of hunger and poverty. This knowledge will enable you as a HFS facilitator to interact in a sensitive manner, with the community, a group, household or individual.

1.2 Healing as a foundation for food security

In the previous section we have taken a closer look at poverty and hunger and at the immediate impact of this on food security. Our first target is therefore the poor and the hungry. We need to develop a deeper understanding of hunger and malnutrition and how to use this knowledge to improve the effectiveness of our facilitation strategies.

Joshua de Castro lived as a child among permanently malnourished communities in the mangrove swamps of Brazil, and has made it his life's task to break the silence on hunger. He explains some of the effects of severe hunger on the individual's way of thinking about life. De Castro explains the nature of two types of severe hunger:

“There are two ways of dying of hunger: one is not to eat at all and rapidly waste away until death, and the other is to eat inadequately and begin a cycle of specific deficiencies which might ultimately end up in death. Partial or chronic hunger is more pressing than total hunger (starvation). The latter has social and economical impact but the former (chronic hunger) will silently destroy and undermine countless populations.

De Castro also says that:

Hunger not only acts on the body of the victims... it also destroys the spirit, the mental structure and the moral conduct of these people. No other calamity can disassemble the human character as deeply and as harmfully as hunger.”

Something to do

Carefully read the quotations above. Reflect on ways in which the human character can be disassembled (broken down) by the calamity of chronic hunger. Think of what you know people do when they are desperate for food and cannot see a way out. How do they behave? What do they do and say which they normally would not do and say? You may also want to read the following website to get a better understanding of this topic.

[\[http://www.josuedecastro.com.br/engl/hunger.html\]](http://www.josuedecastro.com.br/engl/hunger.html)

Myths about hunger

In the Western World hunger is regarded as being caused mainly by economic ills. Is this entirely true? Lappe, *et al.* refers to these economic ills as myths. Myths are reasons for conditions which people believe to be true, but which are misconceptions.



“The 12 Myths about Hunger are:

- *Not enough food to go around*
- *Nature is to blame for famine*
- *There are too many people on earth*
- *Protection of the environment at the cost of having food*
- *The Green Revolution is the answer*
- *We (the developed world) need more land and larger farms*
- *The free market can end hunger*
- *Free trade is the answer*
- *People are too hungry to fight for their rights*
- *More US Aid will help the hungry*
- *We (the developed world) need to benefit from poverty*
- *We need to curtail freedom to end hunger.”*

For more information consult: <http://foodfirst.org/12myths>.

Something to do

1. Discuss the 12 myths in your group.
2. Do you as an individual agree or disagree that one or more of the above are myths, or do you believe them to be the main reasons for hunger?

It is important to realise that only by freeing the hungry and ourselves from the grips of widely held myths can the root causes of hunger be grasped and solutions found.

1.2.1 Healing of food insecure care givers

Thandi, whom you met in Module 1, was told of the work done in the field of food insecurity by Ma Tshepo Khumbane and members of her care group. Since the early 1970s, Ma Tshepo Khumbane has lived and worked with food insecure households across South Africa and Lesotho as a beloved and respected social worker and development activist. She has a deep understanding of the stress and effects of chronic hunger on the mental state of household caregivers who fail to feed their families adequately. You will hear about Ma Tshepo Khumbane’s work throughout this module but from here on, we will refer to her as just MaTshepo.





What is stress?

*In short, stress is what we feel when we think we've lost control of events **Stress is therefore a condition or feeling experienced, when a person perceives that demands exceed the personal and social resources he/she is able to mobilize.** This is the most commonly accepted definition of stress*
(Richard S Lazarus)

.....
Figure 1.16 MaTshepo Khumbane: Development activist for household food security

MaTshepo has found that for a food security intervention to be successful we cannot only give attention to the physical dimensions of poverty and hunger, but we also need to address other dimensions, including the “emotional” dimension (psychological). She learned through experience that the emotional healing of the household caregiver and the healing of family relations are essential to create a secure base from where an individual can plan and act with confidence and joy. Often, when this is achieved, family members all start helping to shoulder the tasks for food security and harmony.



Workbook Activity 1.6: Complete this activity in your workbook

Silencing the "voices in the head"

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

Time: 20 minutes

What you must do

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





Case study: The spirit of hope for Justicia community

MaTshepo 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?
2. How will the people in Justice be able to have no more tears and no more sorrow?
3. Why do you think there are conflicts, gossips and petty jealousies?
4. Which kind of healing does this poem highlight?



Comments on Activity 1.6

Feelings of guilt, anger and powerlessness, and eventually apathy and hopelessness, are common among the caregivers of food insecure households. MaTshepo's poem about 'silencing the voices in the mind' describes the multiple voices of sorrow, tears, anxiety, self-loathing, gossip and disrespect from neighbours and family. People who suffer severe nutritional deficiencies sometimes experience hallucinations (false perceptions of self that are not based on reality).



The 'voices' can ring so loud in the mind of the food insecure mother, that at times she may be unable to hear advice – let alone act on it. The HFS Facilitator has to be mindful of these feelings and physical and mental suffering such persons may be experiencing. At times the facilitator may need to soothe and encourage, while at other times s/he may have to take a firm approach. The ability to use one's judgement on the most effective approach in different situations comes with experience.



Activity 1.7: Complete this activity in your study guide

Your own feelings about hunger

Aim: Reflecting on your own feelings about hunger

Time: 15 minutes

What you must do

Imagine a situation when you and your family experienced hunger and then answer the following questions.

Questions

1. Have you ever been in a position where you were unable to feed your family?
.....
2. How would you feel if you were unable to put food on the table for your family, day after day?
.....
3. Describe your feelings towards other people who have enough to eat?
.....
.....
4. How do you think people who are food secure will act towards you if you are food insecure?
.....
.....
5. Make a list of your feelings. Distinguish which feelings are about physically not having food and which are social, psychological (mental) and spiritual (emotional) feelings.
.....
.....



6. Suggest how you as a food insecure person can address the emotions associated with hunger.

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



Comments on Activity 1.7

You do not have to write down all your personal issues, but it is important that you reflect on your own feelings.

Each of us has different experiences and ideas about hunger. The ways in which these feelings are coped with, or treated, may differ in different communities and cultures. Remember to be culturally sensitive when working with food insecure people in a community.

1.2.2 World views on well-being and healing

Dimensions of healing

Healing has different dimensions and in order for healing to take place we need to address all the dimensions. Healing in the traditional and indigenous sense has four dimensions namely the physical, social, psychological and spiritual dimensions. People with post-traumatic stress need psychological attention.

An example of the positive effect of giving attention to the psychological and spiritual dimensions is the post apartheid era. When Apartheid ended and to build a reconciled nation people benefited from the national intervention of reconciliation, religious institutions and traditional healer ceremonies to restore the contextual self of the traumatised groups, families and individuals. The same principles apply to the traumatic experiences of people who suffer from hunger and poverty.

People have always been asking questions such as *where do we come from? What is the purpose of life? How shall we behave? Why should we behave in this way? What is the consequence of misbehavior? Why is there so much suffering in the world? What is death and what does it mean?*

Each culture has stories that are passed down from one generation to the next that try to answer the deep questions about life, death, love, hatred, joy, sadness, food and health and the best ways to live. Stories, poems and songs describing these themes were shared long before they were written down. These stories are often called *myths*.



Myths are stories that are based on tradition. Some may have factual origins, while others are completely fictional. But myths are more than mere stories and they serve a more profound purpose in ancient and modern cultures. Myths are sacred tales that explain the world and man's experience. Myths are as relevant to us today as they were to the ancients.

(In search of myths and heroes, http://www.pbs.org/mythsandheroes/myths_what.html)

An example of a cultural story is *The Origin of Life and Death: African Creation Myths*: Ulli Beier ed. 1966).



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.



Workbook Activity 1.8: Complete this activity in the workbook

Interpret a creation story

Reflect on a creation story and draw out important lessons.

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



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)
2. What message do you get from this story?
3. Do you know any other creation story? Are there any similarities with this story?



Comments on Activity 1.8

There is no wrong or right response as the message you get from this story depends on your own view and experience of life. However, here is one point of view you might consider. The huge drop of milk suggests that the people who originated this story probably had cattle and the milk they got was seen as life giving and sustaining. So initially the universe consisted of life giving properties. Humans are closely linked to the earth because they were made by a higher being from valuable elements found in the environment namely stone, iron, fire, water and air. The difficulties, disease and death suffered by humans are a direct consequence of their pride. But the situation is not hopeless as the eternal God has defeated death and has thus given humans new hope. Many cultures and religions have creation stories with similar themes.

Many people today have lost most of these cultural 'stories' from their heritage because of migration, replacement, urbanization and communication technologies, which expose people to a variety of different views of the world. As a result, people form their own new meanings. Over time culture changes and adapts to new circumstances. The adaptation and blending of culture is known as acculturation. Cultural conscience and proud communities still transfer cultural beliefs and practices from one generation to the other. New meanings can also develop through people interacting with others from diverse cultural backgrounds.

Many people in Senegal see the physiological symptoms of disease in an individual's body as signs of disorder in their relationships with their family, community, or the spirits of the ancestors. They see no difference in reality between the physical world and invisible realm of the spirits of the ancestors. The difference they say is in visibility. This view leads people to try to restore health by restoring relationships usually via a traditional healer.

“It takes a village to raise a child.”

(African proverb)

In many African cultures ubuntu is an example of a worldview in which a person can only be complete through the relationships with other people. This belief is expressed in an ancient proverb about child rearing that you are probably familiar with. It teaches a deep truth about our human condition that no one is an island. We need the support of

each other to live and survive. For people who embrace this African worldview relationships with others are of primary importance.



Ma Tshepo builds on the strength of deep-seated ubuntu beliefs in her work with groups of women caregivers. In the mind mobilization approach she uses, she helps people to build strong social relationships of support with others who are facing similar food insecurity problems. By creating a non-threatening and open atmosphere she enables each person to admit that they have a food security problem. This is the first step towards healing their feelings of fear of ridicule, anxiety about being helpless, and depression about a hopeless future. Ma Tshepo instinctively and through years of experience of working side by side with food insecure caregivers developed an approach that provides them with physical, psychological, emotional and spiritual support. This approach responds to the needs of the whole person.

Modern western psychology and eastern philosophies are in support of views that see humans as beings that have physical, mental, emotional and spiritual needs. Any development and support interventions must incorporate actions to meet these needs in order to be successful.

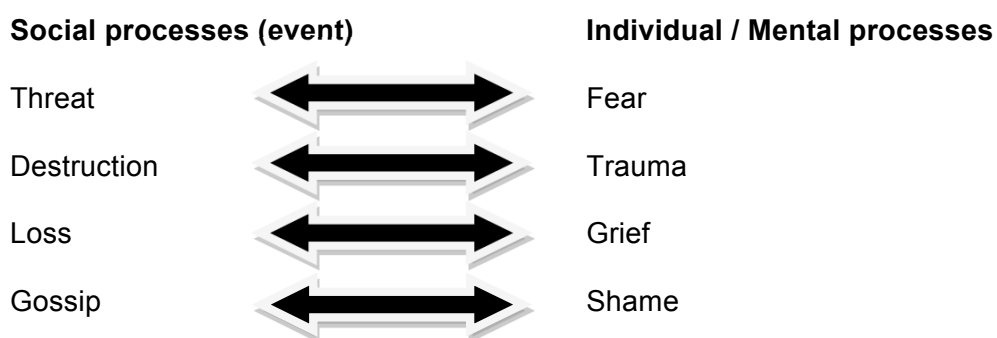
The philosophies of different cultures and nations are also linked to their different belief systems. The Christians, Muslims and African religious systems have one core element in common. That is that a powerful and almighty Person referred to as God or Modimo gives life and oversees life and life after death. In the African religious system, people communicate in different ways with God and are linked to God through different mediating persons or spirits.

How each of the belief systems is organised influences the worldview one has of:

- How the world is organised
- How people should behave responsibly to be food secure
- Relationships with people and obligations to care for one another
- How to live sustainably

This spiritual (religious) dimension influences the psychological (mental) dimension of well-being and plays an important role in how people view the natural / physical and social dimensions of their well-being and triggers certain processes influencing our behaviour and motivation.

The diagram below shows how social events influence or is influenced by the individual's psychological (mental) processes.



Reflect on the diagram above.

Do you agree that the arrows in the diagram are a true representation of the interactions? Explain your answer below:

.....

.....

.....

.....

.....

.....

Each person has a dominant cultural identify which is determined by the concept of self, the extended family and the neighbourhood. The relationships and expectations are formed by own perceptions, enablers from family and neighbourhoods and nurtures are those expectations for care and services. Cultural empowerment are determined by positive, existential and negative behaviours on decisions one will take and how one will act (Melancon *et al*, 2009).

In stories one can identify the three components of culture: Cultural identity, relationships and expectations, and cultural empowerment. In each of the circles is three concepts starting with a P, E and N.

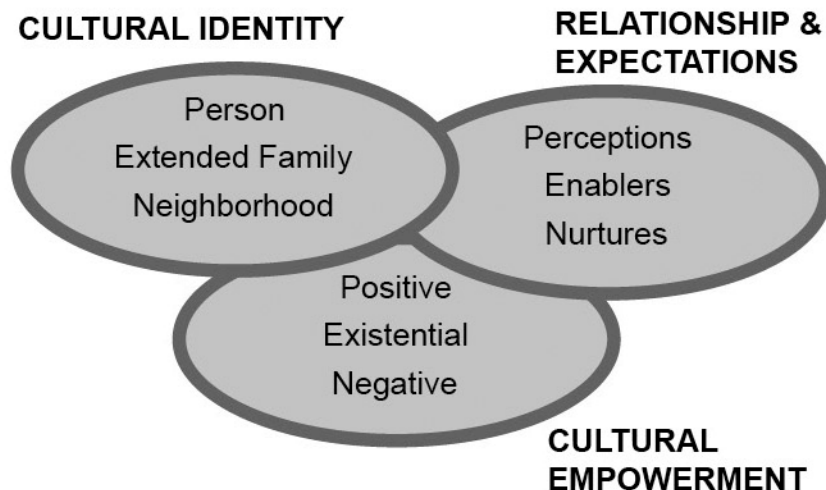


Figure 1. 17 The components of the PEN-3 model influencing world views
(Adapted from Mel ancon *et al*, 2009).

Which of the above components and its description plays an important role in defining who you are? Poor people also have the same three components that make them proud. If they have lost their proud, their proud must be restored to be self-confident again. Even students



in the programme have admitted that just completing the course already made them a confident person proud of themselves again.

In South Africa two distinct worldviews determine how people think about health and well-being namely the *Western Worldview* and the *African Worldview*. Therefore people will have different cultural identities, perceptions for relationships and expectations and different cultural behaviours and understanding of empowerment. We are all known to with ubuntu as such an important component of the African worldview.

The best way we can capture the world view of a culture is by telling stories or recording incidents on people and food habits that reflect their world view. Many of these stories are passed from one generation to the next and reflect the world view and important values for well-being and survival.



Workbook Activity 1.9: Complete in groups in the workbook

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 included 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?



Comments on Activity 1.9

A good story can provide the ideal tool to exchange ideas, to learn in a simple, familiar and immediately understandable way; it can also accommodate many points of view, strong emotions and difficult truths.

No responses are correct or incorrect. Each culture has its cultural heritage transferred from one generation to the next. The stories can be transferred either by word of mouth or by the written word.

1.2.3 Care groups for healing and overcoming helplessness

It is not easy for poor caregivers who are caught in the deprivation trap of food insecurity and who have got used to thinking about themselves and their situation in negative and damaging ways to change their mindset and behaviour. It takes a long time to change the negative 'voices' to positive ones. Even after participating in a few food security training sessions, people may find it difficult to put into practice what they learn because of the challenges inherent in their situation. This is illustrated in the case study below.



Activity 1.10: Complete this activity in your study guide

Care groups can be successful even if it takes time

Aim: Using a case study to identify the elements for success in learning groups

Time: 15 minutes



What you must do:

Read the case study below and answer the questions that follow.



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

Priscilla Mkhwanazi, a care worker from the village Middledleplaas, 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.



Workbook Activity 1.11: Complete this activity in your workbook

The powerful influence of a support group in food security interventions

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

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.

1. Why did Priscilla become despondent?
2. What motivated Priscilla to participate again in the food garden project?
3. How did the care group change her life?
4. What can you learn from this example for your work with food insecure households?





Comments on Activity 1.11

When Priscilla realized just how much work is involved in making a food garden she felt overwhelmed. Feelings of helplessness had a paralyzing effect and she felt unable to take the initiative of finding the resources necessary to safeguard her garden and make it productive. One of her biggest challenges was to get water for the garden and she felt incapable of solving this problem. When Priscilla saw how others managed to get their food gardens going she felt ashamed but at the same time inspired to start her food garden again. Examples of successful and productive food gardens maintained by people in her own community showed her that it is possible to grow your own vegetables and thus increase your food security. This time she was successful because she realized she was not alone and felt the support of those around her. This example shows the importance of providing follow up support to households after specific learning and training sessions to enable them to apply what they learned. It highlights the critical support role of a care group that can continue to offer encouragement and shared learning experiences.

Joining a support or care learning group stimulates the household caregiver’s personal confidence. This happens because caregivers in the community who are facing similar challenges can discuss their problems and support each other. The groups may have different names such as ‘support groups’, ‘self-help groups’, ‘care learning groups’ or ‘HFS learning groups’ The focus of these groups is however the same: to empower people to take control of their life, livelihood and food security

The care group meets the individual’s need for a ‘secure base’ as described by Bowlby (quoted in Braun 2003), who says that:

“Human beings of all ages are happiest and able to deploy their talents to best advantage when they are confident that, standing behind them, are one or more trusted persons who will come to their aid should difficulties arise.”

In Units 2 and 3 you will learn about the HFS care learning group method and how to organize learning group sessions that encourage and enable households to plan and take actions to become self reliant in creating livelihoods that promote food security.

1. Why did Priscilla become desponded? What were the nature of the reasons?

.....
.....



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

.....
.....

3. Identify the social dimensions that contributed towards her motivation.

.....
.....

4. How did the care group change her life?

.....
.....

In food security facilitation, the household caregiver's personal confidence is stimulated by joining a care learning group or 'HFS learning group'. This happens because caregivers/ mothers in the village who are facing similar challenges can discuss their problems and support each other. The groups may have different names such as 'support groups', 'self-help groups', 'care learning groups' or 'HFS learning groups' The focus of these groups is however the same and that is to empower people to take control of their life, livelihood and food security.



Workbook Activity 1.12: Complete this activity in your workbook

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

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

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.



Comments on Activity 1.12

A traditional story can inspire people and give them hope. Telling and listening to stories is as old as human language. From the beginning of time people have sat together and told stories. The means of communicating may be different today but people remain fascinated by the stories of people's struggles and triumphs. By listening to the stories of others you give them a voice, you allow them to be heard.

A good story is an ideal tool to exchange ideas, to learn in a simple, familiar and immediately understandable way. It can also accommodate many points of view, strong emotions and difficult truths. In Portfolio Activity 2.1 you are expected to encourage selected households to tell you their stories of the hardships and triumphs they have experienced in their lives particularly with regard to food security.

1.2.4 Celebration, joy, fun and laughter in healing

We have all experienced how joy, fun and laughter can produce incredible energy that heals, which is why MaTshepo advises facilitators to “make it fun!” Singing, light-hearted banter, dancing and other joy-building activities are wonderful and useful tools in the facilitator's hands. The ability of previously hungry households to produce their own food also brings great joy to the family.

MaTshepo believes in celebrating success. In her water for food training sessions with local women, she invites them to join in a celebration meal where they share the vegetables from their gardens. Together they prepare the food and enjoy the fruit of their labour. In the candle ceremony, which takes place in the workshop, all the participants light a candle? The burning candle is a symbol of hope and a reminder of the women's promise to stay committed to maintaining their food gardens and to care for each other and other people in the community who face similar problems. MaTshepo's mobilization process celebrates the ability of people and the abundance they are able to create.

Joy plays a practical role in addressing all trauma (including the trauma caused by chronic hunger and malnutrition), and in the healing of relationships (family, community). A happy society is a healthy society that produces ‘mature’ (i.e. not just ‘adult’) citizens. Mature societies actively nurture the full development of its citizens; therefore healthy relationships are fundamental in development interventions.





Workbook Activity 1.13: Complete this activity in your workbook

The importance of building relationships with 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.

| LIFE STAGES | PRIMARY TASK to be completed during this stage | PRIMARY RESULTING PROBLEM in adult life when this task is not completed |
|--|--|--|
| 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.) | Learning to receive. | |
| The CHILD stage: Age 4 through to 12 (Age 12 is the earliest age this stage can be completed.) | Taking care of self. | |
| 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.) | Taking care of two or more people simultaneously. | |
| The PARENT stage: Birth of first child until youngest child has become an adult | Making sacrifices to take care of children. | |

.....
Table 1.2 Important tasks for various life stages

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.
 3. After discussions, complete column 3 by writing the resulting problems in the table in your workbook. e.g. single parent households, orphan households, etc.
 4. Discuss the role that joy plays in the various stages of human development and how a facilitator can make households aware of the importance of joy
-



Comments on Activity 1.13

*The **Life Model** which you can see in Table 1.3 below is based on the central place of joy in the development of a mature individual, and thus a mature society. It creates a practical framework that shows the primary tasks, from birth to old age that enables the individual to develop all of the human capabilities. It shows clear support roles to be played by family and society to enable an individual to learn how to experience joy and therefore develop to his/her full potential.*

The Life Model also shows the consequences that can take place in a person and society when the individual, family and societal structures fail. It is another way to show how the failure to develop joy skills can affect the development of human capabilities and lead to problems.

The Life model therefore:

- *creates a practical framework that shows the primary tasks, from birth to old age that enables the individual to develop all of the human capabilities when joy plays an important role.*
 - *shows clear support roles to be played by family and society to enable an individual to learn how to do this.*
 - *shows the consequences in the life of the individual and society when the individual, family and societal tasks fail.*
-



Where the problems you suggested in Activity 1.10 similar to those shown in the Life model in Table 1.3 below?

| LIFE STAGES | PRIMARY TASK to be completed during this stage | PRIMARY RESULTING PROBLEM in adult life when this task is not completed |
|--|--|--|
| 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.) | Learning to receive. | Weak or stormy relationships. |
| The CHILD stage: Age 4 through to 12 (Age 12 is the earliest age this stage can be completed.) | Taking care of self. | Not taking responsibility for self. |
| 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.) | Taking care of two people simultaneously. | Lacks the capacity to be in mutually satisfying relationships. |
| The PARENT stage: Birth of first child until youngest child has become an adult | Sacrificially taking care of children. | Distant or conflicted family relationships. |

.....
Table 1.3 The Life model

Other related problems that can result from failure to complete primary tasks during the life stages are crime and unacceptable behaviour, the deterioration of societal values, and an overall decrease in the maturity of society.

In a chronically food insecure family, if the person in the 'parent' role fails in Task 1 it results in family members being at risk, being deprived and feeling worthless. Consequently, if the community – normally a structure offering back-up support – fails to give the opportunity for the parents to willingly contribute to their family, the situation becomes grave.

In child- headed households or where people in the 'parent' role are debilitated by the effects of illness, the failure in Task 2 and its consequences may be inevitable.

1.3 The household food security facilitator

By now you have a good idea of the challenges that face people who are poor and chronically food insecure and you have some idea of the kind of assistance and support that might be appropriate. What do you think is the role of a household food security (HFS) facilitator?





Workbook Activity 1.14: Complete this activity in your workbook

My ideas of the role of the HFS facilitator

Record your ideas of the HFS facilitator's role.

What to do

Write your ideas in the form of a log entry in your workbook. 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.

Date _____

1. I enrolled in the HFS programmed because.....
2. I think my role as an HFS facilitator is to.....



Comments on Activity 1.14

The ideas you have of your role, will inform the kind of assistance and support you offer the households. A record of your ideas about your facilitation role enables you to see how your ideas change and develop as you spend more time working with households in their context.

See how your ideas match the descriptions of the HFS facilitator's role presented in the remaining part of this section.

An extract from the HFS Programme Brochure has a few clues about the role of the household food security facilitator.

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. *(Programme Brochure 2010).*

The words **empower**, **sustainable capacity** and **development** highlight the **enabling** role the HFS facilitator is expected to play. What does this mean in practice? Essentially you have to help people to help themselves. Any strategy for chronic, long-term hunger must be aimed at empowering people as individuals and as social groups, by enabling them to engage in activities that can permanently improve or solve their ongoing food insecurity.



An enabler someone who respects individuals in the household, is prepared to walk with them, listen to them, and work with them to help them come up with their own ideas about how to become and remain food secure.



*“Go to the people,
Live with them, Love them.
Start with what they have,
Build with what they have.
But with the best leaders,
When the work is done,
The task is accomplished,
The people will say,
“We have done these ourselves.””*

(Lao Tsu. china 700 BC)

MaTshepo's experience in dealing with chronically poor households shows that getting people to participate actively in food security strategies means taking into account the emotional and psychological stresses that result from sustained experiences of helplessness and hopelessness. People who are emotionally and psychologically vulnerable and fragile find it difficult to participate in interventions designed to support them.

The HFS facilitator must help the caregivers to have a sense of self worth and enable them to build good relationships with those around them. Acceptance by the family and neighbours can assist them to overcome the negative thoughts and feelings that prevent them from participating fully. The physical, emotional, psychological support from the family and community care groups continuously affirms the caregivers' fragile inner peace and hope so essential for sustained food security actions.

The fundamental role of the household food security facilitator then, is to help food insecure women and men to regain hope and self-respect, so that they can gain control over their lives through practical, achievable self-help actions and building supportive relationships. To achieve this the facilitator aims:

- all information and activities at improving the ability of the household to achieve and maintain food security;
- to interact with other role players, with the specific purpose to create an 'enabling environment' within which these food insecure households can make progress.



1.3.1 Building capacity for empowerment

The HFS facilitator is involved in a process of increasing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. In Unit 2 you will learn about diverse participatory learning approaches and methods you can use to build the capacity of households. Through various food security interventions you can contribute towards social transformation.

Look at this description of empowerment:

Thus, it becomes necessary to focus on empowerment of the poor as the crucial requirement for a sustainable solution to poverty and hunger. Empowerment is defined here as the ability of people, in particular the least privileged, to:

- have access to productive resources that enable them to increase their earnings and obtain the goods and services they need; and
- participate in the development process and the decisions that affect them. These two aspects are related; one without the other is not empowerment.

(IFAD – International Fund for Agricultural Development. It is a United Nations Agency that combats rural hunger and poverty in developing countries through low-interest loans and direct assistance.)

What are signs that people are empowered? Empowerment can be measured by the degree to which local people have:

- Improved capacity (knowledge, problem solving skills, etc.) to be aware of various choices of action;
- Ability to analyze diverse options for concrete action; and
- Increased ability to act on their own behalf and engage in relevant actions to improve their own situation.

Do you think the following case study is an example of empowerment?



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 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.



Workbook Activity 1.15: Complete this activity in your workbook

Is this an example of empowerment?

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

What to do

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

1. What did this farmers' group achieve?
2. What made it possible for them to achieve what they did?
3. Do you think this is an example of empowerment? Give reasons for your answer.
4. Give an example from your own community that shows how individuals have been empowered in terms of food security.



Comments on Activity 1.15

The case study shows how the training and support provided by various NGO's and government agencies can assist local groups to think of solutions to their own problems and devise ways of solving them. An important function of the HFS facilitator is to link households with food security support groups that operate in the community.

The Nyabyumba Farmers' Group project is under the 'Enabling Rural Innovation' (ERI) programme of CIAT (International Centre for Tropical Agriculture). This agricultural research institution focuses on scientific solution to hunger in countries located in the tropics.



CIAT is a leading not-for-profit organization and we have been helping smallholders grow more food and earn more money for 40 years. Established in 1970, as one of the four original research centers in the Consultative Group of International Agricultural Research (CGIAR), CIAT now works in more than 50 countries worldwide

We believe eco-efficient agriculture—developing sustainable methods of food production—is the best way to eradicate hunger and improve livelihoods in the region

CIAT is also about partnerships. By working together with likeminded organizations we ensure we have a far-reaching and long-lasting impact.

(From the CIAT website <http://www.ciat.cgiar.org>)

CIAT and its partners developed a number of outcomes to measure facilitation efforts and services being provided. These outcomes are:

- To assist farmers to identify and develop sustainable enterprises that generate income and employment.
- To have farmers generate and access information, knowledge and technology in support of their productive activities and to demand effective services in support of these activities.
- Local support institutions and community organizations provide an enabling environment that permits development to proceed.

In their facilitation role, CIAT researchers and government extension personnel actually link farmers with markets to identify preferred product, offer technical skills for production and organizational (and business) skills for mobilization and advocacy abilities.

1.3.2 How can a HFS facilitator enable empowerment?

Empowering individuals and groups for food security is a complex process that must involve inputs from a variety of stakeholders. It depends for success on actions taken at different levels. In Module 1 you learned about the macro, exo, meso and micro levels of action that are part of the food security framework. There is a higher likelihood for households to overcome their food insecurity if the food security strategies on the different levels are planned and implemented in ways that encourage and support collaboration and networking.



“The HFS programme has a lot of potential. It can change South Africa’s perspective and take it out of poverty. (Promoter in the Eastern Cape, 2011).”

As an HFS facilitator you are working with households on a micro level. You will use diverse PLA methods to build the capacity of individuals to strengthen their decision-making skills about access to and use of resources for food security. At the same time you are expected to assist households to link up with existing food security initiatives, programmes and projects in the community that are organized by NGO’s and local government. You can empower people by creating enabling learning experiences and contributing to a supportive community environment.





Activity 1.16: Do this activity in your study guide

Empowering households

Identify statements that support and that do not support empowerment.

What to do

The following statements either promote or do not promote empowerment. Decide which are **YES** statements (empower) and which are **NO** statements (do not empower). Use a tick ✓ to show your choice.

- (a) Listen carefully to each person and do not judge. **YES** or **NO**
- (b) Tell people to take action to improve their situation. **YES** or **NO**
- (c) Assist people to work together to achieve their food security goals. **YES** or **NO**
- (d) Share information with households about food security initiatives in the community. **YES** or **NO**
- (e) Stimulate thinking and reflection by asking probing questions. **YES** or **NO**
- (f) Create a non-threatening learning environment in which people feel free to share their ideas and experiences. **YES** or **NO**
- (g) Ask service providers in the community what people's problems are because they know best. This saves time engaging with households. **YES** or **NO**



Comments on Activity 1.16

The only two statements that do not support empowerment are (b) and (g). The role of the facilitator is not to tell people but to enable people to discover things for themselves. The best way of finding out what people's problems are is to engage in dialogue with them. You can of course also discuss your findings with other stakeholders as this will help to refine your ideas.

1.3.3 The competency profile of the HFS facilitator

Working in the community with households is challenging as you are expected to deal with different people and situations. Some individuals will welcome you and be eager to work with you. Others will be cautious and even suspicious. They may be reluctant to let you in and may perceive your offer of help as an intrusion. Sometimes people start cooperating but lose motivation because they do not see immediate results. If you are already working in the community, you know that it requires diverse skills to get people to work with you.

You may have many of these skills already. Are you a good listener? Are you able to get people to work together? Do you find it easy to communicate your ideas? What experience do you have of community development methods? Are you good at organizing events? In



this programme you will get many practical opportunities to strengthen community development facilitation and communication skills.

Here is a summary of the key skills, knowledge, values and attitudes that you need to be an enabling HFS facilitator.

| Skills | Knowledge | Values and Attitudes |
|--|---|--|
| <p>Information skills</p> <ol style="list-style-type: none"> 1. Analyze a specific rural area and identify food security and nutrition needs. 2. Prepare a status report on household food insecurity and related issues in a specific area. 3. Formulate a written request for assistance from different stakeholders. 4. Assess communities and identify factors that contribute to food insecurity and constraints that prevent food security interventions from succeeding. 5. Use suitable methods to present information to communities about food security, use of and management of natural resources and nutrition. | <p>Theoretical and practical understanding of:</p> <ul style="list-style-type: none"> • Situational analysis methods and techniques • Features of different types of research reports • Writing reports for different target audiences • Methods of presenting information to different audiences | <p>Commitment to the rigours of research</p> <p>Work systematically and with accuracy</p> <p>Interpret data collected and present information holistically and with integrity</p> |
| <p>Project management skills</p> <ol style="list-style-type: none"> 6. Coordinate the project management cycle (Design, Plan, Implement, Monitor, Evaluate, Make amendments in the light of reality) | <ul style="list-style-type: none"> • All stages of the project management process | <p>Systematic and organized way of working</p> |
| <p>Facilitation and communication skills</p> <ol style="list-style-type: none"> 7. Use suitable facilitation methods and techniques to encourage and assist households in rural areas to participate in actions to improve their own food security, nutrition and health. 8. Use suitable facilitation methods and techniques to encourage and assist households in rural areas to participate in actions to improve their own food security, nutrition and health. 9. Work with members of the community to identify suitable food security and nutrition projects in their | <ul style="list-style-type: none"> • Role of the facilitator who is involved in building capacity in rural communities • Suitable methods of facilitation • How to motivate and involve people in projects • How to work with groups of people | <p>Commitment to capacity building in and development of rural communities</p> <p>Respect for the life experience of rural communities</p> <p>Build on indigenous practices</p> <p>Create a non threatening environment which is conducive to dialogue</p> |



| Skills | Knowledge | Values and Attitudes |
|---|-----------|----------------------|
| <p>area.</p> <p>10. Engage with selected households in a specific area and assist them to:</p> <ul style="list-style-type: none"> • formulate their own vision and action plan for food security • develop a household food resource plan for improved food and nutrition security • compile and refine an annual plan for the household food production system <p>11. Assist selected households to reflect on the implementation of their action plans and to refine them continually in the light of emerging realities.</p> <p>12. Support members of a community to monitor food security interventions and take appropriate actions to keep the projects on track.</p> <p>13. Assist individuals and selected groups in a specific area to reflect on the impact of natural resource use on the environment and on people</p> <p>14. Develop in conjunction with individuals and selected groups possible solutions/interventions for improved use of natural resources</p> <p>15. Work with a group of people in a community and assist them to plan, design and implement experiments in different farming practices</p> | | |

Table 1.4 Competency Profile of the HFS facilitator

If you analyze the description of skills in the above table you will realize that they fall into these main skills categories: facilitating, communicating, planning and organizing, motivating, critical thinking, reflecting and analyzing. How good are you at doing these things? Here are some questions that can assist you to reflect on your strengths and to pinpoint skills that you need to build and get more practice.

The diagram highlights the most important attitudes, knowledge, and skills you need in order to empower people to become and remain food secure.



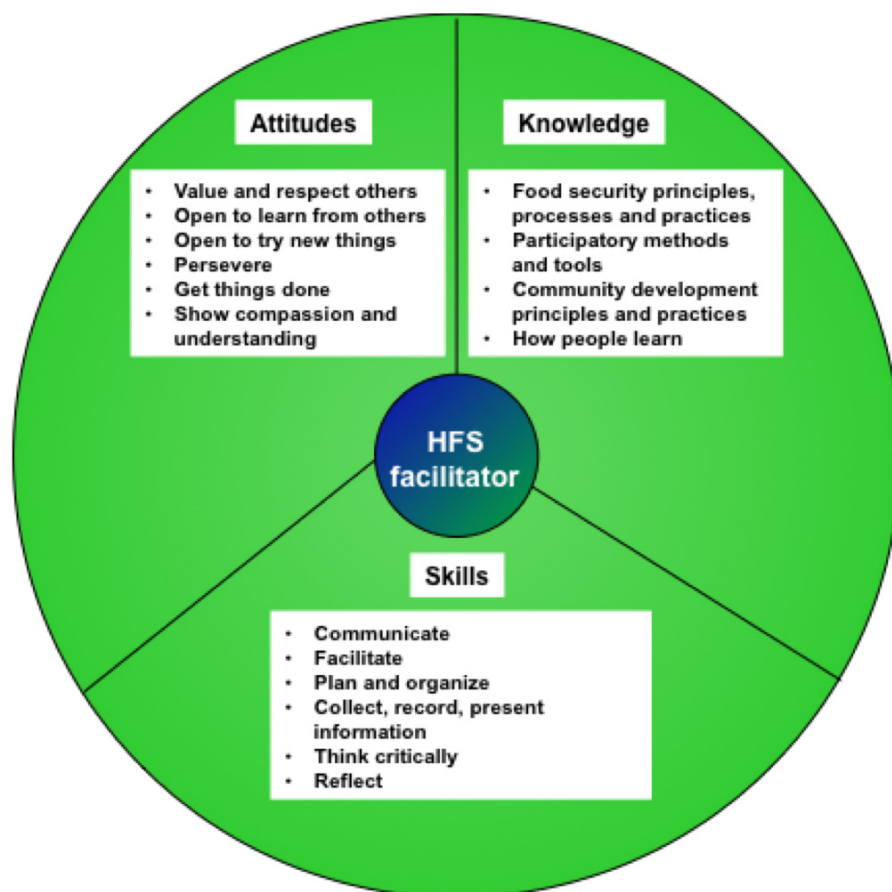


Figure 1.18 Knowledge, skills and attitudes wheel

How well can you communicate?

As humans we are part of a community and learn to use appropriate ways of communicating with the people we live and work with. As a household food security facilitator you have to communicate with a range of people: individuals of varying ages in different households, community leaders, traditional leaders, people in local government, and community development workers from NGO's operating in the area. There are many aspects to consider but here are a few questions that highlight what is crucial.

- Are you able to put people at ease?
- Do you present your ideas clearly and confidently?
- Can you pick up non-verbal clues that show whether people are interested, indifferent or dismissive about what you have to say?
- Do you make sure that people have understood what you have said?
- Are you able to show that you understand the other person's point of view?
- Do you allow people to give expression to their feelings of disappointment, anger, and anxiety?
- Can you interpret what other people have to say?
- Can you give constructive feedback?



How well can you facilitate?

A good facilitator is like a conductor who is able to get all the instruments to play together to make beautiful music. Essentially the facilitator enables people to participate, share, reflect and come up with ideas and actions that they want to put into practice.

“Facilitation is the art of not putting ideas into people’s heads but of drawing ideas out.”

(Anonymous)

- Is your relationship with others based on trust and mutual respect?
- Are you able to use practical, participatory methods that allow each member of a group to participate?
- Are you well prepared and yet able to be flexible?
- Are you able to affirm and encourage members in the group, especially those who are quiet and withdrawn?
- Do you build on what people know?
- Do you encourage and value different views?
- Are you able to adapt new ideas to the needs and culture of the group?
- Do you make it possible for a genuine exchange of ideas to take place?
- Are you able to deal with sensitive issues in a non-threatening and supportive way?
- Are you able to ask probing questions that encourage people to think critically about their situation?

How well can you plan and organize?

Planning is about identifying what you want to do and organizing is about how you want to do it. You will get many opportunities to practise your planning and organizing skills. Here are a few questions that highlight crucial aspects of planning and organizing.

- Do you spend enough preparation time getting a clear idea of what it is you want to achieve?
- Do you use a ‘to do’ list, activity plan, or similar planning tool to record your plan of action?
- Do you monitor carefully how your plan is progressing?
- Are you able to adjust your plan in the light of unforeseen circumstances that make it difficult to implement your plan?
- Are you able to identify the resources and people you need to achieve your planned goals?
- Can you develop realistic schedules and timetables with clear and specific targets and deadlines?

How well can you collect, record and present information?

The HFS facilitator plays a critical role in collecting primary micro data from the households. This data is recorded and presented in useful ways to various stakeholders, including local government. Accurate data enables service providers at levels, including the households themselves, to take appropriate action to reduce poverty and hunger.



- Are you observant?
- Do you have an accurate way of working?
- Do you understand the value of collecting information?
- Can you draw up probing and straightforward questions to get information from people?
- Do you know different methods of collecting useful information?
- Do you know how to write down the information you collect?
- Are you able to organize the data and make sense of the information?
- Are you able to present the data you collecting in ways that makes it easy for the reader to understanding the information?

How well can you think critically?

Critical thinking is a reasoning and reflective way of thinking in which you focus on what you believe or want to do. It includes making accurate observations, interpreting what you see and read, questioning and probing to get a deeper insight into a situation or problem. Analysis is also part of critical thinking. This is the phase during which you weigh up everything you have discovered and you make a judgment or a come to a conclusion. Finally you stand back and evaluate whether the conclusion or judgment you have made is the sound and the best one. You can use critical thinking to find solutions to problems, identify the best actions to take, consider whether certain assumptions and impressions are correct.

- Do you approach a situation with an open mind?
- Do you consider a variety of different views and perspectives?
- Do you recognize your own prejudice and bias?
- Are you concerned about finding the best explanation for a situation?
- Are you able to ask probing questions?
- Are you willing to challenge your own perspective on a situation?
- Are you able to see links between different ideas and connect them into meaningful new ways of seeing things?
- Do you continue to find relevant information to help you decide whether a judgment is based on accurate reasoning of the evidence?

How well can you reflect?

Regular reflection on what you are doing is an important part of learning and improving your actions and interactions with people. The habit of reflecting regularly on your actions is called reflective practice. Simply put it is reflecting on actions in order to improve practice. It is a good way of continuously building and strengthening your skills and improving your performance.

- Do you frequently reflect on events to identify what happened and why they happened?
- Do you like to find out how well you have done something?
- Are you concerned about improving your actions?
- Are you prepared to set aside time to reflect critically on your actions?
- Do you know what questions to ask to enable you to reflect critically?
- Are you willing to learn from mistakes?





Workbook Activity 1.17: Complete this activity in your workbook

How do you rate your skills level?

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

What to do

1. Read and engage with the questions for each of the 6 key skills below the diagram. 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.



Comments on Activity 1.17

This is a reflective practice activity and its purpose is to identify what you can already do quite well and where you need more practice during the coming months. This wheel is your start-up skills wheel. There is no shortcut to gaining experience and expertise. As you work with the households in the different portfolio activities you will find that you become more skilled as a household food security facilitator.





Portfolio Activity 2.1: Do this activity in your portfolio sheets

Use stories to identify food security issues in a community

Stories are powerful ways in which people can share their experiences of struggles and successes in coping with food security challenges. You will collect stories from people in the community and share them in a HFS group session with your fellow students. An analysis of the stories provides some insight into food security challenges, why they exist, and what actions could help to address them. The story telling activity should reveal the need to get more information from households in order to obtain a clearer picture.

The evidence for your portfolio consists of written answers to questions on the Portfolio Activity 2.1 Evidence Sheet. (Find details about Portfolio Activity 2.1 in the **Take Action Section**)



Log

Reflect on storytelling and sharing

1. How easy was it for you to collect the stories?
2. What insights did you gain from listening to the stories?
3. What have you learned about story telling as a community development technique?

Complete the answers to these questions in your log section of the Portfolio 2.1 Evidence Sheet.



Concluding Comments

The reflection on hunger and poverty has helped you gain good insight into the devastating effects these conditions have on the lives of people. You discovered that people do not only have to cope with the physical hardships of living with hunger and poverty daily but that chronic food deprivation and poor nutrition results in physical, emotional, mental and psychological stress and trauma. The effects of chronic trauma are so deep that it breaks the spirit of people and makes them feel powerless, helpless and without hope and prevent them from participating fully in food security interventions. The HFS facilitator need patience with people and realize that it takes time for them to break out of their stress stranglehold. By helping households to improve their relationships with each other, their neighbours and the community, and by offering them group support you are contributing to their health and well being.



The HFS facilitator is an enabler, an information gatherer, and a change agent. In order to perform your facilitating, enabling, and information gathering role you have to acquire knowledge about information gathering methods and participatory approaches and tools that encourage people to become part of their own solution.



