

Introduction to Household Food Security

Module code: PHFS01K



Author:	FM Ferreira
Project leader:	A Barlow-Zambodla
Academic support team:	
Critical reader:	I Schmidt
Educational consultant:	E Whitlock
Language editor:	WD Coetzee
Translator:	
Layout artist:	M Visagie

© 2009 University of South Africa

All rights reserved

Printed and published by the University of South Africa
Muckleneuk, Pretoria

This study guide PHFS01K-SG 101 2009 is a draft for a pilot run of the Programme for Household Food Security in agreement with SAIDE and UNISA.

Fransat ander referensies by

Acknowledgements for the use, for educational purposes only, of material taken from the following documents:

Novia Scotia. 2005. *Thought about Food: A Workbook on Food Security and Influencing Policy*. The Food Security Projects of the Novia Scotia Nutrition Council and Atlantic Health Promotion Research Centre, Dalhousie University. www.foodthoughtful.ca.



Table of Contents

Introduction to the module	i
Purpose of the module	ii
How module 1 fits into the programme	iii
Module 1 outcomes	iv
Brief outline of the units	v
What is in your study pack	vi
The teaching approach for this programme	vii
How will you know what to do in the study guide	viii
The module map	viii
Unit 1 Finding out about food security	1
1.1 What are food security and food insecurity?	2
1.2 The food security model	3
1.2.1 Defining food security	4
1.2.2 Steps in interpreting the food the security model	5
1.3 What is the human right to food?	6
1.3.1 How do what happens on the different levels influence the right to food and control resources?	7
1.3.2 What does the human right to food mean to me as a facilitator?	8

List of activities

Start-up activity: Issues that affect food security

Activity 1.1 What food security and food insecurity mean to me

Activity 1.2 Interpreting the definition of food security

Activity 1.3 Factors that affect food security

Activity 1.4 Reflecting on the levels of action of our food security model

Activity 1.5 The right to have access to food according to the Constitution

Activity 1.6 Levels on which food security problems can be addressed

Activity 1.7 Reflecting on the right to food

List of figures

Figure 1.1 The hornbill; bird of hope

Figure 1.2 The Triple 'A' Approach

Figure 1.3 Looking from different perspectives

Figure 1.4 Food security and food insecurity change on a continuum

Figure 1.5 The development of the food security definition over time

Figure 1.6 The programmes, structures and stakeholders, acting on each level, that influence food security.

List of tables

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

Table 1.2 Dimensions and levels for action that influence food security status

Table 1.3 Actions, structures and stakeholders linked to levels of action

Table 1.4 Linking people, the items listed in the constitution and the levels of action



Introduction to the module

We would like to congratulate you for choosing to take on a leadership role by engaging in community development, as only a few feel called upon to facilitate the improvement of lives in their community. We appreciate that your dedication to help people is based on respecting people, wanting to help them improve their quality of life, appreciating and supporting cultural differences and being a good steward of the land, water and wildlife.



Credo Mutwa, an internationally acclaimed cultural historian, spiritual leader and author uses a Zulu instruction to learner healers which says the following:

“Learn from the hornbill, the bird of unconquerable hope - no matter how bad the drought, no matter how desperate the famine, the hornbill always holds its head high, its beak pointed toward a better tomorrow. Never be like a crow whose ugly beak points earthwards in pessimism -be ever like a hornbill my child.”

Picture of Hornbill. Please insert Afrikaans, Xhosa and Zulu names

Picture should be alongside of quote and NOT above or below it.

Figure 1.1 The hornbill; bird of hope

This inspiring thought should keep you going and encourage you to remain optimistic when carrying out your important work in our rural communities.

We would also like to commend you on your decision to improve your knowledge, skills and attitudes in the important field of Household Food Security. As you work your way through this module you will gain a much better insight into concepts that are relevant to the field of food security. The module will also assist you in being able to help people in your community to find solutions and gain access to the range of services provided by government. You are also in the important position of knowing how these services are working and giving feedback to government structures on your community's needs and resources (Department of Public Service and Administration, 2007)

The overall theme is about linking food security to action. Firstly we need to know what we are talking about and then we need to find information on policy-makers and the role of other stakeholders in the implementation of food security policies and strategies. But first we need information, we need to analyse that information and then we need to plan for action. Let us begin by trying to grasp the meaning of the different words or concepts which we will be using throughout the programme.

Purpose of the module

This module is your first step on the journey towards understanding how the issues related to food security can be addressed. The modules that follow will take you step by step ever closer to seeing the bigger picture which, in turn, will empower you to make a real difference in your communities.

In this module we will introduce you to concepts such as *food security, food insecurity, nutrition security, livelihood security, food policies and programmes* and the role of stakeholders and facilitators. You will gain the knowledge and skills required to gather information on many different levels, from the macro to the micro level. You will also, in time, become equipped to analyse community and household needs, understand the implications of policies and strategies for communities and households. You will eventually be able to report on the community situation regarding food insecurity and related issues and to advocate and request assistance for intervention.

How Module 1 fits into the programme

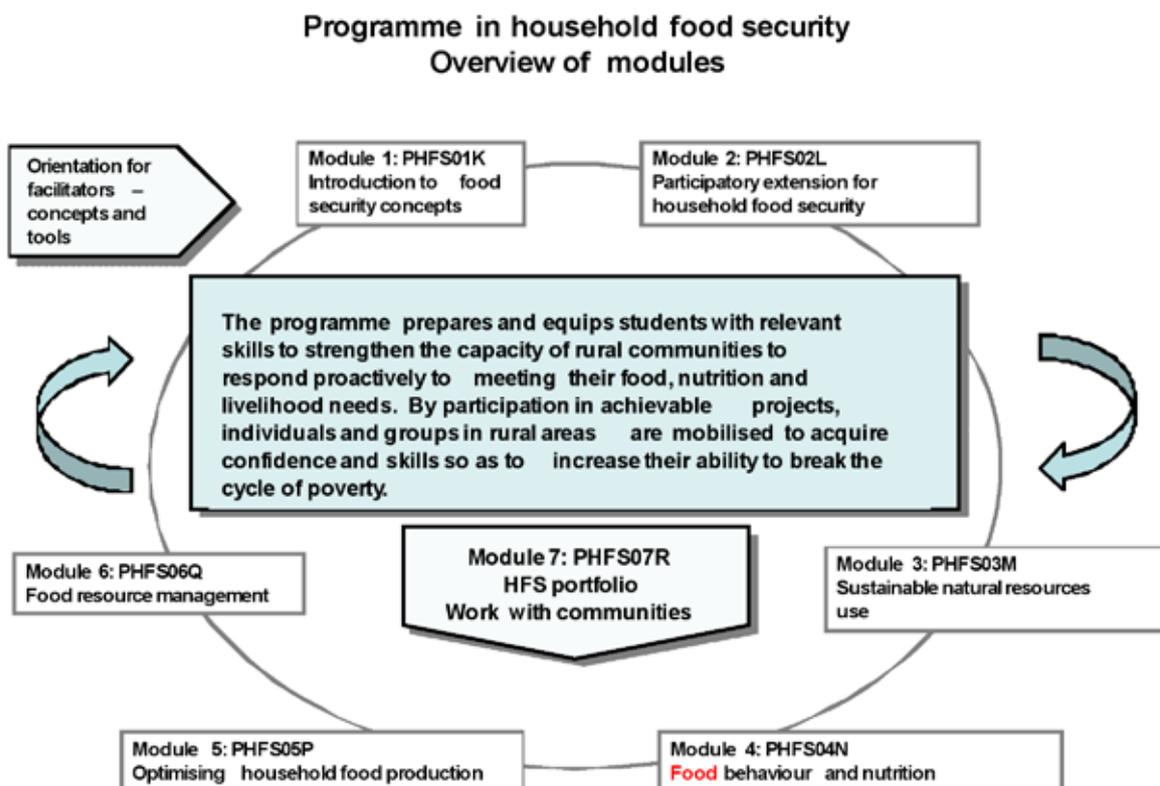
Each module is an important part of the Household Food Security Programme. The modules for the programme are the following:

Module 1	PHFS01K	Introduction to household food security concepts
Module 2	PHFS02L	Participatory extension for household food security
Module 3	PHFS03M	Sustainable natural resource use
Module 4	PHFS04N	Food behaviour and nutrition
Module 5	PHFS05P	Optimising household food production
Module 6	PHFS06Q	Food resource management
Module 7	PHFS07R	Household food security portfolio

The modules are linked and what you learn in one module will also help you in another. The diagram given below is a *programme map* that will provide you with an overall picture of the programme. It shows you the main purpose of the programme and what each of the six modules and the portfolio (Module 7) focus on.



Fransa, Enlarge and work on this diagramme



Module 1 outcomes

The table below shows the topics of the four units in Module 1 and gives you a good idea of what you are expected to know and to do. The assessment in this module is closely linked to the outcomes. It includes two assignments, workbook activities and portfolio activities. You will find detailed information about the assessment activities in the General Information Letter.

Unit		Specific Learning Outcomes	Assessment
1.	1. What is food security and food insecurity?	1. Interpret the food security model and how it links to the household's ability to achieve food security	Assignment 1 (10%)
2.	2. Linking household food security with nutrition and livelihood security	2. Interpret concepts used to assess and analyse household food security	Assignment 2 (20%)
3.	3. Linking policy-makers and other stakeholders with household food security	3. Identify stakeholders and roles that can contribute to household food security interventions.	
4.	4. Taking action for household food security	4. Compile an observation checklist to identify food security problems in households. Make an appointment and meet with stakeholders. Write report of the meeting. Formulate a written request (letter) to support a food security activity.	Portfolio activities (60%)
			Workbook 10% Selected activities from all units

Brief outline of the units

You are expected to identify food security concepts, use them in case studies and collect information to develop household profiles. You are expected to link vulnerability of households to food security on a micro level and on a macro level identify stakeholders for support and services to households.

Unit 1 – Finding out about food security

In Unit 1 you are introduced to different concepts related to food security, the definitions and dimensions of food security. You will be able to identify factors on the different levels that influence household food security.

Unit 2 – Linking household food security with nutrition and livelihood security

In Unit 2 we will identify and examine the linkages between household food security, nutrition and livelihoods. It is important to understand the linkages between the different dimensions for food security by using case studies to identify food security problems.

Unit 3 – Linking policy-makers and other stakeholders with household food security

In Unit 3 we will identify the different stakeholders that play a role in mobilising resources and services to households in communities. You will have to identify stakeholders in the community you will be working with and find out about their role and activities with households. You will also get a good



idea of which stakeholders can contribute to household food security issues and what can be done to improve the situation.

Unit 4 – Taking action for household food security

The work you did in Units 1, 2 and 3 will prepare you to work with households in your community. In this unit you will get the opportunity to apply these skills when working with households.

What is in your study pack?

Check your study pack for this module. It should contain the following:

This study guide	✓
A module workbook	
A tutorial letter 101(TUT 101) with your assignments and by when you should submit them	
A general information letter on the programme	

During the year you will receive additional tutorial letters that give you general feedback on the assignments submitted.

The teaching approach for this programme

What we as people do, flows from plans we make, based on information we have at the time, and how we understand that information. As we start implementing our plans, we learn more and can therefore improve our plans and actions. The approach that we will use, not only in this module, but also in all the modules to follow, is the Triple “A” approach.

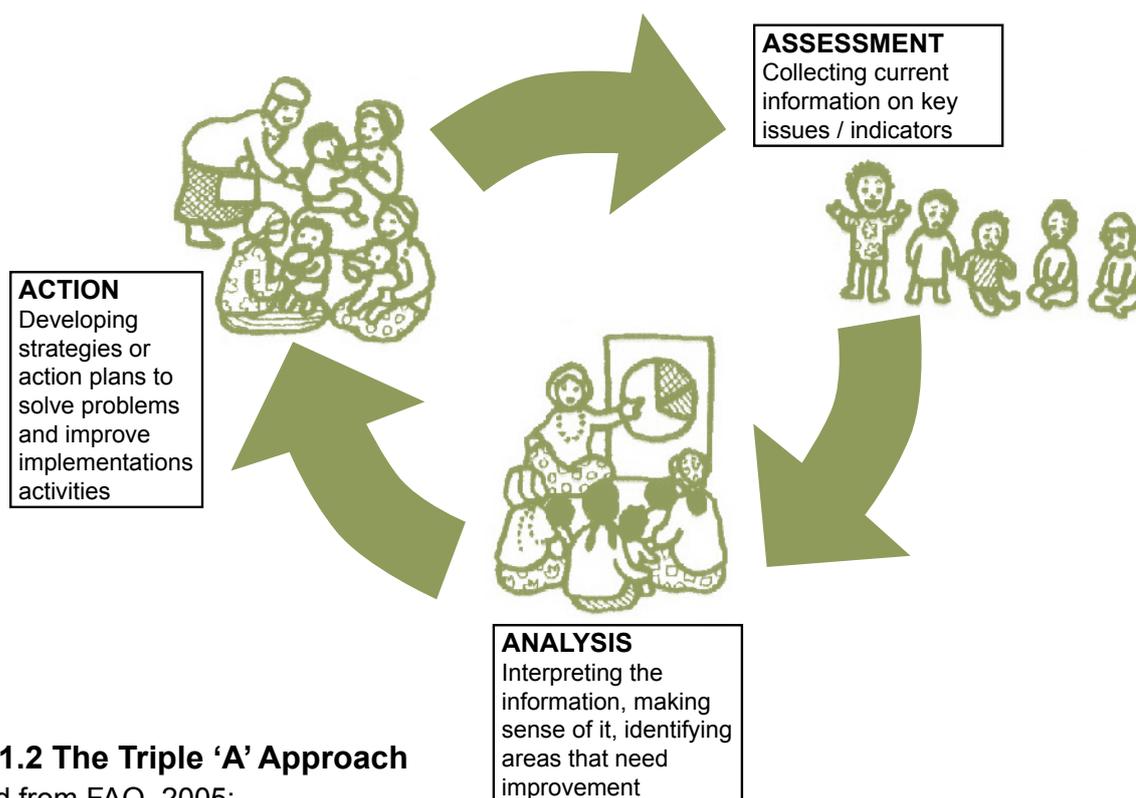


Figure 1.2 The Triple ‘A’ Approach
(Adapted from FAO, 2005:

The use of the Triple A approach will be to guide your learning by engaging you in a cyclical process of assessing, analysing and acting based on the new information which you have learnt.

The 'Triple-A' is one of many ways in which this ongoing planning and re-planning process is described. We gather information (assess), think about it and use it to come up with plans (analyse), implement those plans (act), all the while gathering new information.

How will the Triple 'A' approach be implemented in this module? In this module the Triple A approach will be implemented in the following way, Unit 1 will offer information on the key concepts of the food security systems model; Unit 2 will impart insights on how to linking household food security with nutrition and livelihood security; Unit 3 will focus on policy makers and other stakeholders concerned with food security action and activities; in Unit 4 you will apply skills to enable you to work with households to improve their food security situation.

How will you know what to do in the study guide?

We make use of symbols, icons or shades of colour to show you what you are expected to do.

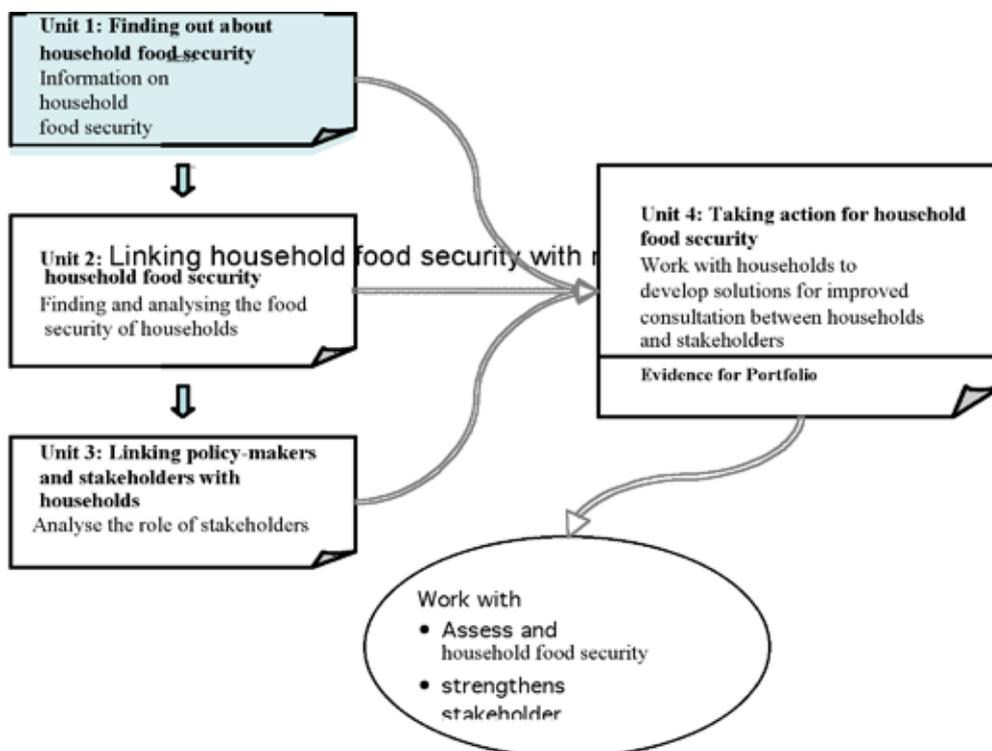
<p>Activities are shown in a shade of colour</p>	<p>These are learning activities that encourage you come up with your own ideas as you read the text. Write your ideas in the blocks provided in the study guide.</p>
<p>Icon for workbook activities</p> 	<p>Some activities have been selected that help you to reflect on your own context and deepen your understanding of the main issues dealt with in the module. You will either do these activities by yourself or in a group. These are workbook activities which are provided in the study guide but which should only be completed in the workbook.</p>
<p>Case study in Comic Sans blocks</p> 	<p>We have included a number of short case studies that reflect what is happening in practice in different parts of South Africa and in other parts of the world. The case studies serve two main purposes: to give you examples of what people are doing in different contexts and to invite you to reflect on these experiences as they will help to strengthen your insight and understanding of the issues to be addressed.</p>
<p>People's voices</p> 	<p>Boxes in the text give quotes of experiences of household members on food security</p>
<p>Icon for portfolio activities</p> 	<p>The activities with the households in Unit 4 are portfolio activities. They are practical activities and you will be required to produce specific evidence for your portfolio in order to complete them.</p>



The module map

The module map gives you an overall picture of what Module 1 is about. The map appears before each unit to remind you of the purpose and direction of the module and to show you how the individual units are linked.

Enlarge and work on this diagramme



Unit 1: Finding out about food security

Introduction

When you look at the following picture, what do you see?

Figure 1.3 Looking from different perspectives (Adapted from Navamaga)

Many problems remain unsolved because people look for solutions, and not for new ways of viewing problems

Creative Problem solving
In Hoff and Raudsepp



Some people will say they see a young woman and some will say they see an old woman and some will see both an old and a young woman. We often look at the same object and see different things. We often form an initial impression that makes it difficult for us to see things in a different way.

If we, who care and work in communities, want to address the issue of food security we need to look at the issue from different perspectives. Sometimes the way we see an issue or problem greatly affects how we resolve or don't resolve the problem. Sometimes we hang onto our initial impression or experience with a problem and are then not open to seeing it differently and thus the problem remains a problem.

The first unit of this module introduces you to the meaning and dimensions of food security. It also highlights the importance of these concepts to your work as a household food security facilitator, working as a community development worker or volunteer or any in other position within communities.

This unit consists of the following sections:

- 1.1 What is food security and food insecurity?
- 1.2 Interpreting a food security model
- 1.3 What is the human right to food?

