

# **Food Resource Management**

## **Module code: PHFS06Q**

### **DRAFT DOCUMENT**

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**This module iteration is a draft for the Module 6 for the pilot of the programme between SAIDE and UNISA for design and development.**

The project for training household food security facilitators was initiated by the South African Institute for Distance Education (SAIDE) that submitted a proposal to the WK Kellogg Foundation and received funding to help facilitate the design and development of the programme aimed at further upgrading the skills of community development workers and volunteers. SAIDE approached the College of Agriculture and Environmental Sciences of the University of South Africa (UNISA, CAES) and the two institutions signed a memorandum of agreement in this regard. The programme was to be offered by UNISA as a Short learning programme. The project is being overseen by a Steering Committee, under the leadership of Dr M.J Linington (Dean, CAES, UNISA) and Ms J Glennie (Director, SAIDE).

This study guide for the module *PHFS06Q Food Resource Management* is the last of six modules in the programme to be piloted with a group of volunteers linked to non-governmental organisations (NGOs) in the Eastern Cape. The Eastern Cape Non-governmental Organisation Coalition (ECNGOC) has supported the strategy through advocacy and helping to link organisations with the project, thus enabling the recruitment of practising volunteers or community development workers who want to be trained and specialise in Household Food Security. The ECNGOC organised consultative meetings between the UNISA-SAIDE project team and a number of interested NGOs wishing to participate in the pilot project. The NGOs organised community meetings and identified students at eight sites who would participate in the pilot study. The NGOs and people to be acknowledged are Student Partnerships Worldwide (SPW), Transkei Land Service Organisation (TRALSO), The Directorate of Social responsibility in the Anglican Diocese of Grahamstown (DSR), Africare and an independent community development consultant.

The project is managed by a Project Leader from SAIDE, Dr A Barlow-Zambodla, and has a designated Programme Coordinator from CAES, UNISA, Mrs FM Ferreira. Six writing teams participated in the curriculum development and design process, together with other stakeholders. The teams were involved in the writing of six study guides (one for each module) and need to be acknowledged for their dedication to the task of being specialist writers, critical readers, education consultants and language editors in developing the study packages. Their names will be recorded on the front page of each study guide. In addition acknowledgements go to a team of people involved in developing a resource package for Homestead Farming and Water Management for the Water Research Commission which was also involved in the curriculum design and development process of this programme.

The Programme in Household Food Security is an approved UNISA Short Learning Programme that serves to promote community engagement with UNISA by linking curriculum and tuition, research and community service with the delivery of higher education. This is in line with the UNISA vision: *The African University in the service of humanity*.

The publications used to develop and design the qualifications are to be acknowledged. The publications are acknowledged for the use of their material, content, illustrations, ideas and activities. The material has been used for educational purposes to design and develop this material study package to train household food security facilitators for educational purposes in the writing of this study material:

Articles and illustrations have been adapted for use in this training material. These have been taken from publications where the publishers indicated that parts of publications or illustrations may be used for educational purposes provided that the sources been acknowledged. Where this has not been done and recognised as such, the writing team does acknowledge the relevant publications:

The publications used are:

De Sagte, R. 2002 *Learning about livelihoods: Insights from Southern Africa.*, UK, Peri-er Publications and Oxfam Publishing.

Food and Agriculture Organisation. 2004. *Rural households and resources: A guide for extension workers.* Socio-economic and gender analysis programme. Rome, FAO.

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As society has begun to understand more about the causes and effects of poverty, there has been a shift of concern from regional and national food security to a concern with the food security and nutritional status of the household and the individual. In other words, a shift from regional food reserves to a livelihood perspective, which focuses not only on the production of food, but also on the ability of households and individuals to procure the additional food they require for an adequate diet. In addition to this increasing emphasis is placed on promoting policies, projects and programs that enhance people's capabilities to secure their own livelihoods.

Module 4 focuses on understanding the relationship between sustainable livelihoods and food resource management within households. In Units 1 and 2 we will explore the relationship between resources and the management of food for improved nutrition and food security within rural households. Through experiential learning you will first be exposed to the basic concepts of livelihoods theory. This will provide you with the necessary background to focus your attention on sustainable households, food consumption practices, the allocation and use of food resources as well as the planning of improved household food production and consumption practices (building capacity).

Unit 3 & 4 of this module will provide you with exposure to basic technologies and skills that will enhance your understanding of how rural households may maximise the use of food related resources in their homes. At the end of this module, you will be able to share your answers to the following questions: What is household vulnerability?; What does it mean for a household to be sustainable?; How can households and development processes work together to improve household food security?

Throughout this Module you will be asked to learn some theoretical content and then practice applying what you learnt. You will also learn to adapt the principles of participatory tools discovered in Module 2 to help you interact with real households. In this module, we structure your learning experience in a specific way. This may not be comfortable for you, but we ask you to follow a specific set of instructions to ensure that you will apply the theory and in so doing learn from your experience. We hope that you are committed to lifelong learning and that this course will act as a springboard for the further development of your skills and learning about the communities where you work.

Besides the assessment of your own growth through your learning journal entries, you will be assessed on: your ability to listen to what household members are saying; use what you

have heard to identify opportunities for improving household food security; and then plan how this learning will be used in the community with household members.

This module focuses on understanding the relationship between sustainable rural livelihoods and the food production, processing or transformation and consumption activities to achieve outcomes at the household level. We explore resources and the management of food for improved nutrition and food security within rural households. The student is exposed to the concepts of livelihoods theory and provided with experiential learning of technical knowledge and skills for maximising the use of food related resources in the home.

To give you a brief overview of the learning process, we will first look at the concepts and thread out the meaning of the livelihood concepts for households and food security, then focus on how to go about facilitating household food security using these livelihoods concepts. Thereafter you will be equipped to identify resource allocation and management skills of households and identify strategies with households to use and add value to food harvests and stores in the household. Finally, we will ask you to go out and practice what you have learned by drawing all of your learning together into a Household Food Resource Plan while demonstrating your skills and understanding of how to build capacity in a community context.



## How Module 6 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 resources use
- Module 4 PHFS04N Food behaviour and nutrition
- Module 5 PHFS05P Optimising household food production
- Module 6 PHFS06Q Food resource management

The modules are linked and what you learn in one module will also help you in another. The Figure 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 tasks of each module focus on

**Figure 1.1 The programme map**

## Module 6 outcomes

Students accredited with Module 6 will be able to utilize a range of facilitation and participatory skills to identify and mobilize households for improved household food security. Upon successful completion of this module you will be able to confidently say that you should be able to facilitate the development of household food resources management strategies to improve household food security.

Title of Unit	Focus	Specific Outcome	Learning objective	Assessment
Unit 1: Allocation of livelihood assets for household food security	Sustainable Livelihood concepts	Understanding the micro-macro relationship between households and sustainable livelihoods	You will be introduced to the Livelihoods approach and will discover through experiential learning how people draw on assets and capabilities to interact with their environments.	?
Unit 2: Improve food storage and processing practices for food stability	Household Food Security Analysis	Determine household and consumer practices in relation to the allocation of resources to food related process and activities.	You will learn to identify the relationship and tensions between household decision making and household food security.	?
Unit 3: Move beyond coping - building capacity for food resources	Indigenous food technology	Investigate food storage, processing and preparation practices and the application of appropriate and indigenous technologies to add value and increase shelf life.	You will focus on the management of food resources and be exposed to traditional technologies for preserving and adding value to food items. This exposure will assist you in exploring how a household may reorganise excess food resources into income generating activities.	?
Unit 4: Take action	Household Food Security Plan	Facilitate the development of strategies for use in a household food resource plan	Work with groups and or households	?
Assessments				
Contribution to Portfolio	Participatory Household Food Resource Management strategies			

## Brief outline of the units

The module provide participants with the knowledge and skills required to develop household food resource strategies building capacity for planning for improved food and nutrition security. Students should be able to analyse the resources and practices that impact on food stability and household food security; develop a household food resource profile and then together with households, use this information to design and develop a food resource strategies for better management into the future.

**Unit 1:** Allocation of livelihood assets for household food security

**Unit 2:** Improve food storage and processing practices for food stability

**Unit 3:** Move beyond coping - building capacity for food resources

**Unit 4:** Taking action for household food security

## What is in your study pack?

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

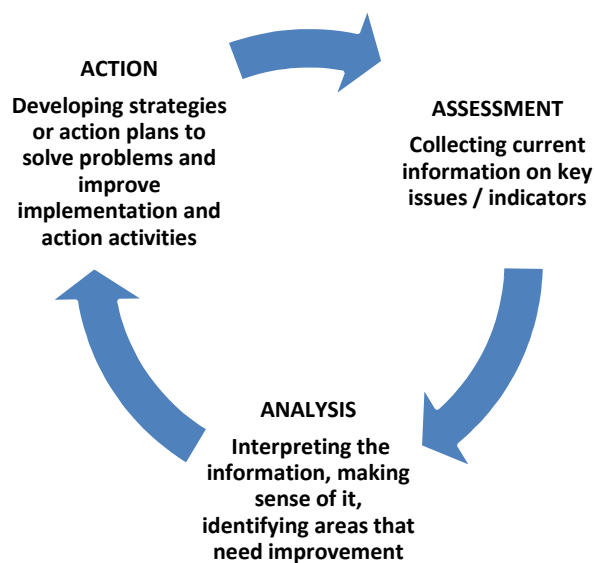
This study guide	✓
A module workbook	
A tutorial letter 101, with your assignments and by when you should submit them.	
A Tutorial letter 301 with general information on the programme	

During the year you will receive additional tutorial letters on the portfolio and other 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. 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.



**Figure 1.2 The Triple ‘A’ Approach**

How will the Triple ‘A’ approach be implemented in this module? In Module 2 the Triple A approach will be implemented in the following way; Unit 1 will offer information on the key concepts of the module, Unit 2 will impart insights on how to assess the situation (or the problem) of the households, Unit 3 will offer ideas of how the problem could be analysed and Unit 4 will help guide you (and indirectly the households) to identify actions required to improve the 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.

Text Activities	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.
Icon for workbook activities	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 <b>only</b> be completed in the workbook.
Icon for portfolio activities	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.
Case study in blocks	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.
People's voices	Boxes in the text give quotes of experiences of household members on food security