



This is a practice-focused programme that offers you many opportunities to apply what you are learning by working directly with selected households in the community. Learning is an interactive process: you learn from people in the community and they learn from you and together you discover new ways of doing things.

Practical activities called *portfolio activities* have been carefully designed to guide you in your work with the households in the community. This section gives you detailed information about the portfolio activities that are linked to Module 4.

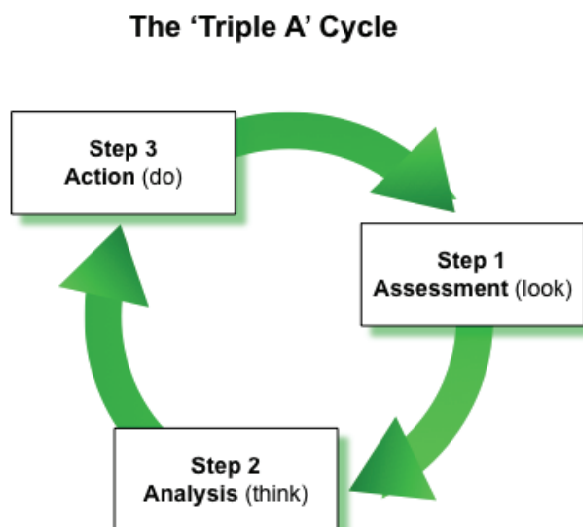
### 1. How to approach portfolio activities

#### **PORTFOLIO ACTIVITIES ARE COMPULSORY ASSESSMENT ACTIVITIES**

In this programme the portfolio activities are the main assessment activities and they focus on the practical work you will do with households. You will find easy to follow descriptions and instructions for each portfolio activity and helpful tips to support you. There are about 5 portfolio activities per module. It is important that you understand exactly what you have to do. If you are unsure you can contact your promoter who will assist you.

#### **The 'Triple A' Cycle**

The portfolio activities are based on the 'Triple A' approach. This community development approach is used in many community development projects and initiatives. The 'Triple A' has three steps: assessment, analysis, and action. The steps are parts of a cycle as shown in this diagram.



**Figure 1.1** The 'Triple A' Cycle



### Step 1

**Assessment:** This is the look or observation phase. You and the households observe the situation carefully and use a variety of techniques and tools to collect current information on key issues.

### Step 2

**Analysis:** This is the critical thinking and reflecting phase. You interpret the information, make sense of it, and identify areas of success and areas that need improvement.

### Step 3

**Action:** This is the informed action phase. You plan workable strategies for action or action plans with households to address identified problems. You support the households to implement the action plans and monitor progress.

The end of step 3 is not the end of the learning and development process as the cycle is ongoing. This systematic approach allows you and the households to increase your understanding of the issues. Households can use this approach to keep refining the actions that have a positive impact on their lives.

### KEEP A WELL ORGANIZED PORTFOLIO FILE

For each completed the portfolio activity you have to complete **evidence sheets**. You file all evidence sheets and any additional items such as, terms of reference, agendas, minutes, plans, interview questions, reports or photographs in your portfolio file. Get used to storing this valuable assessment evidence from the start. At the end of the module, you have to submit your portfolio file for marking and grading. You can create an interesting portfolio file that you are proud to present as evidence of your learning journey in the programme. Make it easy for a marker or reader to access by including the following:

- Place a coloured cardboard or plastic divider before each module.
- For each module create a creative title page with this information: module number and topic, your full name, your student number, the course code, the full date, the name of your group and name of your promoter.
- Number your pages.
- Include a contents list of the items of evidence, e.g. completed evidence sheet, agenda, minutes, plans, reports, photographs or any item you are required to include.
- At the end of each module, write a short reflection on what you have learned. Keep it short. No more than one page.



**Refer to the portfolio section in Tutorial Letters 102 and 301 when you compile your portfolio.**



## 2. The portfolio activities for Module 4

The main tasks for this module are the six activities shown in the table below. They are compulsory portfolio activities and you must include relevant evidence in your portfolio file.

Your task	Tools and methods	Portfolio activity
<b>Assess</b>	Malnutrition vulnerability risk assessment – using semi-structured interviews	4.1 4.2
	Establishing causes and effects of malnutrition using a problem tree	4.3
	Assessing diet diversity and food variety status using participatory discussion	4.4
	Identifying nutritional gaps using a seasonal calendar for food security	
<b>Analyze</b>	Analyzing the results of the various assessments	
<b>Take action</b>	Developing a nutritional improvement action plan	4.5
	Reflecting on the process and findings in the form of a log entry	

Most of the activities you have to complete involve working with groups of people. In order to be able to facilitate in a professional manner refresh read the tips and recommendations below.

### Some tips on how to facilitate group activities

Here are some practical ideas for facilitating the activities you will do with participants.

### What is your role in the learning group?

For every activity, at least two HFS Facilitators must work together, one as the facilitator of the learning group and one to record the data generated. You can take



turns to play different roles for the different activities.

**The facilitator will:**

1. Introduce purpose of tool,
2. Organise/divide groups of participants,
3. Ensure active participation by all participants, and
4. Listen and ask questions.

**The data capturer will:**

1. Make a copy of the end results of the problem tree, seasonal calendar etc generated during activities etc.
2. Take detailed notes on the issues presented and discussed by the participants, in a notebook for future reference (photographs or a videotape may be desirable too),
3. Make notes about group dynamics (including who is participating and who is not), and the comments people make while participating or observing.

**Tips for effective group facilitation**

- ✓ Keep your eyes and ears open. Listen to what participants have to say, even when you're not formally conducting an exercise. Pay attention to body language.
- ✓ Keep in mind the objectives of the activity. Ask probing questions during and after you have completed the activity. Remember that doing an exercise, such as a map, is only the first step. The discussion that follows is the key opportunity for learning.
- ✓ If participants offer good ideas that are connected with the exercise's objectives, even if they are not planned or expected, follow them.
- ✓ Be careful that your body language does not reveal that you either approve or disapprove of what the participants are saying. Do not be judgmental. Never respond to a participant with astonishment, impatience, or criticism. Remember that there are no right or wrong answers, and a facilitator's role is not to correct what is being said.
- ✓ Show interest by using expressions like "I see," or "That's interesting."
- ✓ Be aware of people who dominate the process, as well as people who are not participating. Try to bring those who are quiet or shy into the process.
- ✓ While some people may be quiet because they are shy, others may be quiet because they are remembering a painful experience (such as violence in their past) and do not want to talk about it. If at any time you sense that someone is uncomfortable with the subject matter, make sure that they are not pressured by your team or other participants to talk about something they do not want to. Remind them that they can choose not to answer any question or not to



participate in a particular activity.

- ✓ Try to get the opinions of all participants. Do not accept one person's opinion as the opinion of the whole group.
- ✓ Encourage participants to speak in whichever language they are most comfortable with, even if it means you need to get a translator.
- ✓ Because many issues you are discussing are sensitive, the respondents may often be silent. You may have to try different ways of introducing the same topic. Do not keep repeating the same question; be creative and ask in another way.
- ✓ Do not be afraid of silences. The person who was speaking may continue, or another person may decide to talk.
- ✓ Diplomatically discourage more than one person from talking at the same time.
- ✓ Listen to the discussion and make notes of non-verbal communication such as hesitations, laughter, and silences.
- ✓ When using a specific tool, do not limit yourself to the procedures of the tool; the procedures have been provided as a guide to help you. Remember that spontaneous discussion among the participants is good and should be encouraged because it can provide useful insight.
- ✓ Always keep in mind the overall purpose of the project and the broad themes and topics that you want to explore so that you can facilitate an appropriate discussion with the participants when you are doing the exercises.
- ✓ Be aware of the personal biases that you might bring to the discussion, and try not to let them limit the conversation.
- ✓ Remember that emotion, tension, and conflict are likely to arise in a group setting. This is normal and to be expected, so be ready to handle it appropriately. It is your role to help people find common ground when conflicts arise, and recognize when to agree to disagree. Try to avoid taking criticism or resistance personally.

Source: Participatory Learning and Action (PLA)

<http://www.careacademy.org/ISOFI/ISOFI%20Pages/PLA20Introduction.pdf>





## Portfolio Activity 4.1

### Understanding the terms and concepts relating to malnutrition

In order for households to learn from and understand the activities in the Module 4 portfolio tasks there is a need to have a common understanding of the terms and concepts relating to malnutrition.

#### Overall Aim

An overall aim is for the participants to actively engage in learning activities to be completed during the group learning session. The aim is a shared understanding of food insecurity, risks, causes of malnutrition and solutions to diet diversity and seasonal availability. This is so that the participants can actively engage in the learning activities to be completed during the group learning session and also come up with suitable solutions for the problems identified.

#### Aim

To ensure a shared understanding of basic food security, malnutrition and risk terms and concepts among the participants

#### Time

Put aside at least 90 minutes for this activity.

#### Evidence for your portfolio

1. Answer the questions linked to Portfolio Activity 4.1
2. Completed Portfolio 4.1 Evidence Sheets
3. The log entry linked to Portfolio Activity 4.1

#### Preparation for this exercise

In order to complete this exercise you will be dealing with a number of terms you learnt in Modules 1 and 4. Please look up and make sure you understand the meanings of the following terms and concepts: *Household, food, food security, food insecurity, malnutrition, vulnerability, shocks and risks.*

In this portfolio exercise you must determine the households' initial understanding of these terms. Then you are expected to assist households to develop an understanding of the terms and concepts within their own definitions as it applies to their own context.

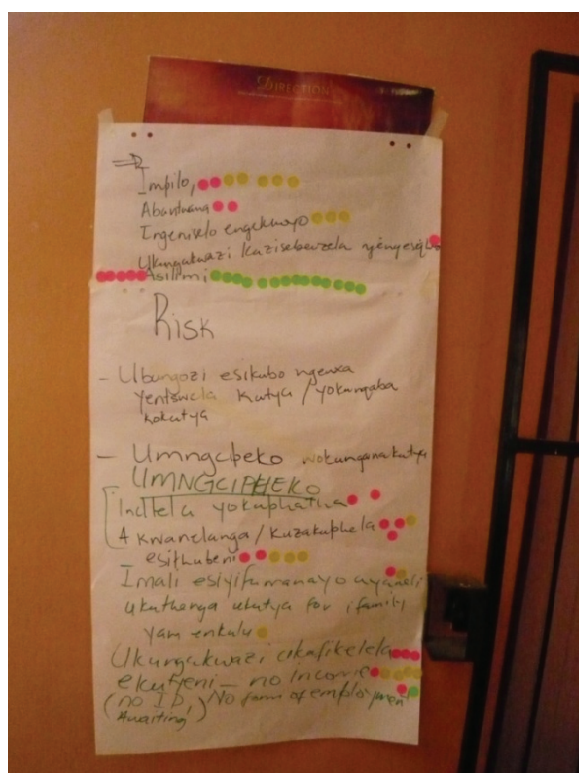
#### What you need

Some large blank sheets of flipchart paper, Koki pens, wax crayons or little dot shaped stickers of various colours.



## What to do

1. Introduce the activity by explaining that it is a good idea to have a shared understanding of the important terms that will be used during the workshop. This first activity will focus on ensuring this.
2. Put up a flipchart sheet with the key terms and concepts written on it where everyone can see it.
3. Point to the first word on the list of terms and concepts whose definition you want to know. The first word will be “food” (Tip: it is recommended you approach them one by one in this order: *food, household, security, food security, food insecurity, poverty, hunger, malnutrition, vulnerability, shocks* and then *risks*.) Use the questions in the textbox below to guide you in getting responses from the participants. Also see the portfolio sheets.
4. Write a list of the participant’s responses on a blank piece of flipchart paper that everyone can see. Note: The responses do not have to be written as full sentences, but rather focus on action words like: *Water scarce for gardening, No shops close by, no rain, little food sources, no food, no money to buy food, cripple family members, children always sick*, etc. Remember to encourage everyone to participate.



A flipchart sheet with participant’s responses and ratings



5. The risks and vulnerabilities that have been identified can be scored or rated by using different coloured stickers or pens making dots against each one. Those risks and vulnerabilities with the highest score are assumed to be those that have the most serious effects on households. The risks can be then be ranked according to seriousness.
6. After the participants have finished give them the definition of each term or concept as you have learnt it on this programme. Briefly discuss this definition and see whether it is understood and agreed upon. Please make sure you do not make the participants feel that their own definitions were wrong.

### **Questions to guide the discussion of each term/concept**

#### **Household**

What is a household?

When is a person viewed or considered to be a household member?

*Probing questions:*

*Do we use criteria like sleeping under one roof, how many nights?*

*Do we use then criteria eating from the same pot or hearth?*

*Do we use then criteria adding money or food to be cooked?*

*How can we as a group then describe who is a part of the household? (Taking into consideration the criteria mentioned above.)*

#### **Food**

What is food? What do we see as food?

*Probing questions:*

*What in nature provides food?*

*Who decides what food is?*

*Can food and what food is differ from one household to another?*

*How do we as a group describe food?*

#### **Security?**

What is security?

When are we secure?

How can we describe security it in terms of food?

#### **Food security**

What is food security then?

*Probing questions:*

*When will we then be food secure?*

*What is food availability, when is food available?*





*What is food accessibility, when do the household have access to food?*

*What is food utilization, how and we do we use food?*

*How do our bodies use food?*

*How will we as a group describe food security?*

### **Food insecurity**

*What is food insecurity?*

*Who is food insecure?*

*When are we food insecure?*

*How will we as a group describe food insecurity?*

### **Poverty**

*What is poverty?*

*Who is poor?*

*Probing questions:*

*Can one household be better off or poorer than another?*

*Is there a link between poverty and food insecurity? What is it?*

*Can I be wealthy and food insecure? Why?*

*When will we as a group say someone is poor?*

*When will we as a group say someone is wealthy?*

*When are people classified as neither poor nor wealthy?*

### **Hunger**

*What is hunger?*

*Probing questions:*

*Can one person be hungrier than another? Why would this be?*

*When are we hungry? How often?*

*What happens when we are hungry for a long time?*

*How do we then describe hunger?*

### **Malnutrition**

*What is malnutrition?*

*What causes malnutrition?*

*Probing questions:*

*Are you or anyone else you know in danger of suffering from malnutrition?*

*What situations may expose you to malnutrition?*

*What are some of the physical signs that would be seen in a person suffering from malnutrition? Or*

*Do you know a child or a person, who is suffering from malnutrition? Explain how you know this.*

*Is malnutrition a problem in your household or community? Explain.*

*What are the reasons why your households are be suffering from malnutrition?*



### **Risks**

What is risk?

Give some examples of risks that can lead to or cause malnutrition?

Can we describe risk?

### **Vulnerability**

What is vulnerability?

*Probing questions:*

*What might make you or other people vulnerable to malnutrition?*

*Who in your household would you say are vulnerable to malnutrition? (i.e. can easily suffer from malnutrition)? List those who could be vulnerable.*

*Who in the household could then be more at risk of malnutrition than other people?*

*How can we then describe vulnerability?*

### **Shocks**

What does the word shocks mean to you?

Mention some shocks that are related to (or can cause) malnutrition?

*Probing questions:*

*How will shocks then become a risk to malnutrition?*

*How can you protect yourselves or others from shocks that can be a risk to malnutrition?*

*Are we able to minimize shocks in our lives? Explain.*

### **Risk analysis**

Ask the group to brainstorm and identify all the risks for vulnerable individuals or households in their community that can cause or be a threat to people with regards to malnutrition.

List the risks on a flip chart.

Rank or number these risks from the more serious to the less serious. The most serious should be ranked as 1, then 2 for the next most serious, etc and end with the least serious risks.

Rank these risks in order of seriousness with regards to causing or being a threat to food insecurity and malnutrition.

### **Complete the Portfolio 4.1 Evidence Sheets**

Answer the questions linked to Portfolio Activity 4.1

Complete the Log entry linked to Portfolio Activity 4.1





## Portfolio Activity 4.2

### A causal analysis of food insecurity and malnutrition using a Problem Tree

It is important to discuss the causes and effects of malnutrition in the community that you are working with so that they can identify and address these issues.

Malnutrition can be caused by:

- **immediate factors** (in the household).
- many **underlying factors**.
- many **root factors**.

These include:

1. **Environmental conditions** such as a lack of clean water and poor sanitation,
2. **Social factors** such as a lack of education about nutrition and hygiene, fitness and poor access to health care
3. **Economic factors** such as a lack of income and ability to buy food.
4. **Cultural beliefs** may also play a part. For example, some communities believe that children should not eat eggs.

#### Aim

1. To help participants analyze the causes and effects of malnutrition in their communities and households
2. To explore with ways of dealing with some of the problems identified.

#### Time

One and a half hours.

#### Evidence for your portfolio

1. Completed Portfolio 4.2 Evidence Sheets
2. The log entry linked to Portfolio Activity 4.2
3. A copy of the problem tree produced

#### What you need

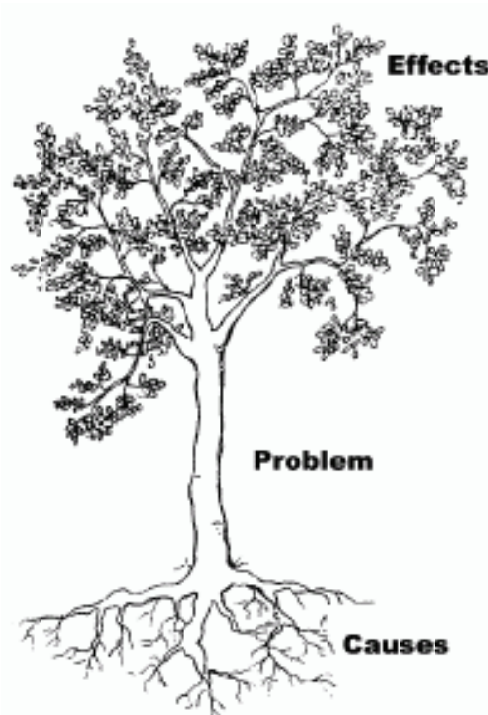
Koki pens or wax crayons, pieces of card, Prestik/Sellotape, a number of flipchart sheets, notebooks

*NB: This activity can be done using symbols or small drawings if the participants do not know how to read or write.*



## Preparation

1. Cut several pieces of cardboard or stiff paper into small index cards on which participants will write.
2. Draw a large picture of a tree (see example below) on which the participants will eventually stick their cards.

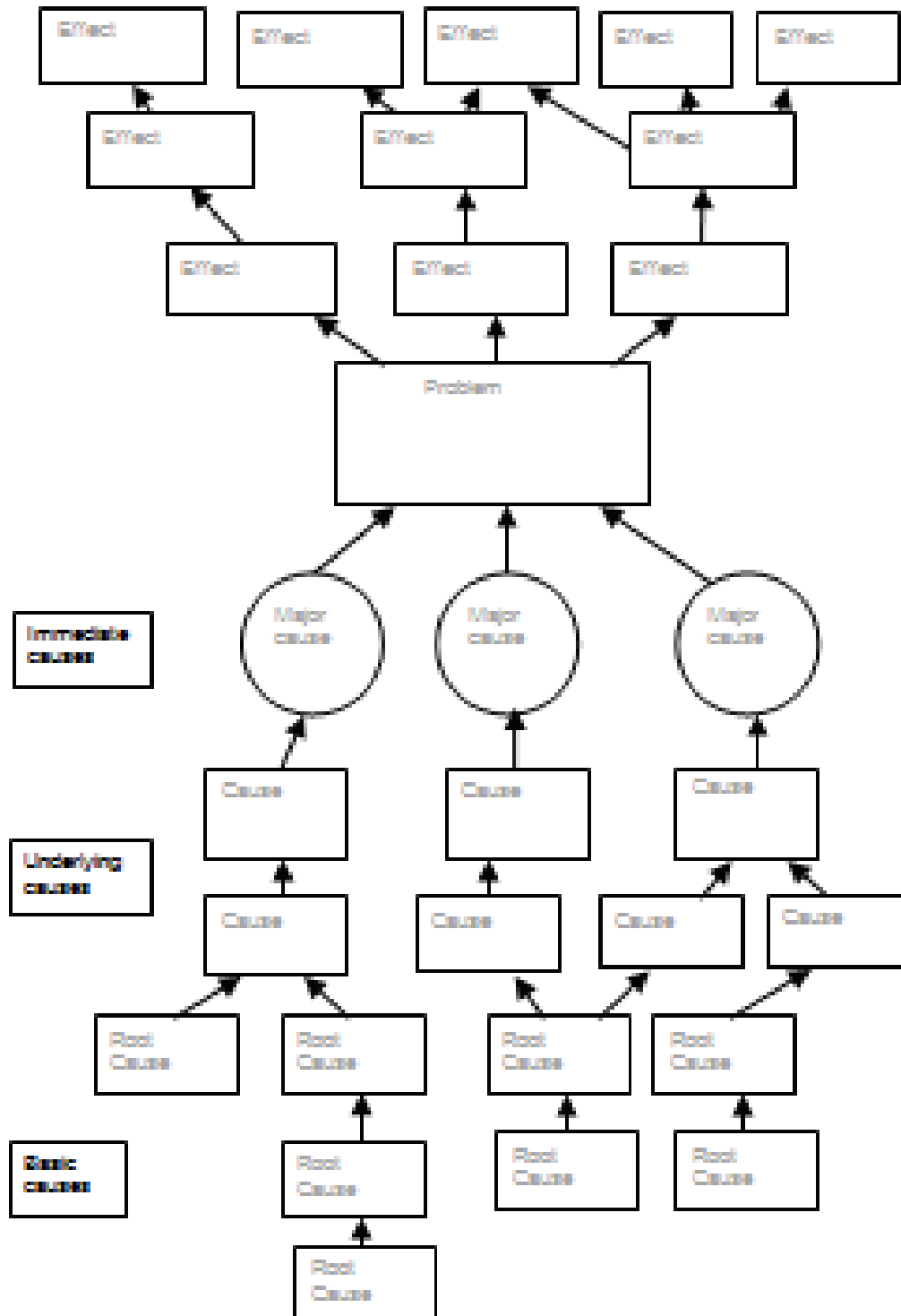


## What to do

1. Explain that the purpose of the activity involves looking at the causes and effects of malnutrition so as to come up with potential solutions to the problem.
2. Let the group discuss problems associated with malnutrition and create a list of them. This should be easy to do since some of these problems will already have been discussed during the previous activity.
3. Develop a common problem statement. This statement refers to the issue that needs to be addressed. Participants should each develop a problem statement that should be written on an index card. It should be a negative statement or drawing that describes the situation. For example: *Many children in the community suffer from malnutrition.*
4. The cards with the statements should be stuck on the wall or placed in a space on the floor so everyone can see them. Agreement should be reached on which should be considered the main problem. The card reflecting this problem should be placed in the middle of the *trunk of the tree* where everyone can see it. The picture below gives an example.



This diagram gives you an idea of how a malnutrition problem tree can be developed or organized. See the Figure on food security and malnutrition in Unit 1 to get an idea of what to do.



5. Identify the major causes of the problem by asking them – Why does this problem exist? Write each cause onto a card. Also look and see whether any of the initial cards that were placed aside represent causes. Place all the cards with causes together.



6. Together with the group look at each card and ask the question – **‘How does this cause lead to the problem?’** Record the information given and then reorganize the cards so that they show the linkages between the causes and the problem.
7. There also may be relationships between the various causes. In order to arrange them so that the linkages can be seen you need to ask: **‘What are the things that lead or result in this cause?’** (Note: some issues raised may be both a cause and an effect of a problem)
8. Clarify or put aside any remaining cards whose statements are unclear.

Continue arranging the causes and note their relationships with each other. Remember one thing leads to another and the cards should be arranged so that one can see how these problems are related to the core problem.

Rank these risks from the most serious risk for causing or being a threat to food insecurity and malnutrition.



9. To avoid having too many cards on the tree focus on identifying only the main links and relationships.
10. Once you have arranged the cards in a way that best shows the links between causes ask the participants whether there are any important causes that are still missing. If there are any add them in.
11. Next try and identify the effects or consequences of the problem. Ask the group the question – ***‘What are the effects or consequences of the main problem?’***
12. What are the effects of each of these risks or causes to malnutrition? (**If** this is the cause or threat to malnutrition, **what** will be the effect of malnutrition on our lives, livelihoods and the human body?)
13. Brainstorm these effects and then get the group members to write out a card with an example of each effect.
14. Look at the cards that were written earlier but still remain on the side and see whether some of these are not effects/consequences. If they are add them to the others.
15. Ask participants to arrange the cards to show which effects/consequences derive directly from the problem, and which ones lead to other consequences. These represent the "fruit" of the problem tree.
16. Let the group reflect on what they have learnt about malnutrition and the problems they are experiencing. Then ask them the following questions and note their answers on a flipchart sheet:
  - a. How do they think the causes of the problems they are experiencing can be addressed?
  - b. Do they think they can address these causes with the capacity and assets they have?
  - c. Which causes do they think they can address within their household?
  - d. How can food security help to prevent food insecurity that can cause malnutrition?
    - If food is available then?
    - If food can be accessed then?
    - If food is used properly and we eat healthy food then?
    - If we can always have food by storing or able to buy then?
  - e. What can they do to avoid risk (be more resilient to cope on their



own and not to be vulnerable and at risk)?

- f. Take a photo of the completed tree or else redraw it on a sheet of paper for your portfolio of evidence. For an example of a completed problem tree, see the picture below developed by some households in King William's Town.



**A problem tree focussing on the problem of household food insecurity**

- 19 Reflect on the activity and write it up: What worked? What did not work? How could you do things better next time?

**Complete the Portfolio 4.2 Evidence Sheets**

- Answer the questions linked to Portfolio Activity 4.2
- Complete the Log entry linked to Portfolio Activity 4.2
- Include a copy of the group's malnutrition problem tree.







## Portfolio Activity 4.3

### Assessing Diet Diversity and Food Variety

Dietary diversity is a qualitative measure of food consumption that reflects household access to a variety of foods, and is also a way in which one can assess the nutrient adequacy of the diet of individuals. Dietary diversity and food variety assessment and food group ranking seeks to answer the following questions:

- a. What foods are available?
- b. What foods are usually eaten?

### Aim

1. To enable the participants' to assess their own dietary and food behaviors and so
2. Identify nutritional gaps in their diet

### Time

At least one hour

### Evidence for your portfolio

1. Completed Portfolio 4.3 Evidence Sheets
2. The log entry linked to Portfolio Activity 4.3
3. A copy of the problem tree produced

### What you need

16 paper/ Styrofoam cups or even empty cool drink cans,  
Labels on which to write the 16 diet diversity food groups  
A variety of marbles, stones or beans,  
Flipchart sheets,  
Koki pens/wax crayons

### What to do

1. Ask the participants to indicate the meals/snacks that they had yesterday during the day and night, whether at home or outside the home.
2. Each student should make sure they have the data for their five households.
3. Recording the data:
  - a. Each of the 3-5 students who are doing the learning session can interview the households they invited and enter their information on a separate form indicating which foods had been eaten in the previous 24 hrs (must be a



weekday not a weekend day) If the participants can write give each one a sheet of paper with a table already drawn or copied on it.

OR

- b. If your households are able they can make a table like the one below and the student can function as note taker for his/her five households and record the foods eaten in the previous 24 hrs, for which marbles or stones are dropped into a cup with the corresponding food group label on it.

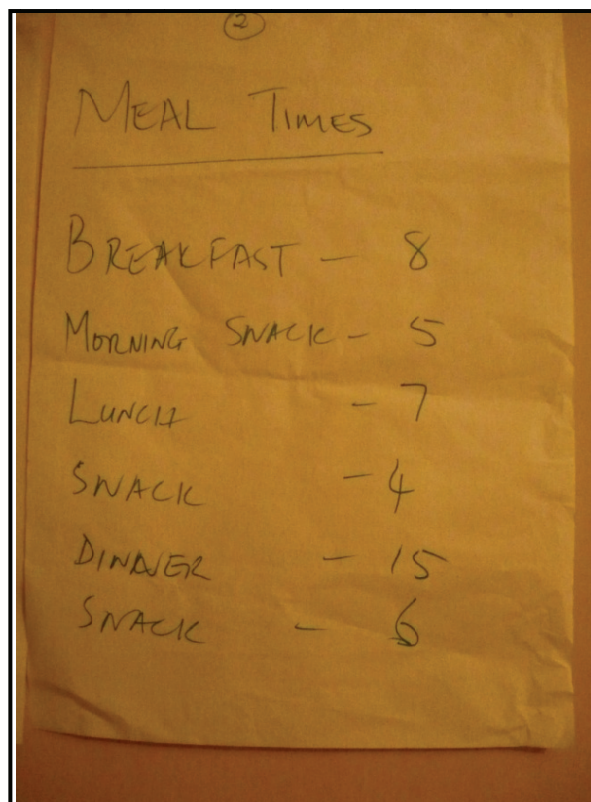
**Example of a consolidated record of daily food consumption for a number of households**

Respondent	Meal					
Household no	Early morning	Snack 1	Mid-day	Snack 2	Evening	Snack 3
1	Mielie porridge, tea	Apple	Bread, margarine, jam	Nothing	Pap, spinach, chicken	Tea
2						
3						
4						
5						

4. Start with the first column on the table and first meal of the morning and work your way through until the last meal/snack taken at night and record the specific foods.
5. Ask what foods were eaten for each meal/snack indicated. Write down all foods and drinks mentioned. When composite dishes are mentioned, ask for the list of ingredients.
6. When each the interviews has been done, probe the respondent for meals and snacks that may not have been mentioned.
7. On a flip chart write the different meals and from the separate meal records or the one table how many participants ate which meal. (For an example see the picture and table below)



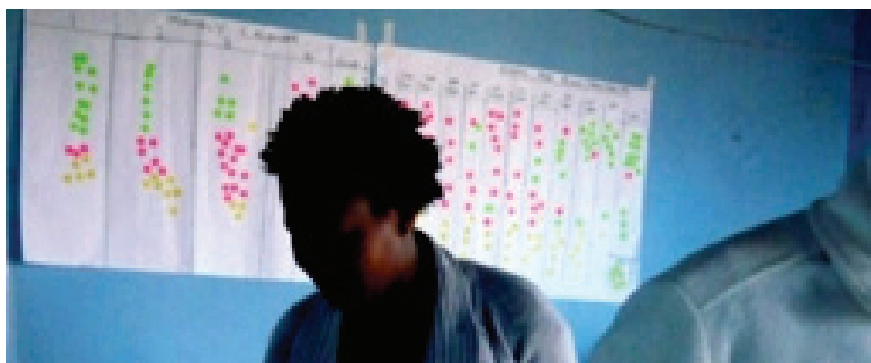
List of meals	No of persons eating meals N=15	%
Breakfast	8	
Morning snack	5	
Lunch	7	
Snack	4	
Dinner	15	
Snack	6	



**The number of persons out of a group of 15 people that ate various meals over a 24 hr period (the previous day). Do you know to calculate a percentage?**

8. Ask each participant to from the recorded meals and the foods eaten put a marble in the cup that correspond the foods eaten. The note taker should help. It is important that the individual interview has been done, so that marbles for those foods that were eaten are is put in the appropriate cup. If not, the participants can copy from each other to fill the cups and this is not reflecting the real situation.
9. They can do this by dropping a marble, stone or into a paper cup labeled with the name of the meal/snack that they had and the note taker record on the table the food type.
10. Count the marbles/stones in each cup and note down the numbers in a small table written on a sheet of paper with columns for each of the 16 food groups that the whole group can see.
11. Capture the information in a similar flipchart with columns or use crayons to make dots and paste the dots like the one below. One can also draw a table the floor or a paper on the floor and use stones as counters.





12. When the respondents have all finished telling you what they ate and you have counted the meals eaten by each and they have put the marbles representing this in the cups, analyze the data recorded for the meals with the participants.
  13. Ask one or two participants to help count the marbles and write down the totals on a flip chart sheet.
- OR
- You can ask the participants to re-paste dots from the interview lists on a flip chart with columns so that the dots for each food group can be counted.

These diet diversity tools are used in baseline surveys and can be used for individual interviews.

We use the diet diversity tool as an assessment tool in the groups or households to assess analyze their own diet and come up with ideas to solve their own problem of not having a diverse diet so as to encourage them to come up with their own actions or solutions. If one or more foods are eaten then a score of 1 is given to that food group. Calculate the scores for each household separately.

### Example of the Household Diet Diversity Score Sheet

Household Diet Diversity Score HDDS			
Question	Food group	Examples	Yes = 1 No = 2
1	Cereals	corn/maize, rice, wheat, sorghum, millet or any other grains or foods made from these (e.g. bread, noodles, porridge, biscuits, vetkoek, scones, rusks, roti, or other grain products)	
2	White roots and tubers	white potatoes, white sweet potatoes, white cassava, <i>indigenous white roots and tubers</i> or <i>other foods made from roots</i>	
3	Vitamin rich vegetables and tubers	pumpkin, carrot, squash, or orange flesh sweet potato that are orange inside + <i>other locally available vitamin A rich vegetables</i> (e.g. <i>red sweet pepper</i> )	



4	Dark green leafy vegetables	dark green leafy vegetables, including wild forms + <i>locally available vitamin A rich leaves such as amaranth, pumpkin leaves, cowpea leaves or bean leaves, spinach and other</i>	
5	Other vegetables	other vegetables(e.g. cabbage, tomato, onion, eggplant , sushi + <i>other locally available vegetables</i>	
6	Vitamin rich fruits	ripe mango, apricot (fresh or dried), yellow peaches, ripe papaya, dried peach, and 100% fruit juice made from these + <i>other locally available vitamin A rich fruits</i>	
7	Other fruits	other fruits, apples, pears, bananas, litchis, including wild fruits and 100% fruit juice made from these	
8	Organ meat	liver, kidney, heart or other organ meats or blood-based foods	
9	Flesh meats	beef, pork, lamb, goat, rabbit, game, chicken, duck, other birds, insects	
10	Eggs	eggs from chicken, duck, guinea fowl or any other egg	
11	Fish and seafood	fresh or dried fish or shellfish	
12	Legumes, nuts and seeds	dried beans, dried peas, lentils, nuts, seeds or foods made from these (eg. healthy snacks, peanut butter)	
13	Milk and dairy products	milk, cheese, yoghurt, amazi or other milk products	
14	Oils and fats	oil, fats or butter added to food or used for cooking	
15	SWEETS	sugar, honey, sweetened soda or sweetened juice drinks, sugary foods such as chocolates, candies, cookies and cakes	
16	Spices, condiments and beverages	spices (black pepper, salt), condiments (soy sauce, hot sauce), coffee, tea, alcoholic beverages	
Household level only	Did you or anyone in your household eat anything (meal or snack) OUTSIDE the home yesterday?		
Individual level	Did you eat anything (meal or snack) OUTSIDE the home yesterday?		

In your portfolio sheets you will find a sheet with a table in which you can summarize the results of the households and calculate a group score. For the learning group we can summarize how many people have eaten from which groups. And the score gives the ranking of the most eaten food group to the least eaten food group.



Legumes	12	⑤
Milk	6	
Cereals	-	24
2 Vitamin A Vege/tubers	-	10
White tubers + Roots	5	
Dark Green	17	
Other Vege	20	
VITAMINA RICH Fruit	-	11
Other Fruits	-	15
Organ meat	-	10
Flesh Meat	-	5
Eggs	-	4
Fish	-	2

**A summary of the foods that are eaten by individuals**

It is also important to get a broader overview of which foods are eaten most often.

13. You can then draw three columns and ask the questions below on how often various foods are eaten.
  - What foods are usually eaten more or less *on a daily basis*?
  - What foods are eaten *often* or *at least 3-5 times a week*, or weekly?
  - What foods are eaten *seldom* or *never* in a week?
14. Write the foods as mentioned in the correct column. Get answers to the following questions:
  - How often are those foods with the high nutritional value eaten?
  - How often are foods with energy value eaten?
  - How often are unhealthy foods eaten?





Reasons to use a seasonal calendar in a food security assessment include being able to:

- identify the '**hunger gap**';
- identify a '**normal period of plenty**' (often just after the harvest);
- identify whether at a particular time of year the situation can be expected to improve, or deteriorate and **who will be particularly vulnerable**, and then;
- help you **plan possible interventions** so that they fit in with local schedules.
- **compare** a normal year with the current situation.

### **Aim**

1. Enable the participants' to assess **which foods are available and accessible** throughout the seasons of the year of food own dietary and food behaviors.
2. Identify the **seasons when less nutritious food are accessible** for consumption.
3. Discuss solutions on how to **make sure more nutritious foods are available and accessible** throughout the year.

### **Time**

At least one hour

Evidence for your portfolio

- Completed Portfolio 4.4 Evidence Sheets
- The log entry linked to Portfolio Activity 4.4
- A copy of the problem tree produced

A seasonal calendar can be drawn on the ground using sticks and stones, or on a large sheet of paper.

### **Examples of a seasonal calendar**

The foods may be different for each season spring (September to November), summer (December, to February), autumn (March to May) and winter June to August). Therefore, you could have a table for each season listing the food that is eaten weekly. This activity can also be done with the seasonal calendar to give a picture of the dietary pattern in different seasons.





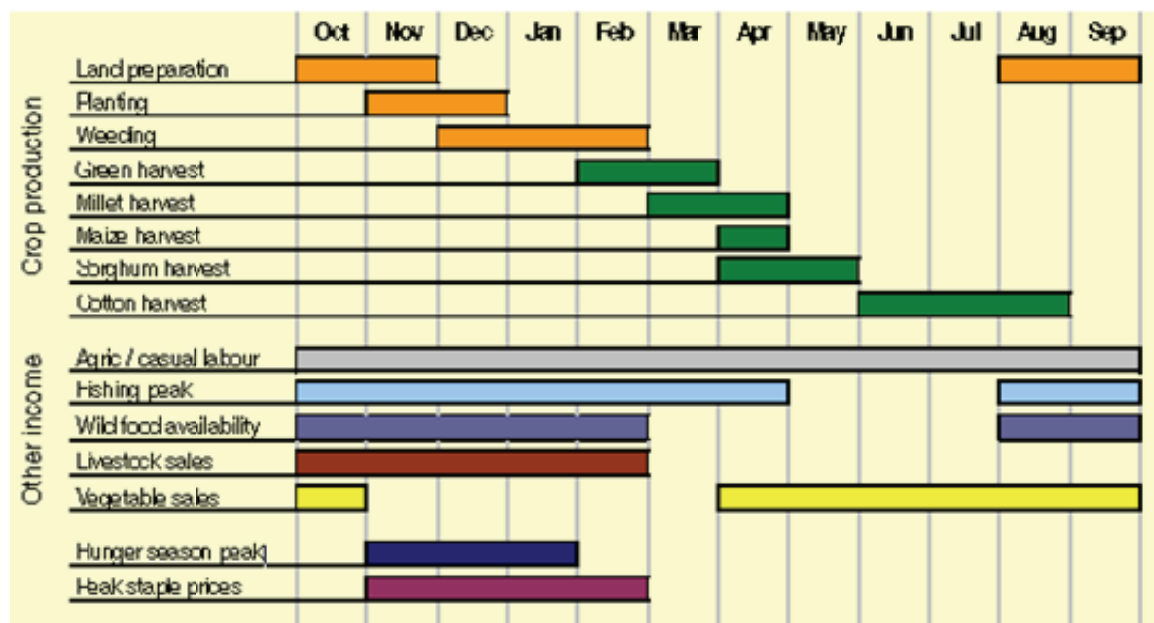
**Example of the monthly availability and access of food.**

Fruits												
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Apples	X	X	X	X	X				X	X	X	X
Bananas	X	X	X	X	X	X	X	X	X	X	X	X
Cherries						X	X					
Grapes								X	X	X		
Oranges	X	X	X	X	X	X				X	X	X
Peaches							X	X				
Pears								X	X	X		
Plums							X	X				

Vegetables			
SPRING	SUMMER	FALL	WINTER
Asparagus	Beans	Cauliflower	Beets
Cabbage	Bell peppers	Corn	Broccoli
Greens	Carrots	Cucumbers	Brussel sprouts
Lettuce	Corn	Greens	Cabbage
Onions	Eggplant	Squash	Carrots
Peas	Okra	Sweet potatoes	Cauliflower
Spinach	Onions	Bell peppers	Celery
	Peas	Cabbage	Potatoes
	Potatoes	Onions	Spinach
	Tomatoes	Okra	Sweet potatoes
		Spinach	Winter squash

*(Adapted from an unknown resource)*

A similar activity can be done that uses lines to indicate the time periods over which various activities relating to food production etc are done or when various resources e.g. income are available (See the calendar below for an example).



*(Adapted from an unknown resource)*

From the example of a seasonal calendar above it can be seen that in January and



February households have no food stocks, maize is expensive and yet a lot of work needs to be done e.g. weeding. This is a time when the household's food security status is at its worst leaving the household vulnerable to risks and shocks.

### What to do

1. As preparation, make a preliminary list of the elements or activities you want the calendar to describe. See the example of a template given below.
2. Decide whether to draw on the ground or on paper, and find a suitable space to do this.
3. Find a large open space for the group. The calendar can be drawn on the ground or on very big sheets of paper.
4. Ask the participants to draw a matrix, indicating each month along one axis represented by a symbol or word.
5. Ask the group questions that will enable them to complete the calendar. It usually easiest to start to fill in the calendar by asking about rainfall patterns. Ask the question – ***'During which months is there rain?'*** Choose a symbol for rain and put/draw it next to the column which participants will now use to illustrate the rainfall. Ask the group to put stones under each month of the calendar to represent relative amounts of rainfall (more stones meaning more rainfall, not more than 5 stones meaning more than enough and 1 very little or scarce and 0 nothing).
6. Move to the next topic and ask people – ***'During which month which food is usually scarce?'*** Discuss the reasons why it is scarce and then let them place stones under the columns representing those months when food is scarce.
7. Find out whether people receive food donations (and if so, when?) by asking and also add this information on the matrix.
8. Go on like this, topic by topic. After finishing all the columns your matrix should have covered the topics as seen in the matrix below.

### Example of seasonal calendar template

Activity	Oct	Nov	Dec	Jan	Feb	Mar	April	May	Jun	Jul	Aug	Sep
Rainfall/rainy season												
Experience food shortages												
Need food aid												
Enough money to buy food												
Household food expenses are high												
Water availability for consumption												



Cereals, Tubers and roots												
Dark green vegetables												
Yellow and orange vegetable and fruit												
Other vegetables and fruit												
Organ meat, Red meat, Chicken, Fish												
Legumes and nuts												
Egg, Milk and milk products												

9. Use the information in the matrix to complete a data capture sheet such as the one provided below.
10. In your portfolio evidence sheet answer the reflection questions about this exercise

**Example of a data capture sheet for the Seasonal Calendar**

Name of location:		Date:	
Name of note-taker:		Total number of participants:	
Name of facilitator/s:		Number of men:	
Method used:	Seasonal Calendar	Number of women:	

Results: Answers given to the key questions:

- How does rainfall vary over the year? (When does it rain most and when is it dry?)
- At what time of the year are there food shortages?
- When do people usually receive food aid?
- How does income vary over the year for men and women?
- How does expenditure vary over the year for men and women?
- How does water availability for human consumption vary over the year?
- When are foods in each food group available?

You can write for each food group the specific type of food, such as pumpkin, carrots, and orange sweet potatoes and use different colours or shapes of lines. (The food groups have been combined here to make the list shorter, but it is still meaningful in



terms of vitamins and minerals).

- When will there be a shortage of food in general?
- When is there a shortage of yellow and green vegetables?
- What is your assessment of the situation?
- What solutions will be possible?

### Reflection on the seasonal calendar exercise

- What was good?
- What was difficult?
- Additional Information or special things you noticed or want to point out:

### Complete the Portfolio 4.4 Evidence Sheets

Answer the questions linked to Portfolio Activity 4.4

Completed Portfolio 4.4 Evidence Sheets

The completed seasonal calendar

The log entry linked to Portfolio Activity 4.4



## Portfolio activity 4.5

### Household Malnutrition Action Plan

To help participants to plan activities that address malnutrition in their households.

#### Aim:

To help participants to plan activities that address malnutrition in their households.

#### Materials needed:

Paper, pens

#### Time needed:

At least one hour

#### Evidence for your portfolio

- Completed Portfolio 4.2 Evidence Sheets



- The log entry linked to Portfolio Activity 4.2
- A copy of the problem tree produced

**What to do:**

1. Ask the participants to list what objectives they want to achieve in order for their families to be able to consume more nutritious food and address malnutrition in their households. Note these down on a flipchart sheet.
2. Next, ask them to list the activities they need to carry out in order to achieve these objectives. Keep the activities within reach and achievable. Start with the ones that require little resources and time for quick results and change, then start to think about long term ones.
3. Then ask them to list the resources they will need for each activity and who in the group or household will be responsible for accessing them.
4. Determine who in the households will be responsible for carrying out the various activities and when the activities will be carried out.
5. End the session by writing down the action plan including the time frames for the activities to address household food security and the nutritional food requirements of the household in the template below.

*Note:* In helping each household to design a food and nutrition plan, ensure that they identify and plan for each individual objective.

Here is an example of objectives that could be set by a household or a community, there are many more which may come from the group:

**Households:** *To improve household food security in the household by*

- attending food security learning group meetings
- making a household food garden as a family
- making a garden plan when to plant which vegetables to ensure green and yellow vegetables, as well as dried beans are available throughout the year for household consumption
- drying food to keep for winter
- selling or exchanging vegetables with neighbors
- sharing tasks like buying food, harvesting, processing, preparation and cleaning of areas used to work in and store food.

**Communities:** *To improve household food security in the community by*

- holding nutrition campaigns at the local schools, clinics and churches.
- setting up food security and nutrition demonstration gardens in households, schools, churches and clinics
- setting up food security clubs with community-based organizations such as home-based care volunteers, women's groups, church groups and young



people's clubs.

Note: Remember the objectives should be set for each individual household.

**An example of a Household Action Plan Template:**

<b>Objective 1:</b>									
<b>Activity</b>	<b>Resources needed</b>	<b>Who is responsible</b>	<b>Time Schedule</b>						
			<b>J</b>	<b>J</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>

**Complete the Portfolio 4.5 Evidence Sheets**

- Answer the questions linked to Portfolio Activity 4.5
- Completed Portfolio 4.5 Evidence Sheets
- The completed household malnutrition action plan
- The log entry linked to Portfolio Activity 4.5

**Reference:**

Callens, K. Seiffert, B. and Sontheimer, S 1999. "Conducting a PRA Training and Modifying PRA Tools to Your Needs. An Example from a Participatory Household Food Security and Nutrition Project in Ethiopia."

