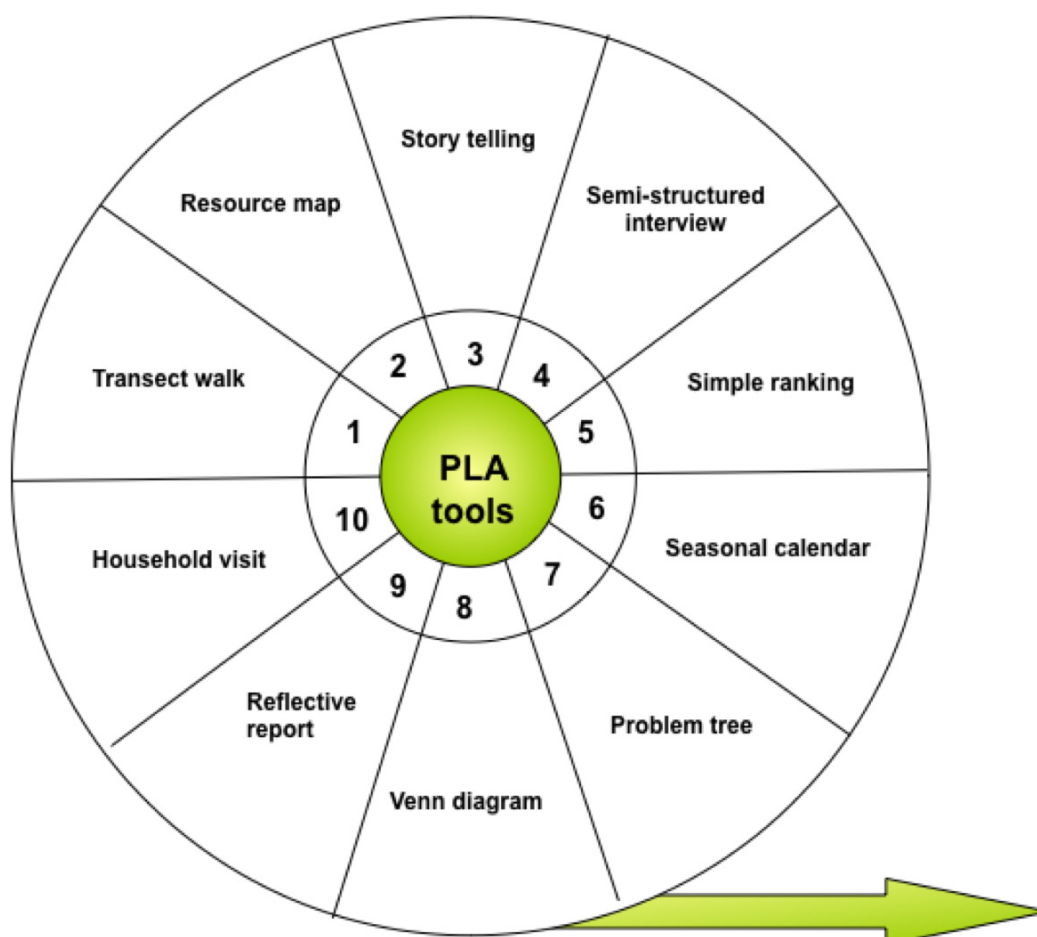



This Practice Guide offers simple guidelines to support you in the use of selected PLA tools. The tools in the guide are those you are expected to use with the households in Modules 3, 4, 5 and 6.

This **PLA Tools Wheel** serves a dual purpose:


1. It shows you which tools you can find in the guide.
2. You can use it as a monitoring tool to check your progress in mastering the use of the tools.
 - When you have practiced a tool, tick ✓ it on the wheel.
 - You can show your level of competence by colouring in relevant 'slices of the wheel'. For example if you feel you are quite good at using story telling but you still need more practice, colour in the inner part of the slice indicated as 3 on the wheel.
 - When you have used story telling with the households and feel you can do it well then colour in the rest of the story telling slice. Aim to have a fully coloured in wheel at the end of the programmed.



	<h2>PLA Practice Guide</h2> <h3>1. Transect walk</h3>
Time estimate	1 hour 30 minutes
What you need	Notebook, pen/pencil, large sheet of paper, kokis or markers, camera (optional).
What is the purpose?	<p>The transect walk can be used to highlight various issues and problems with land and resource use in a community.</p> <p>Your specific purpose is to identify natural resources, community infra-structure, and human activities linked to food security in your area.</p>
How do you prepare?	<ol style="list-style-type: none"> 1. Interrogate the transect walk diagram examples to get an idea of what kind of observations can be made. 2. Decide on the best route through the area. You can consult a knowledgeable local person to help you identify the best route. 3. Clarify what exactly you hope to find out about food security related issues. Think of the 4 dimensions you learned about in Module 1. Look at the questions in the reflection block below. 4. Arrange a date and time that suits everyone in the group.
What happens during the walk?	<p>The transect walk offers you an opportunity to look at your immediate environment with new eyes. Keep the focus throughout the walk on observation. Remember after the walk there is time for reflection and analyzing.</p> <p>Start at one end of the proposed route of the walk.</p> <ol style="list-style-type: none"> 1. You can use different observation approaches as you walk. For example you can stop every 100 paces or every 10 minutes and share with each other what you have observed. Another way is to stop at specific features such as water access points, evidence of soil erosion, etc. and to discuss what you observe. 2. Write down the main points of your observations in your notebook at stopping points. You can also make sketches or take photographs. 3. It is not necessary to stick to the route you initially planned. You might like to wander off if you notice something interesting or useful. You might even like to speak to a few people along the way to gather more information.
How do you draw the transect walk diagram?	<ol style="list-style-type: none"> 1. After the transect walk sit down in a suitable place and share your immediate impressions of the observations you made during the walk. This initial reflection usually brings out the main issues. 2. Now start drawing the transect walk diagram on a large piece of paper. 3. On the top line, show specific areas in the landscape, e.g. natural forest, hillside, crop fields, homestead gardens, open fields, shops schools and other communal buildings. 4. Down the side, list headings of interest and concern. Your focus is on natural resources, community infra-structure buildings, and human activities. Also include problems and opportunities related to food security issues. 5. The discussion around key issues will emerge as you complete the diagram. 6. The diagram may still change after the reflection and analysis that follows.
What does the	Use questions to stimulate a reflective discussion. Here are example questions around




<p>transect walk diagram tell you?</p>	<p>environmental features, vegetation, soil, water, human activities, and waste materials, which you can choose from:</p> <ol style="list-style-type: none"> 1. What kinds of environmental features can be found in the area (hills, valleys, flat area)? 2. What kinds of vegetation grow in the area? (Forests, small bushes, indigenous plants, grassland, wetland, and succulent plants that is adapted to arid conditions)? 3. Which crops do people have in the outlying farms and in the homestead gardens? 4. Which crops do very well? 5. Which crops do not do well? 6. What kind of soil can be found in the area? 7. What types of soil erosion is visible? 8. Where do people get their water? 9. What is the quality of the water? 10. Who are the main users of water? 11. What kinds of buildings can be seen in the area? 12. What health and social services are available to people living in the area? 13. What kinds of activities do people engage in to make a living? 14. What happens to waste materials? (sanitation, refuse) <p>You can add to, and adapt these questions to suit your experience and observations.</p> <p>After this discussion, it may be necessary to make changes to the transect walk diagram so that it reflects adequately what you observed.</p>
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	<p>PLA Practice Guide</p> <p>Questions to guide the transect walk through the community – focus food security issues</p>
<p>Natural environment</p>	<ol style="list-style-type: none"> 5. Is there enough water in the area? 6. Do plants grow easily in the area? (quality of soil) 7. What kinds of plants grow in the area? 8. Are there many trees?
<p>Socio-economic environment</p>	<ol style="list-style-type: none"> 9. How many people live in the community? 10. How many households are in the community? 11. Do people come from the same cultural group? 12. What languages do people speak? 13. Who is the headman of the community? 14. How do people deal with community issues?
<p>Food access</p>	<ol style="list-style-type: none"> 15. Where do people get their water? 16. How safe is the water? 17. Do people have electricity in their houses? 18. What is the condition of the roads in and around the village? 19. What kinds of businesses and shops are in the area? 20. What kind of transport is available to people? 21. Can you see any local government offices?




	<p>22. Is there a clinic in the area?</p> <p>23. How secure is the area?</p>
Food utilization	<p>24. How do people get food?</p> <p>25. What kind of fuel do people use to cook food?</p> <p>26. What kind of food do people eat?</p> <p>27. Do mother's breastfeed their babies?</p> <p>28. What food storage facilities do people have in their homes?</p> <p>29. How easy is it for people to get water into their homes for drinking, washing and cleaning?</p> <p>30. Is there a lot of rubbish outside the houses and in the common public areas?</p> <p>31. Are there enough toilet facilities for people? (condition)</p> <p>32. Do the children look well fed and healthy or neglected, thin and malnourished?</p>
Food stability	<p>33. How do people make a living? (activities to get resources and money)</p> <p>34. What threats are there to the ability of people to make a living?</p> <p>35. What threats are there to the availability of food in the area?</p> <p>36. What threats are there to people's health?</p>

	<h2>Practice Guide</h2> <h3>2. Resource map</h3>
Time estimate	1 hour 30 minutes
What you need	Notebook, pen/pencil, large sheet of paper, kokis or markers, sticks, stones, leaves, seeds that can be used to make a resource map on the ground, camera (optional).
What is the purpose?	<p>A resource map can be used to:</p> <ul style="list-style-type: none"> • Obtain a clear picture of the physical features of the area (hills, rivers, wetlands, roads and erosion). • Indicate the natural resources that are present (forests, grasslands, grazing areas, fields, land-use, types of crops planted, areas under cultivation and irrigation). • Indicate problems in land-use and resource availability, or access of different groups to different resources. • Compare the same area at different times. This is called a historical resource map. • Show where actions can be taken to improve the situation. In this case the resource map can be used as a planning tool.
How do you prepare?	<ol style="list-style-type: none"> 1. Interrogate the resource map examples to get an idea of what kind of observations can be made. 2. Clarify what exactly you hope to find out about food security related issues. Think of the 4 dimensions you learned about in Module 1. Look at the questions in the



	<p>reflection block below.</p> <p>3. Arrange a date and time that suits everyone in the group.</p>
How do you draw the resource map?	<ol style="list-style-type: none"> 1. Take a walk through the area and make notes of the features and resource issues that you want to investigate. 2. You can make a drawing of the map on the ground first. Mapping on the ground has a number of benefits: <ul style="list-style-type: none"> • It is easily visible to the group. • It encourages a lot of discussion. • It allows for a lot of detail. • It can be changed or corrected easily. • You can add to it as the space on the ground is not limited. <p>Of course the big disadvantage is that you cannot take your map away. If you want to keep a copy you have to copy it onto paper. If you have access to a camera, you can of course take a photograph of the map on the ground.</p> 3. Draw your map on paper. You can use colours to show different features. The map is a tool, which should lead to a discussion about resources.
What does the resource map tell you?	<p>When the map is completed, discuss in your group what you have observed about the present availability and use of resources in the area. Here are some questions that you can use or adapt to guide the discussion.</p> <ol style="list-style-type: none"> 1. What resources are abundant and scarce? 2. Where do people get their water and firewood? 3. Where do the cattle and goats graze? 4. Which crops are growing in homestead gardens and farms? 5. Which crops are doing well? 6. Which crops are not doing well? 7. Which resources are most problematic for households to access? Why? 8. Which opportunities are there for getting access to resources such as water and firewood? 9. What prevents people from using these resources? 10. What can help people gain more access to the resources they need?


	<h2>Practice Guide</h2> <h3>3. Story telling</h3>
What you need	A small group of people who are willing to tell their stories, notebook and pen to record stories.
What is the purpose?	<p>Stories can evoke powerful feelings and insights and offer these benefits.</p> <ul style="list-style-type: none"> • Simple stories can illustrate deep truths. • Storytelling and sharing help people to connect with each other. • Story telling can promote shared understanding about present and future situations.



	<ul style="list-style-type: none"> • The process of telling the story and being listened to can be empowering. • Stories provide opportunities for many voices to be heard.
How do you prepare?	<ol style="list-style-type: none"> 1. Clarify what you want to achieve with storytelling. What topic or theme do you want to explore? 2. Arrange a date and time for the story telling activity that suits everyone in the group.
How do you encourage story sharing?	<ol style="list-style-type: none"> 1. Choose a quiet place for a person to tell her or his story. For example people may feel inhibited to tell the story inside their homestead because they may feel that they are exposing the household by sharing information about not coping. 2. Create a safe and non-threatening environment and maintain confidentiality. This will encourage people to reveal enough detail of their experience. 3. Identify a theme for the story telling. For example, food insecurity stories of hardship or success. Introduce the theme and explain how the story telling and sharing session will take place. 4. People feel more comfortable in a mutual sharing situation. Perhaps begin by sharing a story of your own. 5. You can encourage people to start telling their stories by using opening comments such as: <ul style="list-style-type: none"> • <i>Tell me about a time when.....</i> • <i>Tell me how you dealt with the crisis of not having sufficient food for your family</i> • <i>Tell me how you worked with others in the community to find a market for surplus vegetables from your food garden.</i> • <i>Tell me about a time when you felt proud about doing something to make sure you have enough food for everyone in the household.</i> 6. Allow storytellers time to introduce who they are before they tell their story. Remember it is important to create a non-threatening space for them to feel free to tell their story. 7. Ask the participants to think of a specific incident of hardship or success linked to food insecurity. Encourage them to talk from personal experience and to tell the story in the first person. 8. When you have opened the space, allow people to tell their story without interruption. 9. Listen attentively while the person is telling the story. 10. Try to 'nudge' the storyteller back to the narrative if s/he moves into the analytical mode (Why did it happen?) too soon.
What do the stories tell you?	<p>An analysis of the stories can reveal the challenges, problems, aspirations and successes experienced by people in the community. Here are some questions to guide the reflection.</p> <ul style="list-style-type: none"> • <i>What? Description questions</i> What were the problems / issues / needs? Who identified them / how did they arise? What did you do? What were the successes / difficulties? How did it turn out?




	<ul style="list-style-type: none"> • Why? Explanation questions Why do you think it happened? Why did you/they react as you/they did? Why did you do what you did (the strategies or actions)? Why do you think it worked/didn't work? • So what? Synthesis questions What have we learned? What remains confusing? How did people or relationships change? What unexpected outcomes occurred? • Now what? Action questions What will we do differently next time? What will be our next set of actions? What are the key lessons? What power do we have to do things more effectively in the future and how can we increase this power?) <i>(Source: Story Dialogue Method, Education Trust)</i>
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	<h2 style="margin: 0;">Practice Guide</h2> <h3 style="margin: 0;">4. Semi-structured interview</h3>
Time estimate	Depends on what kind of information you want to gather. Interviews should not be more than 1 hour.
What is the purpose?	<p>You can use semi-structured interviews in a variety of ways, e.g.</p> <ul style="list-style-type: none"> • Get details about available resources in an area (resource mapping); • Identify problems and opportunities (during transect walks); • Get details about the food security situation of households (baseline information) • Explore reasons for adopting specific nutrition practices. (best and poor food security practices); • Discuss possible solutions to problems (action planning).
How do you prepare?	<ol style="list-style-type: none"> 1. Define the goals and themes of the interview. What do you want to understand and how will you find this out? 2. Think carefully who is appropriate to provide you with the information. For example: key knowledgeable people in the community can provide specialized information; individual households can provide specific information; focus groups can discuss issues in some detail. 3. Decide how you will introduce the interview. Be clear about: <ul style="list-style-type: none"> • The purpose of the interview




	<ul style="list-style-type: none"> • What you expect from the person or group interviewed • What they can expect from the interview. • How long it will take. <p>4. Choose the most convenient time and place for the interview.</p>
How do you facilitate the interview?	<ol style="list-style-type: none"> 1. Pay attention to the following: <ul style="list-style-type: none"> • You and the interviewee(s) are partners. • Make the interviewee(s) feel comfortable. • Listen and learn. • Be flexible. Every new topic can be an opportunity to explore the issues. • Observe facial expressions, body language and interact in a culturally appropriate manner. 2. If possible use the local language. Keep your questions short and easy to understand. Ask only one question at a time. 3. Ask open-ended and non-directive questions and probe answers. More about questioning in the section below. 4. Judge for yourself whether the response you get, is a fact, an opinion, or a rumour: <ul style="list-style-type: none"> • fact: a common agreed truth in a certain place and time • opinion: a person's or a group's view on a topic • rumour: uncertain information from an unknown source. 5. Probe responses in a respectful and sensitive way that encourages people to share more information. Use the 6 helpers: what? when? where?how? who? and why? Don't overdo this as it can be threatening. 6. Record the detail of the interview and also what is NOT said. This includes the responses you get, new questions raised and your observations. Ask permission from the person being interviewed to take notes during the interview. 7. Avoid finishing sentences for people. Be careful of slipping into giving advice. Your role is to gather as much information as possible.
What did you learn?	<ol style="list-style-type: none"> 8. After the interview assess critically how it worked. <ul style="list-style-type: none"> • Which questions were effective and which were not? • How could some questions have been phrased differently? • How did the context influence the flow of information? • Which new questions came up? 9. Make follow-up notes and record personal impressions.

	<h2>Practice Guide</h2> <h3>5. Simple ranking</h3>
What is the purpose?	<ol style="list-style-type: none"> 1. Simple ranking can help people to set priorities and make decisions about their needs, problems, constraints, wishes, solutions, and ideas for action. 2. Enable a group to come to a decision on their priorities with regard to a problem or action.



<p>How do you prepare?</p>	<ol style="list-style-type: none"> 1. Be clear about the nature of the decision or action that needs to be prioritized, e.g. decisions about food sources, malnutrition problems. 2. Get a collection of objects such as seeds, stones, for counters. Make sure there are a sufficient number of counters for each participant, e.g. 20, 30, 50. The number of counters depends on the number of items to be prioritized. For example in the food sources example the participants have to decide on 8 food sources. They would need at least 30 counters. It is quicker to use less counters. 3. One problem about simple ranking is that there are no agreed criteria for making preference decisions. This means that the participants may not satisfy with the results and may change their minds when they start discussing it afterwards. Be prepared to encourage people to probe their decisions in the discussion that follows the scoring and ranking. A matrix scoring is best suited if you want more accurate results.
<p>How do you facilitate the ranking activity?</p>	<ol style="list-style-type: none"> 1. Introduce the ranking activity and explain benefits, what can be achieved, and how people can take part. 2. Ask the participants what the decision or action items are and write them down on flip chart paper. Ask them to suggest pictures or symbols for each item. Pictures and words make it possible for everyone to participate. 3. If you have brought counters such as seeds hand them out to each person. If not ask people to collect the same number of stones or objects easily available in the area. 4. Explain that people have to allocate the seeds or stones to the items listed. They must place the highest of counters for the item they prefer most, the lowest number of counters for the item they prefer least, and no counters for the items that are not important to them. 5. When everyone has finished placing counters on the respective items, involve the participants in counting the number of seeds or stones for each item. 6. Ask the participants to rank the items from the highest to the lowest score. 7. Facilitate a discussion on the results of scoring and ranking. Be aware that people are easily influenced by other people's preferences. Explain that each person's preference is valuable and has to be considered. The aim of the exercise is to reach consensus about priority items. Analyzing reasons for people's preferences enables the group to understand the issues better. Consensus about the priorities informs future actions.
<p>What did you learn?</p>	<ol style="list-style-type: none"> 1. What did you learn about your needs, problems and actions? 2. What are the benefits of scoring and ranking priorities? 3. How do the results help you to take positive actions?


	<p>Practice Guide</p> <p>6. Seasonal calendar</p>
<p>What is the purpose?</p>	<p>Seasonal calendars can help people to explore changes in their livelihood and food security throughout the year. Seasonal calendars are used to gather information about a variety of issues: food availability, rainfall, changes in income, time spent by men and women on tasks.</p> <p>In particular a seasonal calendar can help to:</p>



	<ul style="list-style-type: none"> • identify the 'hunger gap' or periods of particular stress and vulnerability where people need support from outside; • manage food security in the household by identifying periods in the year where food insecurity is highest and lowest; • increase awareness of different workloads at different times of the year; • Identify convenient times for meeting and training.
<p>How do you prepare?</p>	<ol style="list-style-type: none"> 1. Be clear about the particular purpose of using the seasonal calendar, e.g. <ul style="list-style-type: none"> • In Module 3 a specific outcome is to show the seasonal changes (fluctuations) in the availability of water, plants, workload, and income and how this affects the household's food security. • In Module 4 you are expected to use a seasonal calendar to show seasonal differences in the availability, access and utilization of food for the household. 2. For the discussion, compile questions relevant for your purpose. Here is a list of questions you can select from. <p>Questions to guide the discussion of each element or topic.</p> <p>Here are ideas for questions linked to a selection of topics.</p> <p>Rainfall</p> <ol style="list-style-type: none"> 1. During which months does it rain the most? 2. What happens when it rains a lot? 3. During which months is it dry? 4. What happens when there is no rain? 5. Where do you get water throughout the year? <p>Food availability</p> <ol style="list-style-type: none"> 6. At what time of the year is food scarce? 7. When do you have plenty of food? 8. How do you cope when there is not enough food? 9. What happens when you have plenty of food? <p>Income</p> <ol style="list-style-type: none"> 10. What kind of income do you get each month? 11. During which months do you have sufficient income? 12. When do you not have enough income? 13. How do you cope when you do not have sufficient income? <p>Women's activities</p> <ol style="list-style-type: none"> 14. What kinds of activities do women do? 15. When do women do most agricultural work? 16. When do women do most non-agricultural work? <p>Men's activities</p> <ol style="list-style-type: none"> 17. What kinds of activities do men do? 18. When do men do most agricultural work? 19. When do men do most non-agricultural work? <p>Holidays</p>



	<p>20. When are national holidays? In which months are the most national holidays?</p> <p>3. Materials needed:</p> <ul style="list-style-type: none"> • For drawing the map on paper: flipchart paper, koki markers • For drawing the map on the ground: stones, sticks and other objects easily available in the environment.
How do you facilitate the seasonal calendar?	<ol style="list-style-type: none"> 1. Introduce the seasonal calendar activity and explain benefits, what can be achieved, and how people can take part. 2. Find a large open space for the group to work on the seasonal calendar. It is advisable for the group to make the calendar on the ground first before recording their ideas on a large sheet of paper. 3. Ask one member of the group to draw a horizontal line across the bottom of the cleared space. Explain that this line represents one year. Ask the participants how they want to divide the year: into months or seasons. If they choose months they divide the line into 12 divisions or parts. If they choose seasons it might be 4 divisions. Mark each month by means of a symbol that is familiar to the group. 4. Ask one member of the group to draw a vertical line that touches the horizontal line. On this line you show the elements or topics that the household will reflect on: e.g. food availability, water availability, income, women's activities, men's activities, income, holidays. Draw horizontal lines to make rows. 5. Here is an approach you might like to use to facilitate the discussion and recording of the group's ideas on the seasonal calendar. Each of the elements is a topic. Use questions from the list below to stimulate the discussion. <ul style="list-style-type: none"> • Start the discussion by asking questions about rainfall patterns. This is usually the easiest topic to get people started. Choose a symbol for rain that is familiar to the group and mark it on the ground in the appropriate space along the vertical line. Use questions from the list above to encourage the participants to respond. Each participant or pair puts small stones above the months when it rains. Explore with the group what the impact is of seasonal rainfall on the household. • Go on to the next topic, e.g. food availability, and deal with it in the same way as you did with the rainfall topic. • Continue until you have dealt with all the topics.
What did you learn?	<ol style="list-style-type: none"> 1. What did you learn about the different periods of the year? 2. What are the benefits of using a seasonal calendar? 3. What actions do you think are necessary to help you manage food insecure periods in the year? 4. What support do you need to take these actions


	<h2>Practice Guide</h2> <h3>7. Problem tree</h3>
Time estimate	About 1 hour.
What you need	Koki pens, small cards or pieces of colored paper cut into small pieces, prestik or sell



	tape, 2 flipchart sheets
What is the purpose?	<ol style="list-style-type: none"> 1. Encourage participants to analyze the causes and effects of malnutrition in their households and community. 2. Explore ways of dealing with some of the problems identified.
How do you prepare?	<ol style="list-style-type: none"> 1. Clarify what you want to achieve with the problem tree. What topic or theme do you want to explore? 2. Draw a large picture of a tree (see example below) on which the participants will stick their cards. 3. Cut several pieces of cardboard or stiff paper into small index cards on which participants will write
How do you facilitate the interview?	<ol style="list-style-type: none"> 1. Explain that the purpose of the activity involves looking at the causes and effects of the topic, e.g. <i>hunger and malnutrition</i>. The discussion and reflection will enable the group to identify underlying problems and come up with ideas for potential solutions to the problem 2. Ask the participants to share stories about going without food and hungry. The stories can be their own experiences or what they have heard. They can also tell well-known cultural stories that highlight the topic. 3. Facilitate a group reflection on the stories shared and ask the participants to draw out the effects of going without food and what the causes could be. Let them use their own words to describe the effects and causes. Write their ideas on the small cards. 4. Introduce the problem tree and explain how the activity works. Involve the participants in sorting the cards into: effects (branches and leaves); causes (roots) and main problem (trunk) <ul style="list-style-type: none"> • The participants help to stick the cards onto the drawing of the tree. Place the flipchart paper on an open space on the floor so that everyone can see it. • Agree with the participants what the main problem is. The card that shows this problem is placed in the middle of the trunk. • Together with the participants continue arranging the cards with the causes and effects and note their relationships with each other. • Put aside any cards with statements that are unclear and ask the person whose idea it is to explain it. Respect each person's idea and never throw away a card. If there are duplicates get agreement to use one of them. 5. Facilitate a reflection to focus on the relationships between causes and the main problem and causes and effects. Which causes lead to which effects? Which causes lead to the main problem? Encourage people to reflect on different levels of causes and problems. Which causes are directly linked to the household? Which causes are linked to the community? Which causes are linked to provincial and national systems (economic and government) 6. Group the cards to show the links between problems. Ask the participants whether there are any important causes that are missing and add them in. You can draw lines and arrows to show relationships/links between causes and effects. 7. Take a photo of the completed tree or else redraw it on a sheet of paper for your portfolio of evidence.
What did you	Questions to guide a short reflection on lessons learned:




learn?	<ol style="list-style-type: none"> 1. What have you learned about hunger and nutrition? 2. How do you think you can deal with your household nutrition problems? 3. What kind of support would you need to take these actions?
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	<h2 style="text-align: center;">Practice Guide</h2> <h3 style="text-align: center;">8. Venn diagram</h3>
What is the purpose?	<p>A Venn diagram uses circles as symbols to identify internal and external groups and organizations and shows their relationships with each other.</p> <p>A Venn diagram helps people to identify and establish the relationships between a household and community with its environment and how important these relationships are.</p>
How do you prepare?	<ol style="list-style-type: none"> 1. Clarify what the purpose is of using the Venn diagram. For example: <ul style="list-style-type: none"> • In Module 1 you used a Venn diagram to identify relevant stakeholders in the community and to establish the relationships between them. • With the households you can use the Venn diagram to help them explore food security related support groups and organizations.
How do you facilitate the Venn diagram activity?	<ol style="list-style-type: none"> 1. Introduce the Venn diagram activity and explain benefits, what can be achieved, and how people can take part. 2. You can follow these steps: <p>Step 1 – Start the Venn diagram</p> <p>Invite one participant to draw a big circle in the centre of the paper that represents the group. Write the name of the group inside the circle.</p> <p>Step 2 – Facilitate a group discussion to gather information about the group’s relationship with key individuals and organizations</p> <p>Here are questions you can ask to collect relevant information. Ask the note-taker to write down the main points from the discussion.</p> <ul style="list-style-type: none"> • Which individuals and organizations are important to you? (Compile a list) • How important is each organization on the list? • How do you benefit from the organizations? • What is the degree of contact and cooperation between you and the organizations? <ul style="list-style-type: none"> ○ Do you have <i>no</i> or <i>little</i> contact or cooperation? ○ Is there only a <i>loose</i> contact? ○ Is there <i>some</i> contact? ○ Is there <i>close</i> cooperation? • Which organizations only accept women or only men as members, or which provide services only to men or only to women? • Which organizations or groups address household food security and nutritional issues? How do they address these issues? <p>Step 3 – Draw circles to represent the nature of the relationship between the group and organizations</p> <ul style="list-style-type: none"> • Size of the circles The most important organizations can be drawn as big circles and the least important ones as small circles. You can have 3 different size circles to




	<p>represent the degree of importance of each organization.</p> <ul style="list-style-type: none"> • Distance between circles You may use the following key to show the degree of contact: <i>Large distance between circles:</i> no or little contact or cooperation. <i>Circles close to each other:</i> only loose contact exists. <i>Touching circles:</i> Some cooperation exists. <i>Overlapping circles:</i> Close cooperation. • Indication of gender for membership and services Show the answers by marking the circles with a common symbol for men or women. • Indication of organizations involved in food security and nutritional issues Mark the organizations and groups with a common symbol that indicates food security and nutritional issues.
What did you learn?	<ol style="list-style-type: none"> 1. What have you learned about your relationships with groups and organizations in your environment? 2. Which organizations are already providing you with support? 3. How can you strengthen your relationship with these organizations? 4. How can you strengthen your relationship with other organizations in the area that could provide you with food security support?

	<h2>Practice Guide</h2> <h3>9. Write a reflective report</h3>
What is the purpose?	<p>A reflective report can be compiled of a learning session, workshop, meeting with community stakeholders, introductory meeting with caregivers, actions taken by households, and support provided to the households.</p> <p>The report should highlight the purpose, explain what happened, and identify key lessons learned.</p>
Structure of a reflective report	<p>Report of the..... Date</p> <ol style="list-style-type: none"> 1. Introduction Describe the purpose of the learning session, where it was held, who facilitated, and who participated. 2. Highlights Select a few highlights: <ul style="list-style-type: none"> • Activity that worked very well. Describe what happened and why you think it worked well. • Activity that did not work so well. Describe what happened and why you think it did not work well. • What changes did you make to the learning session plan? Give reasons. 3. New insights gained This section focuses on what you and the participants learned.



	<ul style="list-style-type: none"> • What did the participants learn? Include a few comments from the participants. • What did you learn from the participants? • What did you learn about the participants? • What did you learn about yourself as a facilitator? What can you do well? Where do you need to improve? What support do you need to do so? • What will you do differently in future? <p>4. Conclusion Sum up your impressions of the learning session.</p> <p>Appendix: Attach learning session plan or any other item considered important.</p>
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	<h2 style="margin: 0;">Practice Guide</h2> <h3 style="margin: 0;">10. Household visit</h3>
Time estimate	Depends on what kind of information you want to gather. Household visits can range from 30 minutes to an hour.
What is the purpose?	<p>Household visits form an important part of your work with the households. Visiting people in their own space gives you an opportunity to:</p> <ul style="list-style-type: none"> • Observe people in their own context and their day to day food security practices; • Build up good interpersonal relationships of trust; • Monitor how people are progressing: identify actions that people are taking and difficulties they are experiencing; • Provide individualized support to encourage caregivers in their efforts to improve their food security; • Discuss possible solutions to specific problems (action planning).
How do you prepare?	<ol style="list-style-type: none"> 1. Make an appointment with the caregiver of the household to visit at a time that is convenient so that most members can be present. Tell them the purpose and length of time of the visit. 2. Arrange for a fellow student to accompany you where possible. 3. Remember you are visiting to learn from the family or household as part of your programme and their goodwill is extremely important
What do you pay attention during the visit?	<p>DO</p> <ol style="list-style-type: none"> 1. Be respectful and greet everyone in the homestead politely. Always remember that the home and yard or plot of the household is private domain. You need permission from the household to enter. 2. Introduce the purpose of the particular visit and explain what you expect from the household and what they can expect from you. 3. Show respect for indigenous knowledge and practices and help people to strengthen positive practices. Make a note of practices that do not have a positive effect on food security. When the time is right you can help people to discover negative practices for themselves. When people are ready for changing behaviours and practices you can provide the necessary encouragement and support. 4. Be aware that people will take time to change behaviour and provide them with adequate and appropriate support.



	<p>5. Be a keen observer and make notes about what you see and hear.</p> <p>DON'T</p> <p>6. Don't criticize the family or household on what is right and wrong.</p> <p>7. Don't ask direct questions about poverty, wealth or malnourishment.</p> <p>8. Don't create false expectations, promises, or hints about financial support, or handouts.</p>
<p>How do you manage the household visits?</p>	<p>1. Use a diary to write down your appointments and tasks. This helps you keep track of your visits.</p> <p>2. Keep a notebook in which you write down your observations, questions and ideas from households, problems, success stories</p>

