

FACILITATORS' FIELD GUIDE FOR FARMER FIELD SCHOOLS ON LOCAL FOOD PLANTS FOR NUTRITION

Module:
FFS end-of-cycle evaluation



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Module: FFS-level evaluation

This module is written by Gisella Cruz-Garcia, Hilton Mbozi and Jorge Chavez-Tafur. This work is part of the Sowing Diversity = Harvesting Security program Phase II (2019-2022). Funding for the program is provided by the Swedish International Development Cooperation Agency (Sida).

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1. Evaluation at individual FFS level

This module has been designed to help facilitators to undertake Farmer Field School (FFS) end-of-cycle evaluations at FFS level.

During the end-of-cycle evaluation at FFS-level, facilitators and farmers will reflect on the lessons learned, developments, challenges and problems related to the content of the FFS work and functioning of the FFS group. They will assess the efficiency and usefulness of the FFS activities and Field Guide, and the impact of the FFS work. They will also evaluate to what extent the FFS activities are responding to the problems and priorities identified by farmers (including men, women and youth) during the diagnosis. Finally, they will reflect on the external collaborations and the role of the facilitator.

It is necessary that FFS facilitators and farmers see where they are, and what they have achieved, in order to improve the FFS performance and tools, successfully achieve the FFS objectives, ensure a truly empowering and participatory action learning experience, and – ultimately – achieve the objectives of the work on nutrition and local food plants*.

The end-of-cycle evaluation is basically a venue wherein the FFS members look back on how the FFS activities were implemented building on the observations made in every session, under the guidance of the FFS facilitator. However, evaluation and reflection are an on-going process. For instance, facilitators together with farmers should plan every session on the basis of the evaluation of the previous one.

* The objectives of the SD=HS work on nutrition and local food plants are to improve the diversity and quality of the diet, and to reduce the length and severity of the food scarcity period.

The contents of this document expand on the information on FFS evaluation present in the chapter 8.8 of the [Field Guide](#). The FFS evaluation has also been briefly summarized in module 5 of the [Online Course on nutrition and local food plants](#). Finally, the Gender Journey Module, is an optional tool that provides some guidance to evaluate gender equality and inclusion as part of the FFS work.

2. When does the FFS end-of cycle evaluation take place?

The last session of the FFS cycle* is devoted to the evaluation at individual FFS level. It includes the evaluation of the content of the FFS activity or activities**, the evaluation of the FFS functioning, assessment of potential impacts, collaborations and the role of the facilitator.

It is also important to take into account that the FFS constitutes a continuous cycle of learning and feedback and builds on the observations made during every FFS session. In the same way the evaluation of a FFS session informs the next one, the end-of-cycle evaluation will inform and guide the next cycle.

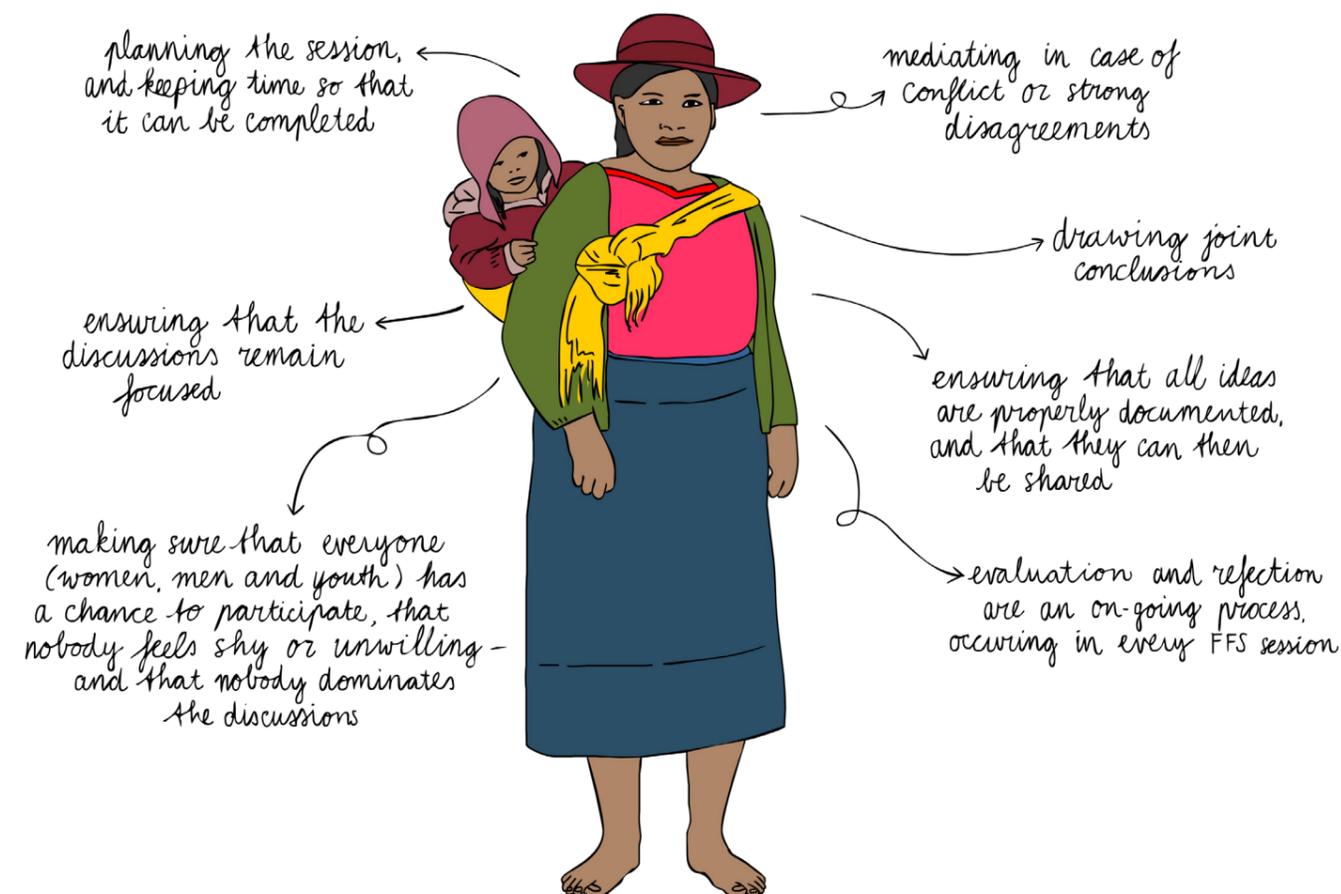
* The FFS cycle includes the realization of the four elements of the FFS work: preceding steps, diagnosis, curriculum preparation and implementation. The implementation could include one or more FFS activities, selected to achieve the research objectives.

** The FFS activities (e.g. seed germination, harvesting in the wild, cooking demonstrations, food preservation) are selected to achieve the research objectives.

3. Who guides the FFS end-of-cycle evaluation?

The evaluation is guided by the FFS facilitator. The evaluation is a participatory process, where all those involved play a key role. But, even if participatory, it needs to be guided so that it reaches its objectives: this is the role of the facilitator. The facilitator has to make clear to all FFS participants that he or she will not be the one who presents results or gives an opinion. The facilitator will only support and guide the process, creating the conditions so that everyone talks, feels free and confident to participate, and contributes to the evaluation process.

Guiding this process will mean:



Project staff (and/or master trainers) is also encouraged to support facilitators during this session, in relation to the process and content of the evaluation, and data entry in the reporting templates (see below).

4. Documentation

The FFS-level evaluation can be documented using the reporting forms in Excel corresponding to the FFS on nutrition and local food plants. The forms are explained in Box 1 and included in the appendix.

5. Preparation

A successful end-of-cycle evaluation requires some preparation. An important preparatory moment takes place in the first session of the activity implementation, to allow the comparison of the situation before and after the activity takes place. For instance, at the start of the first session the facilitator would ask in plenary the 'pre-activity questions' from the documentation forms corresponding to the activity (see Box 1 and appendix). This would not take more than 30 minutes.



First session of the activity

Pre-activity questions:

- What are the bottlenecks that will be addressed?
- What is the research objective?
- What are the names of the local food plant(s) focus of the activity?
- How many men and women voted for this objective?
- What type of activity that will take place?
- How many of you already practice this activity?
- How many of you encounter problems when practicing this activity?
- What are the main problems you encounter?
- For those who do not practice this activity, what is the reason?

6. What to evaluate?

The final session of an FFS cycle, corresponding to the evaluation, has the following objectives:



Last session of the activity

Objectives of the FFS evaluation:

- To evaluate the efficiency of the FFS activities, comparing the situation before and after a FFS activity was implemented. Was the activity useful? Were the main problems addressed? Were the objectives fulfilled?
- To discuss the main developments and results from the FFS work, i.e. what has (and has not) been accomplished during the FFS cycle and why.
- To identify the main problems and challenges faced during the implementation of FFS activities, and provide timely technical backstopping and feedback.
- To assess the functioning and impact of the FFS work, collaborations and the role of the facilitator.

The facilitators should have their notes with the observations and reflections made during previous FFS sessions. The FFS facilitators should also have printed the reporting forms in Excel. It is also important to document the results of this session.

From these different types of information, it is possible to draw lessons and key recommendations as outlined below.

Finally, the evaluation will also provide a basis for the identification of 'model farmers' (including women) for the purpose of training them as future FFS facilitators.

a. Evaluation of FFS content, functioning, impact and collaborations

The assessment of the **content of the FFS activity** (called 'activity evaluation' in the Excel reporting forms, see Box 1 and appendix) comprises the following aspects:



Last session of the activity

Evaluation questions:

- When did the activity take place?
- Main problems faced during the implementation of the activity
- Main results (after FFS cycle finalizes)
- How many participants found the sessions useful?
- How many did not find them useful and why?
- How many will apply the knowledge or methods learned?
- What would participants do differently next time?

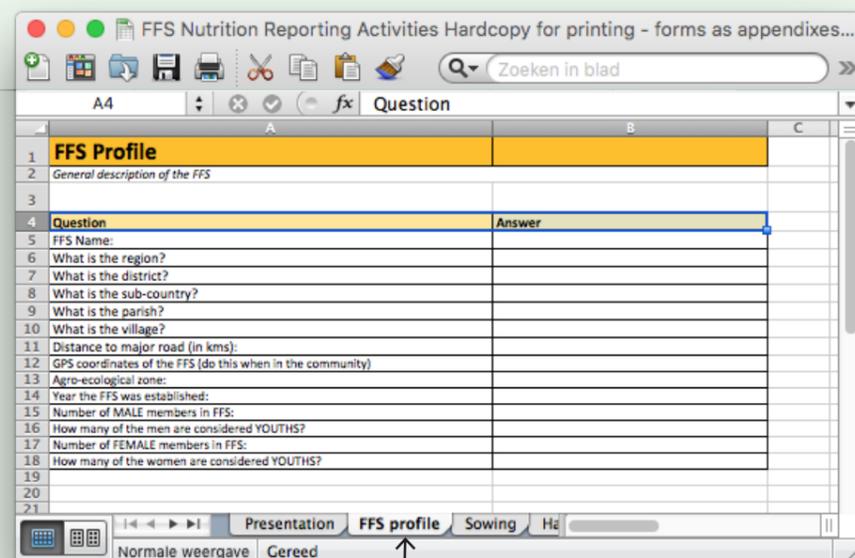
Box 1: FFS level evaluation forms

The documentation forms are available in the Excel reporting forms and in the appendix. These forms collect different types of information, to help altogether improve the different aspects of FFS work, for instance:

- Data, e.g. bottlenecks and objectives of the FFS work, number of men and women participating in the evaluation
- Opinions, e.g. are men and women satisfied with the results of the FFS or not?
- Reasons why, e.g. why do participants find an activity useful or not?

Therefore, the documentation should be accompanied by group discussions, reflections, identification of lessons learned and planning for the next FFS cycle.

The first form is the FFS profile, which is a general description of the FFS and should be filled-in by all FFS.



Please choose the form(s) here

Then, each FFS has to choose the form(s) corresponding to the activity or activities that were implemented during the FFS cycle. The following types of activities are included: sowing local plants, harvesting wild food plants, seed storage, seed germination and breaking seed dormancy, vegetative propagation, food preservation, food preparation and cooking demonstrations, seed fairs and food fairs, growing local food plants in home gardens, creating school gardens, and other activity (this form would be used to evaluate any other activity that is not in the list). Please note that each form includes a section about the pre-activity questions (see 'Preparation') and another section to be filled in during the end-of-cycle evaluation.

Finally, all FFS should fill in the three sections of the FFS end-of-cycle evaluation form (functioning, impacts and dissemination activities).

At the end of each section there is space for the facilitator to include any additional comments (especially information contributed by farmers that was not covered in the questionnaire).

The results of the pre-activity and activity evaluation questions will be compared by the monitoring and evaluation team at Oxfam Novib to evaluate progress in time. The analysis will also compare results across FFS within a country and globally.

The evaluation of **FFS functioning** includes aspects of satisfaction, usefulness, progress, frequency of meetings, equality in participation and confidence. The questions are asked separately for men, women and youth. The assessment of impact encompasses acquisition of new knowledge and skills, their application in daily life, and perceived improvement in the nutrition of the family, or reduction of the food scarcity period. Finally, the evaluation of dissemination activities (e.g. field days) includes interest of other communities on the FFS results.



In this session it is also important to **evaluate collaborations**, for instance, the partnerships with local institutions and the participation of external experts. Did collaborators respond to the FFS needs? What were the main obstacles for the collaboration of external experts? Is there a possibility to continue with fruitful collaborations? Are there other experts needed?

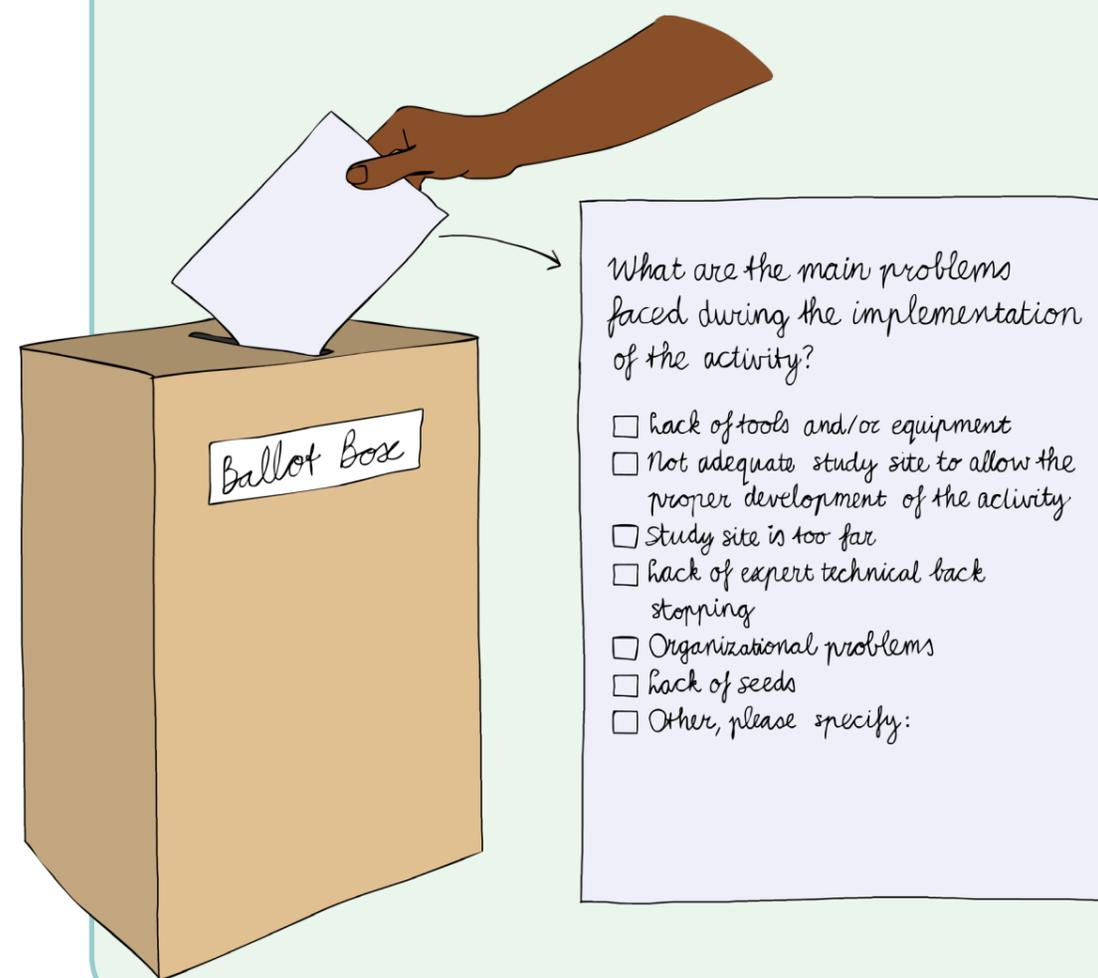
It is important that the FFS facilitator highlights the main observations and reflections made by the FFS group during previous sessions, which could be the starting point for the discussions.

Facilitators could choose from different methods of evaluation and reflection, such as the ballot box, T-chart and piling-up (see Box 2), to

make sure and validate that the data and opinions effectively come from all participants.

Box 2: Some group evaluation methods

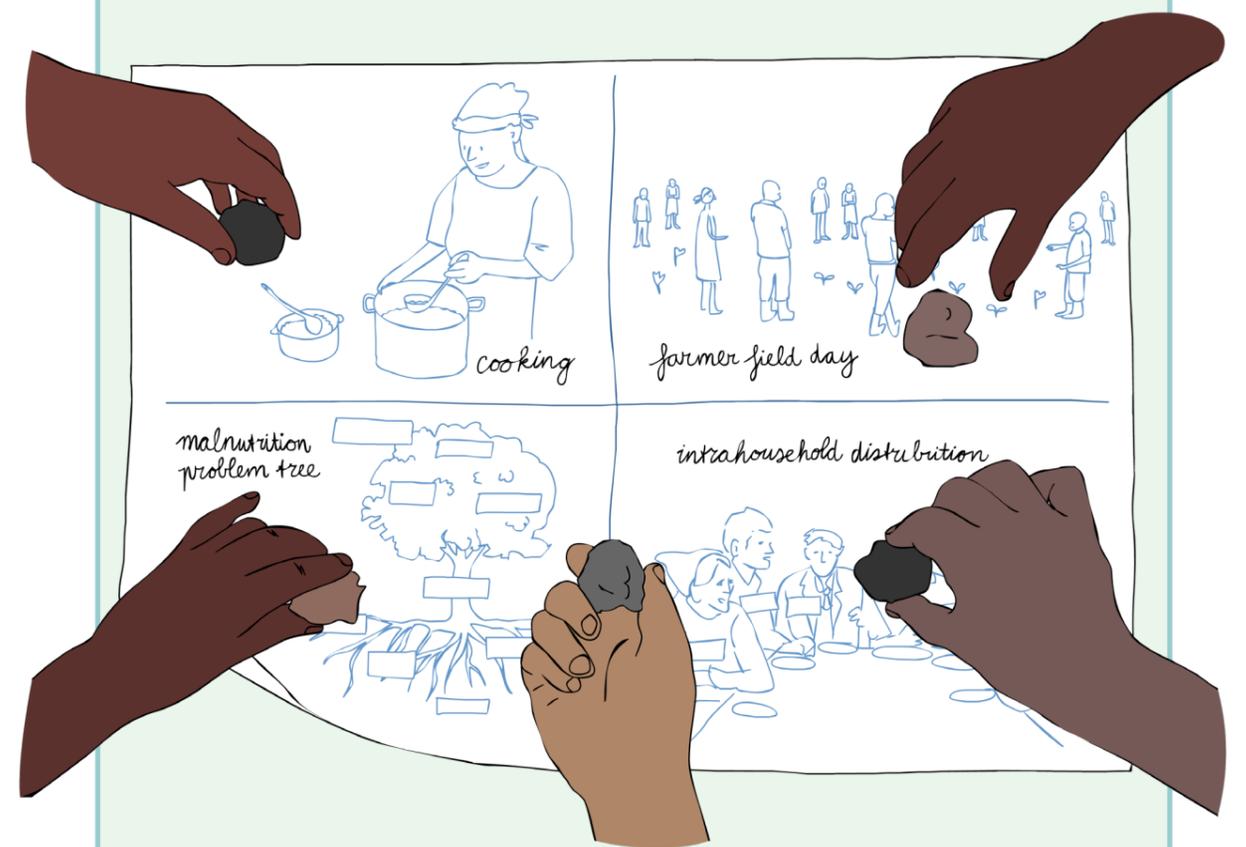
The **Ballot Box** is a method that uses multiple choice questions and field situations to test farmer's know-how and skills at the beginning and at the end of the FFS cycle. The Ballot Box can also be used at the beginning and the end of a session to evaluate a day progress. Questions should be developed before the start of the cycle, and therefore requires timely planning.



The **T-Chart** is an evaluation method whereby a T-shape drawn on a large piece of paper forms two columns, one for activities deemed to be 'good' and one for activities that 'need to be improved.' All farmers write the names of activities on cards, which are then stuck to either one of the columns as appropriate. The activities that 'need to be improved' should be discussed with the aim of finding solutions to the identified weaknesses.



In the **Piling-Up** evaluation method, the farmers are asked to make drawings on a large piece of paper to represent various aspects of the program (e.g. activities from the diagnostic phase, implementation activities, special topics, etc.). Subsequently, each participant is given some seeds or coins and asked to score each activity by piling the seeds/coins on top of the drawing that represents it. Then, participants discuss about the activities with the lowest scores with the aim of finding solutions for improvement of such activities, or alternatively, for their replacement by others.



b. Evaluation of the role of the facilitator

The role of the facilitator was discussed with FFS participants in the first FFS session. During the end-of-cycle evaluation, however, there should be some time assigned for FFS participants to **reflect on the role of the facilitator**. For instance:

- Did the facilitator ensure the participation of men, women and youth?
- Did he or she create a space where people felt confident to share their thoughts and ideas?
- Did he or she efficiently plan the sessions, facilities and timely coordinated with collaborators when needed?
- Did he or she draw conclusions with clarity and inclusiveness?
- Did he or she document and report the results of the FFS work, in a way that the information could be retrieved when needed?

c. Lessons learned and planning for the next cycle

In the same way facilitators plan every session on the basis of the evaluation of the previous one, it is necessary to plan future FFS cycles. In this way, the results of the FFS end-of-cycle evaluation should be taken into consideration for the next FFS cycle. This is necessary when planning future activities, not only on 'what' to do next, but also 'how'.

It is important that farmers, under the guidance of the FFS facilitator, draw a list of **lessons learned**. The lessons learned will include all aspects related to FFS content (e.g. FFS curricula and guide), FFS functioning and impact. Additionally, FFS participants will evaluate the role of the facilitator. Based on their reflections and lessons learned, they will plan for the next FFS cycle.

FFS participants need to suggest and discuss, based on the lessons learned, which activities they would like to conduct in the next cycle to complement or continue the work they did so far. They could return to the results of the diagnosis exercises and review if there are any other



bottlenecks that constrain local food plant consumption that they would like to address (and how they would do it), or if there are any additional special topics they would like to add to the curriculum.

If it would be necessary to keep the seeds or planting material for the next FFS cycle, this is the moment to agree who will be responsible to store them.

Participants could also discuss when would be the best time to conduct a next pre-cycle **planning** meeting, and who is going to participate in the next cycle's activities. Finally, participants should evaluate which ongoing partners or collaborators would be invited to continue working together, and which additional ones they would need to engage in order to conduct the future activities successfully.

Box 3: Only for FFS that have applied the Gender Journey Module

This is an optional tool that aims to help facilitators gain the skills to enable meaningful discussions and reflections on gender roles and inequalities throughout the FFS cycle. The FFS that have implemented the Gender Journey will allocate 60-90 additional minutes during the end-of-cycle evaluation to conduct the additional assessments described in this tool. For instance, evaluating the progress in relation to the gender action points, and if the gender journey helped the FFS achieve the overall learning goals on nutrition and local food plants.

Form A: FFS Profile

General description of the FFS.

Question	Answer
FFS Name:	
What is the region?	
What is the district?	
What is the sub-country?	
What is the parish?	
What is the village?	

Question	Answer
Distance to major road (in kms):	
GPS coordinates of the FFS (do this when in the community)	
Agro-ecological zone:	
Year the FFS was established:	
Number of MALE members in FFS:	
How many of the men are considered YOUTHS?	
Number of FEMALE members in FFS:	
How many of the women are considered YOUTHS?	

Form B: Sowing local food plants

Objective of the activity: To ensure that sustainable harvesting practices are adopted, allowing for species conservation in the wild.

The form starts with the questions to be asked before starting the implementation of a FFS activity. Please scroll-down for the questions corresponding to end of activity evaluation.

Please fill in column 'answer'. A list of options is provided to be used only when applicable.

a. Pre activity questions	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Local food plant names	

What are the bottlenecks that will be addressed?	(1) Reduced abundance (2) Social stigmatization (e.g. symbol of poverty, low status, dirty, consumption associated with HIV) (3) Harvesting practices (4) Unpleasant sensory characteristics (taste, smell, texture, color) (5) Availability and access (6) Cultivation (7) Propagation (8) Seed conservation (9) Health concerns (10) Cooking (11) Preservation (12) Knowledge on nutritional value (13) Commercialization (99) Other
If other, please specify:	

Research objective	<ul style="list-style-type: none"> (1) To improve harvesting practices (2) To improve cooking and food processing (3) To improve propagation (4) Seed and knowledge exchange (5) Seed conservation (6) Food preservation (7) To improve cultivation practices (99) Other, please specify
If other, please specify	
Number of women that participated in this session	
Number of women who voted for this objective	
Number of men that participated in this session	

Number of men who voted for this objective	
When will this activity start?	
When will this activity end?	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
How many of you normally sow the seeds of this species?	
Which methods do you use for sowing the seeds?	<ul style="list-style-type: none"> (1) We have not tried to sow the plant yet (2) Broadcasting (3) Direct sowing one seed per hole (4) Direct sowing multiple seeds per hole (5) Transplanting germinated seeds (6) Transplanting seedlings (7) Transplanting plugs (99) Other, please specify

If other, please specify	
How many of you encounter problems when sowing?	
What problems do you **usually** encounter when sowing?	<ul style="list-style-type: none"> (1) Low percentage of seeds germinate (2) Low viability of seedlings (3) Poor growth and development of the plant (4) Long times for germination (99) Other, please specify
If other, please specify	

For those who **do not** sow the seeds of this species, what is the reason?	<ul style="list-style-type: none"> (1) Low percentage of seeds germinate (2) Low viability of seedlings (3) Poor growth and development of the plant (4) Long times for germination (99) Other, please specify
If other, please specify	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	

b. Activity evaluation	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
When did the activity begin?	Please enter the date in day-month-year
When did the activity end?	Please enter the date in day-month-year
Main problems faced during the implementation of the activity	(1) Lack of tools and/or equipment (2) Not adequate study site/plot to allow the proper development of the activity (3) Study site/plot was too far (4) Lack of expert technical back stopping (5) Organizational problems (6) Low percentage of seeds germinated (7) Low viability of seedlings (8) Poor growth and development of the plant (9) Long times for germination (10) Quality seeds unavailable (99) Other, please specify

If other, please specify	
Main results after FFS cycle finalizes	(1) Adequate sowing techniques identified, please specify (2) No useful results obtained (99) Other, please specify
If adequate sowing techniques identified, please specify	
If other, please specify	

Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Number of FFS participants in the session	
How many participants found it useful?	
How many did not find it useful?	
Why not?	(1) Methods revised were already known (2) No adequate sowing techniques identified (3) The new techniques are difficult to implement (please specify why) (99) Other, please specify
If the new techniques are difficult to implement, could you explain why?	

If other, please specify	
How many of you will start using the sowing methods learned?	
What would you do differently next time?	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	

Form C: Harvesting wild food plants

Objective of the activity: To ensure that sustainable harvesting practices are adopted, allowing for species conservation in the wild.

The form starts with the questions to be asked before starting the implementation of a FFS activity. Please scroll-down for the questions corresponding to end of activity evaluation.

Please fill in column 'answer'. A list of options is provided to be used only when applicable.

a. Pre activity questions	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Local food plant names	

What are the bottlenecks that will be addressed?	(1) Reduced abundance (2) Social stigmatization (e.g. symbol of poverty, low status, dirty, consumption associated with HIV) (3) Harvesting practices (4) Unpleasant sensory characteristics (taste, smell, texture, color) (5) Availability and access (6) Cultivation (7) Propagation (8) Seed conservation (9) Health concerns (10) Cooking (11) Preservation (12) Knowledge on nutritional value (13) Commercialization (99) Other
If other, please specify:	

Research objective	(1) To improve harvesting practices (2) To improve cooking and food processing (3) To improve propagation (4) Seed and knowledge exchange (5) Seed conservation (6) Food preservation (7) To improve cultivation practices (99) Other, please specify
If other, please specify	
Number of women that participated in this session	
Number of women who voted for this objective	
Number of men that participated in this session	
Number of men who voted for this objective	

When will this activity start?	
When will this activity end?	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
How many of you normally sow the seeds of this species?	
What are the main problems you encounter?	(1) the plant is not harvested (2) The plant is difficult to find (3) The plant type is difficult to harvest (4) The plant is becoming less abundant due to unsustainable harvesting practices (5) The plant is becoming less abundant due to overharvesting (6) the plant is becoming less abundant due to habitat destruction (7) poor knowledge on plant maturity (8) difficult transportation and storage of the harvest (99) Other, please specify

If other, please specify:	
For those who do not harvest the plant, what is the reason?	<ul style="list-style-type: none"> (1) The plant is difficult to find (2) the plant type is difficult to harvest (3) the plant is becoming less abundant due to unsustainable harvesting practices (4) the plant is becoming less abundant due to overharvesting (5) the plant is becoming less abundant due to habitat destruction (6) poor knowledge on plant maturity (7) difficult transportation and storage of the harvest (99) Other, please specify.
If other, please specify:	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	

b. Activity evaluation	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
When did the activity begin?	
When did the activity end?	
Main problems faced during the implementation of the activity	<ul style="list-style-type: none"> (1) lack of tools and/or equipment (2) forest, garden or gathering place did not allow the proper development of the activity (3) forest, garden or gathering place was too far (4) lack of expert technical back stopping (5) organizational problems (6) failure to get adequate materials to harvest (99) Other, please specify
If other, please specify	

Main results after FFS cycle finalizes	(1) Sustainable harvesting methods developed, please specify (2) Improved quantities harvested (3) No useful results obtained (99) Other, please specify
If sustainable harvesting methods developed, please specify	
If other, please specify	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Number of FFS participants in the session	

How many participants found it useful?	
How many did not find it useful?	
Why not?	(1) Methods revised were already known (2) No adequate sowing techniques identified (3) The new techniques are difficult to implement (please specify why) (99) Other, please specify
If the new techniques are difficult to implement, could you explain why?	
If other, please specify	
How many of you will start harvesting the plant(s) using the new knowledge or practices?	

<p>What would you do differently next time?</p>	
<p>Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire</p>	

Form D: Seed storage

Objective of the activity: To allow for the preservation of seeds for the following growing season, avoiding seed loss and maintaining seed germination capacity.

The form starts with the questions to be asked before starting the implementation of a FFS activity. Please scroll-down for the questions corresponding to end of activity evaluation.

Please fill in column 'answer'. A list of options is provided to be used only when applicable.

<p>a. Pre activity questions</p>	
<p>Part 1</p>	<p>Answer (please write down or indicate all options that apply; specify if the answer is 'other')</p>
<p>Local food plant names</p>	

<p>What are the bottlenecks that will be addressed?</p>	<ul style="list-style-type: none"> (1) Reduced abundance (2) Social stigmatization (e.g. symbol of poverty, low status, dirty, consumption associated with HIV) (3) Harvesting practices (4) Unpleasant sensory characteristics (taste, smell, texture, color) (5) Availability and access (6) Cultivation (7) Propagation (8) Seed conservation (9) Health concerns (10) Cooking (11) Preservation (12) Knowledge on nutritional value (13) Commercialization (99) Other
<p>If other, please specify</p>	

<p>Research objective</p>	<ul style="list-style-type: none"> (1) To improve harvesting practices (2) To improve cooking and food processing (3) To improve propagation (4) Seed and knowledge exchange (5) Seed conservation (6) Food preservation (7) To improve cultivation practices (99) Other, please specify
<p>If other, please specify:</p>	
<p>Number of women that participated in this session</p>	
<p>Number of women who voted for this objective</p>	
<p>Number of men that participated in this session</p>	
<p>Number of men who voted for this objective</p>	

When will this activity start?	
When will this activity end?	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
How many of you currently store seeds of the selected species?	
In general, how do you store the seeds?	<ul style="list-style-type: none"> (1) The seeds are not stored (2) After drying (3) In plastic bags (4) In cloth bags (5) In glass jars (6) In the house (7) In an open storage facility (8) In a semi-open storage facility e.g. made of timber, bamboo (9) In a closed storage facility (99) Other, please specify

If other, please specify	
How many of you encounter problems when storing the seeds?	
What are the main problems you encounter?	<ul style="list-style-type: none"> (1) The seeds mold or rot during storage (2) The seeds germinate during storage (3) Loss due to insects (4) Loss due to rodents (5) Loss due to birds (6) The seeds do not germinate after storage (7) Impaired plant growth from stored seeds (99) Other, please specify
If other, please specify	

For those who do not store seeds of the selected species, what is the reason?	(1) The seeds cannot be stored (2) Lack of knowledge on proper storage (3) Lack of facilities for proper storage (4) There is no interest in storing the seeds (e.g. because the plant is always propagated vegetatively or only gathered in the wild) (99) Other, please specify
If other, please specify	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	

b. Activity evaluation	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
When did the activity begin?	
When did the activity end?	
Main problems faced during the implementation of the activity	(1) lack of tools and/or equipment (2) not adequate facilities to allow the proper development of the activity (3) facilities were too far (4) lack of expert technical back stopping (5) organizational problems (6) no access to a Community Seed Bank (7) No seeds available for storage (99) Other, please specify
If other, please specify	

Main results after FFS cycle finalizes	(1) Best storage facilities selected (please specify) (2) Best storage practice selected e.g. dried in glass jars (please specify) (3) Type of plant that stores better identified (4) No useful results obtained (99) Other, please specify
If best storage facilities were selected, please specify	
If best storage practice was selected, please specify	
If other, please specify	

Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Number of FFS participants in the session	
How many participants found it useful?	
How many did not find it useful?	
Why not?	(1) Methods revised were already known (2) Methods evaluated did not help to solve the problem (3) the new methods are difficult to implement (please specify why) (99) Other, please specify
If the new methods were difficult to implement, could you explain why?	

If other, please specify	
How many of you will start using the methods learned on seed storage?	
What would you do differently next time?	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	

Form E: Seed germination and breaking seed dormancy

Objective of the activity: To promote successful treatments for activating seed germination.

The form starts with the questions to be asked before starting the implementation of a FFS activity. Please scroll-down for the questions corresponding to end of activity evaluation.

Please fill in column 'answer'. A list of options is provided to be used only when applicable.

a. Pre activity questions	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Local food plant names	

<p>What are the bottlenecks that will be addressed?</p>	<ul style="list-style-type: none"> (1) Reduced abundance (2) Social stigmatization (e.g. symbol of poverty, low status, dirty, consumption associated with HIV) (3) Harvesting practices (4) Unpleasant sensory characteristics (taste, smell, texture, color) (5) Availability and access (6) Cultivation (7) Propagation (8) Seed conservation (9) Health concerns (10) Cooking (11) Preservation (12) Knowledge on nutritional value (13) Commercialization (99) Other
<p>If other, please specify:</p>	

<p>Research objective</p>	<ul style="list-style-type: none"> (1) To improve harvesting practices (2) To improve cooking and food processing (3) To improve propagation (4) Seed and knowledge exchange (5) Seed conservation (6) Food preservation (7) To improve cultivation practices (99) Other, please specify
<p>If other, please specify</p>	
<p>Number of women that participated in this session</p>	
<p>Number of women who voted for this objective</p>	
<p>Number of men that participated in this session</p>	
<p>Number of men who voted for this objective</p>	

When will this activity start?	
When will this activity end?	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
How many of you normally plant the seeds of this species?	
How many of you encounter problems with seed germination?	
What are the main problems you encounter?	<p>(1) Too few seeds germinate when they are planted</p> <p>(2) The seeds take too long to germinate</p> <p>(3) The seeds do not germinate all at the same time</p> <p>(4) The plants have poor growth and development after germinating</p> <p>(99) Other, please specify</p>

If other, please specify	
Do you use any treatment for breaking seed dormancy?	<p>(1) No treatment used</p> <p>(2) Ash treatment</p> <p>(3) Mechanical scarification</p> <p>(4) Hot water treatment</p> <p>(5) Dry heat/oven treatment</p> <p>(6) Chemical treatment e.g. acids</p> <p>(7) Soaking</p> <p>(8) Smoking</p> <p>(9) Stratification</p> <p>(99) Other, please specify</p>
If other, please specify	

For those who **do not** plant the seeds of this plant, what is the reason?	<ul style="list-style-type: none"> (1) Lack of knowledge on breaking seed dormancy (2) Easier to propagate vegetatively (3) No space in the home garden (4) The plant is harvested in the wild (5) The seed treatment requires too much labor (99) Other, please specify
If other, please specify	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	

b. Activity evaluation	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
When did the activity begin?	
When did the activity end?	
Main problems faced during the implementation of the activity	<ul style="list-style-type: none"> (1) Lack of tools and/or equipment (2) not adequate study site/plot to allow the proper development of the activity (3) study site/plot was too far (4) lack of expert technical back stopping (5) organizational problems (6) seeds failing completely to germinate (7) difficult to get planting material (99) Other, please specify
If other, please specify	

Main results after FFS cycle finalizes	(1) Treatment with the highest germination percentage identified, please specify (2) No useful results obtained (99) Other, please specify
If treatment with the highest germination percentage was identified, please specify	
If other, please specify	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Number of FFS participants in the session	
How many participants found it useful?	

How many did not find it useful?	
Why not?	(1) Methods revised were already known, (2) Not possible to break seed dormancy (3) The new methods are difficult to implement (please specify why) (99) Other, please specify
If the new methods were difficult to implement, could you explain why?	
If other, please specify	
How many of you will start using the methods learned on seed germination or breaking seed dormancy?	

What would you do differently next time?	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	

Form F: Vegetative propagation

Objective of the activity: To increase the availability of local food plants over a longer period of time, particularly during periods of food shortage.

The form starts with the questions to be asked before starting the implementation of a FFS activity. Please scroll-down for the questions corresponding to end of activity evaluation.

Please fill in column 'answer'. A list of options is provided to be used only when applicable.

a. Pre activity questions	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Local food plant names	

<p>What are the bottlenecks that will be addressed?</p>	<ul style="list-style-type: none"> (1) Reduced abundance (2) Social stigmatization (e.g. symbol of poverty, low status, dirty, consumption associated with HIV) (3) Harvesting practices (4) Unpleasant sensory characteristics (taste, smell, texture, color) (5) Availability and access (6) Cultivation (7) Propagation (8) Seed conservation (9) Health concerns (10) Cooking (11) Preservation (12) Knowledge on nutritional value (13) Commercialization (99) Other
<p>If other, please specify:</p>	

<p>Research objective</p>	<ul style="list-style-type: none"> (1) To improve harvesting practices (2) To improve cooking and food processing (3) To improve propagation (4) Seed and knowledge exchange (5) Seed conservation (6) Food preservation (7) To improve cultivation practices (99) Other, please specify
<p>If other, please specify</p>	
<p>Number of women that participated in this session</p>	
<p>Number of women who voted for this objective</p>	
<p>Number of men that participated in this session</p>	

Number of men who voted for this objective	
When will this activity start?	
When will this activity end?	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
How many of you normally propagate this species asexually?	
Which methods do you use for vegetative propagation?	(1) No vegetative propagation practiced (2) Stem cuttings (3) Shoot cuttings (4) Root cuttings (5) Layering (6) Tubers, corms, rhizomes, stolons (99) Other, please specify
If other, please specify	

How many of you encounter problems when propagating the species asexually?	
What are the main problems you encounter?	(1) Low survival rate of the transplants, (2) Impaired plant growth and development, (3) Difficult to transplant, (4) Cuttings are difficult to collect e.g. the plant is in a remote area (99) Other, please specify
If other, please specify	
For those who do not practice this activity, what is the reason?	(1) Lack of knowledge on vegetative propagation (2) The plant is only gathered in the wild (3) No space in the home garden (4) Vegetative propagation requires too much labor (99) Other, please specify

If other, please specify	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	
b. Activity evaluation	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
When did the activity begin?	
When did the activity end?	

Main problems faced during the implementation of the activity	<ul style="list-style-type: none"> (1) lack of tools and/or equipment (2) not adequate study site/plot to allow the proper development of the activity (3) study site/plot was too far (4) lack of expert technical back stopping (5) organizational problems (6) low survival rate of the transplants (7) difficulty in accessing planting materials (8) drought (9) flood (10) pests and/or diseases (99) Other, please specify
If other, please specify	
Main results after FFS cycle finalizes	<ul style="list-style-type: none"> (1) Best propagation method identified, please specify (2) No useful results obtained (99) Other, please specify

If best propagation method identified, please specify	
If other, please specify	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Number of FFS participants in the session	
How many participants found it useful?	
How many did not find it useful?	

Why not?	(1) Methods revised were already known, (2) Not possible to propagate vegetatively, (3) The new techniques are difficult to implement (please specify why) (99) Other, please specify
If the new techniques are difficult to implement, please specify why	
If other, please specify	
How many of you will start using the methods learned on vegetative propagation?	

What would you do differently next time?	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	

Form G: Food preservation

Objective of the activity: To increase the availability of local food plants over a longer period of time, particularly during periods of food shortage.

The form starts with the questions to be asked before starting the implementation of a FFS activity. Please scroll-down for the questions corresponding to end of activity evaluation.

Please fill in column 'answer'. A list of options is provided to be used only when applicable.

a. Pre activity questions	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Local food plant names	

<p>What are the bottlenecks that will be addressed?</p>	<ul style="list-style-type: none"> (1) Reduced abundance (2) Social stigmatization (e.g. symbol of poverty, low status, dirty, consumption associated with HIV) (3) Harvesting practices (4) Unpleasant sensory characteristics (taste, smell, texture, color) (5) Availability and access (6) Cultivation (7) Propagation (8) Seed conservation (9) Health concerns (10) Cooking (11) Preservation (12) Knowledge on nutritional value (13) Commercialization (99) Other
<p>If other, please specify:</p>	

<p>Research objective</p>	<ul style="list-style-type: none"> (1) To improve harvesting practices (2) To improve cooking and food processing (3) To improve propagation (4) Seed and knowledge exchange (5) Seed conservation (6) Food preservation (7) To improve cultivation practices (99) Other, please specify
<p>If other, please specify</p>	
<p>Number of women that participated in this session</p>	
<p>Number of women who voted for this objective</p>	
<p>Number of men that participated in this session</p>	
<p>Number of men who voted for this objective</p>	

When will this activity start?	
When will this activity end?	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
How many of you do preserve this/these plants?	
For this/these specific plants, which preservation methods do you know?	<ul style="list-style-type: none"> (1) The plant is not preserved (2) Blanching (3) Sun/solar drying (4) Hot air drying (5) Processing into flour (6) Fermentation (7) Wet salting (8) Dry salting (9) Processing into jams or jellies (10) Preservation in cans or jars (11) Refrigeration in fridges and freezers (12) Evaporative cooling (13) Pasteurization (99) Other, please specify

If other preservation methods, please specify	
How many of you encounter problems?	
What are the main problems you encounter?	<ul style="list-style-type: none"> (1) Processing demands too much time (2) Processed food has a bad taste (3) Processed food has a bad smell (4) Processed food has a bad texture (5) Processed food has a bad color (6) The food preserved is easily spoiled (7) Difficulties in storing the food (99) Other, please specify
If other, please specify	

For those who do not preserve this/these plants, what is the reason?	(1) Lack of knowledge on how to properly process and store the food (2) Lack of tools for processing (3) No appropriate storage space (99) Other, please specify
If other, please specify	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	
b. Activity evaluation	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
When did the activity begin?	
When did the activity end?	

Main problems faced during the implementation of the activity	(1) lack of tools and/or equipment (2) not adequate facilities for food processing (3) food processing facilities were too far (4) lack of expert technical back stopping (5) organizational problems (6) could not identify a good way of processing to address the main preservation problems (99) Other, please specify
If other, please specify	
Main results after FFS cycle finalizes	(1) New preservation methods identified, please specify (2) No useful results obtained (99) Other, please specify
If new preservation methods identified, please specify	

If other, please specify	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Number of FFS participants in the session	
How many participants found it useful?	
How many did not find it useful?	
Why not?	(1) Methods revised were already known (2) could not identify a way of processing to ensure preservation (3) the new methods are not easy for women (4) the new methods are time demanding (99) Other, please specify

If the new methods are not easy for women, can you explain why?	
If other, please specify	
How many of you will start using the methods learned on food preservation?	
What would you do differently next time?	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	

Form H: Food preparation and cooking demonstrations

Objective of the activity: To increase the acceptability of local food plants, by sharing traditional culinary knowledge and developing new nutritious recipes.

The form starts with the questions to be asked before starting the implementation of a FFS activity. Please scroll-down for the questions corresponding to end of activity evaluation.

Please fill in column 'answer'. A list of options is provided to be used only when applicable.

a. Pre activity questions	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Local food plant names	

What are the bottlenecks that will be addressed?	(1) Reduced abundance (2) Social stigmatization (e.g. symbol of poverty, low status, dirty, consumption associated with HIV) (3) Harvesting practices (4) Unpleasant sensory characteristics (taste, smell, texture, color) (5) Availability and access (6) Cultivation (7) Propagation (8) Seed conservation (9) Health concerns (10) Cooking (11) Preservation (12) Knowledge on nutritional value (13) Commercialization (99) Other
If other, please specify:	

Research objective	(1) To improve harvesting practices (2) To improve cooking and food processing (3) To improve propagation (4) Seed and knowledge exchange (5) Seed conservation (6) Food preservation (7) To improve cultivation practices (99) Other, please specify
If other, please specify	
Number of women that participated in this session	
Number of women who voted for this objective	
Number of men that participated in this session	
Number of men who voted for this objective	

When will this activity start?	
When will this activity end?	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
How many of you use these food plants for preparing dishes?	
What types of cooking preparations do you practice?	(1) The plant is not preserved (2) Blanching (3) Sun/solar drying (4) Hot air drying (5) Processing into flour (6) Fermentation (7) Wet salting (8) Dry salting (9) Processing into jams or jellies (10) Preservation in cans or jars (11) Refrigeration in fridges and freezers (12) Evaporative cooling (13) Pasteurization (99) Other, please specify

If other, please specify	
How many of you encounter problems?	
What are the main problems you encounter?	<ul style="list-style-type: none"> (1) Long cooking times (2) Bad smell during/after cooking (3) Bad taste (4) Bad texture (5) Bad color (6) Negative impact on health e.g. vomit, diarrhea (99) Other, please specify
If other, please specify	

For those who do not prepare dishes with this/these plants, what is the reason?	<ul style="list-style-type: none"> (1) Long cooking times (2) Bad smell during/after cooking (3) Bad taste (4) Bad texture (5) Bad color (6) Negative impact on health (e.g. vomit, diarrhea) (7) Lack of knowledge on preparation (8) Lack of knowledge on nutritional value (9) Children/young people do not like it (10) People are ashamed to eat the plant (99) Other, please specify
If other, please specify	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	

b. Activity evaluation	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
When did the activity begin?	
When did the activity end?	
Main problems faced during the implementation of the activity	(1) lack of utensils, tools and/or equipment (2) not adequate facilities for cooking (3) cooking facilities were too far (4) lack of expert technical back stopping (5) organizational problems (6) lack of recipes (7) lack of food ingredients (99) Other, please specify
If other, please specify	

Main results after FFS cycle finalizes	(1) New cooking methods or recipes identified, please specify (2) New recipes accepted by children/youth (3) No useful results obtained (99) Other, please specify
if new cooking methods or recipes identified, please specify	
If other, please specify	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Number of FFS participants in the session	
How many participants found it useful?	
How many did not find it useful?	

Why not?	<p>(1) Recipes and cooking methods revised were already known,</p> <p>(2) Recipes and cooking methods did not help to address the main problems associated to the consumption of the plants,</p> <p>(3) Recipes and cooking methods are difficult to implement (please specify why),</p> <p>(99) Other, please specify</p>
If recipes and cooking methods are difficult to implement, can you explain why?	
If other, please specify	
How many of you will start using the new cooking methods or recipes learned?	

What would you do differently next time?	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	

Form I: Seed fairs and food fairs

Objective of the activity: To exchange seeds, traditional knowledge on local seeds and recipes; to raise awareness on local food plant diversity for nutrition.

The form starts with the questions to be asked before starting the implementation of a FFS activity. Please scroll-down for the questions corresponding to end of activity evaluation.

Please fill in column 'answer'. A list of options is provided to be used only when applicable.

a. Pre activity questions	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Local food plant names	

What are the bottlenecks that will be addressed?	(1) Reduced abundance (2) Social stigmatization (e.g. symbol of poverty, low status, dirty, consumption associated with HIV) (3) Harvesting practices (4) Unpleasant sensory characteristics (taste, smell, texture, color) (5) Availability and access (6) Cultivation (7) Propagation (8) Seed conservation (9) Health concerns (10) Cooking (11) Preservation (12) Knowledge on nutritional value (13) Commercialization (99) Other
If other, please specify:	

Research objective	(1) To improve harvesting practices (2) To improve cooking and food processing (3) To improve propagation (4) Seed and knowledge exchange (5) Seed conservation (6) Food preservation (7) To improve cultivation practices (99) Other, please specify
If other, please specify	
Number of women that participated in this session	
Number of women who voted for this objective	
Number of men that participated in this session	
Number of men who voted for this objective	

When will this activity start?	
When will this activity end?	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
How many of you usually exchange seeds with other farmers?	
How many of you encounter problems?	
What are the main problems you encounter?	(1) Lack of access to quality seeds after exchange (2) Limited quantities of seed available (3) Absence of a well-developed seed exchange network (4) Seeds are difficult to store (99) Other, please specify
If other, please specify	

For those who do not exchange seeds, what is the reason?	(1) Lack of access to quality seeds (2) Limited quantities of seed available (3) Absence of a well-developed seed exchange network (4) Seeds are difficult to store (99) Other, please specify
If other, please specify	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	
b. Activity evaluation	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
When did the activity begin?	
When did the activity end?	

Main problems faced during the implementation of the activity	(1) Low quality seeds (2) Limited seed quantities (3) Few participants (4) Unavailability of preferred species (5) Organizational problems (6) Lack of expert technical back stopping (99) Other, please specify
If other, please specify	
Main results after FFS cycle finalizes	(1) Increased number of local food plants (2) Increased number of varieties (3) New recipes learned (4) A well-developed seed network (5) Organizational skills improved (6) No useful results obtained (99) Other, please specify
If other, please specify	

Indicate total number of participants in the fair	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Number of FFS participants in the session	
How many participants found it useful?	
How many did not find it useful?	
Why not?	(1) No new local food plants displayed (2) No new varieties displayed (3) No new recipes displayed (4) No expansion of the seed network (99) Other, please specify
If other, please specify	

How many of you exchanged seeds during the fair?	
How many new types of seeds of new food plants you got during the fair?	
Would you like to organize other similar events in the future?	(1) Yes (0) No
If so, what would you do differently?	
What would you do differently next time?	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	

Form J: Growing local food plants in home gardens

Objective of the activity: To provide a nearby source of diverse and nutritious food to households throughout the year. Home gardens also offer a space to experiment seed germination, vegetative propagation, crop management, intercropping, and harvesting, among other practices.

The form starts with the questions to be asked before starting the implementation of a FFS activity. Please scroll-down for the questions corresponding to end of activity evaluation.

Please fill in column 'answer'. A list of options is provided to be used only when applicable.

a. Pre activity questions	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Local food plant names	

What are the bottlenecks that will be addressed?	(1) Reduced abundance (2) Social stigmatization (e.g. symbol of poverty, low status, dirty, consumption associated with HIV) (3) Harvesting practices (4) Unpleasant sensory characteristics (taste, smell, texture, color) (5) Availability and access (6) Cultivation (7) Propagation (8) Seed conservation (9) Health concerns (10) Cooking (11) Preservation (12) Knowledge on nutritional value (13) Commercialization (99) Other
If other, please specify:	

Research objective	(1) To improve harvesting practices (2) To improve cooking and food processing (3) To improve propagation (4) Seed and knowledge exchange (5) Seed conservation (6) Food preservation (7) To improve cultivation practices (99) Other, please specify
If other, please specify	
Number of women that participated in this session	
Number of women who voted for this objective	
Number of men that participated in this session	

Number of men who voted for this objective	
When will this activity start?	
When will this activity end?	
Part 2 A: Opening questions when the activity will take place in individual home gardens (established next to the houses of FFS participants)	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
How many of you have home gardens?	
How many of you encounter problems?	

<p>What are the main problems you encounter?</p>	<ul style="list-style-type: none"> (1) Low yield (2) Pests and diseases (3) Weeds (4) Lack of water (5) Poor soil quality (6) Labor-intensive (7) Plants are damaged by chicken and other animals (99) Other, please specify
<p>If other, please specify</p>	
<p>What plants would you like to grow in your home gardens?</p>	<ul style="list-style-type: none"> (1) Staple crops (2) Cereals other than the staple crop (3) Legumes other than the staple crop (4) Starchy roots and tubers other than the staple crop (5) Vegetables (6) Fruits (7) Spices (8) Medicinal plants (9) Plants used as feed for animals (99) Other, please specify

<p>If other, please specify</p>	
<p>For those who do not have a home garden, what is the reason</p>	<ul style="list-style-type: none"> (1) Lack of space (2) Lack of knowledge on propagation and/or cultivation practices (3) Low availability of seeds or planting material (4) Lack of labor (99) Other, please specify
<p>If other, please specify</p>	
<p>Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire</p>	

<p>Part 2b: Opening questions when the activity will take place in **communal gardens**</p>	<p>Answer (please write down or indicate all options that apply; specify if the answer is 'other')</p>
<p>How many of you encounter problems when managing the communal garden?</p>	
<p>What are the main problems you encounter?</p>	<ul style="list-style-type: none"> (1) Low productivity (2) Pests and diseases (3) Weeds (4) Lack of water (5) Poor soil quality (6) Labor-intensive (7) Plants are damaged by chicken and other animals (8) Unclear division of roles (9) Unclear distribution of the harvest (99) Other, please specify
<p>If other, please specify</p>	

<p>What plants would you like to grow in the communal garden?</p>	<ul style="list-style-type: none"> (1) Staple crops (2) Cereals other than the staple crop (3) Legumes other than the staple crop (4) Starchy roots and tubers other than the staple crop (5) Vegetables (6) Fruits (7) Spices (8) Medicinal plants (9) Plants used as feed for animals (99) Other, please specify
<p>If other, please specify</p>	
<p>Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire</p>	

b. Activity evaluation	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
When did the activity begin?	
When did the activity end?	
Main problems faced during the implementation of the activity	(1) Lack of tools and/or equipment (2) Not adequate garden/plot to allow the proper development of the activity (3) Garden/plot was too far (4) Lack of expert technical back stopping (5) Organizational problems (6) Lack of seeds (99) Other, please specify
If other, please specify	

Main results after FFS cycle finalizes	(1) Increased number of food plants in home garden (2) Improved management of home garden (3) Improved home garden productivity (4) No useful results obtained (99) Other, please specify
If other, please specify	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Number of FFS participants in the session	
How many participants found it useful?	
How many did not find it useful?	

Why not?	(1) Methods revised were already known (2) The main problems were not solved (3) It is not possible to apply the new lessons at home (please specify why) (99) Other, please specify
If it is not possible to apply the new lessons at home, can you explain why?	
If other, please specify	
How many of you will apply the new knowledge and practices?	

What would you do differently next time?	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	

Form K: Creating school gardens

Objective of the activity: To encourage children to cultivate and consume local food plants, and to complement school meals with nutritious food produced in the schools.

The form starts with the questions to be asked before starting the implementation of a FFS activity. Please scroll-down for the questions corresponding to end of activity evaluation.

Please fill in column 'answer'. A list of options is provided to be used only when applicable.

a. Pre activity questions	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Local food plant names	

What are the bottlenecks that will be addressed?	(1) Reduced abundance (2) Social stigmatization (e.g. symbol of poverty, low status, dirty, consumption associated with HIV) (3) Harvesting practices (4) Unpleasant sensory characteristics (taste, mell, texture, color) (5) Availability and access (6) Cultivation (7) Propagation (8) Seed conservation (9) Health concerns (10) Cooking (11) Preservation (12) Knowledge on nutritional value (13) Commercialization (99) Other
If other, please specify:	

Research objective	(1) To improve harvesting practices (2) To improve cooking and food processing (3) To improve propagation (4) Seed and knowledge exchange (5) Seed conservation (6) Food preservation (7) To improve cultivation practices (99) Other, please specify
If other, please specify	
Number of women that participated in this session	
Number of women who voted for this objective	
Number of men that participated in this session	

Number of men who voted for this objective	
When will this activity start?	
When will this activity end?	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Are you creating or improving a school garden?	(1) creating a new school garden (2) improving an existing school garden (99) other, please specify
Other, please specify:	

<p>If improving a school garden, what are the main problems in the existing school garden?</p>	<ul style="list-style-type: none"> (1) Low productivity (2) Pests and diseases (3) Weeds (4) Lack of water (5) Poor soil quality (6) Labor-intensive (7) Plants are damaged by chicken and other animals (8) Unclear division of roles (9) Unclear distribution of the harvest (10) Children are not interested (99) other, please specify
<p>Other, please specify:</p>	

<p>What plants would you like to grow in the school garden?</p>	<ul style="list-style-type: none"> (1) Staple crops (2) Cereals other than the staple crop (3) Legumes other than the staple crop (4) Starchy roots and tubers other than the staple crop (5) Vegetables (6) Fruits (7) Spices (8) Medicinal plants (9) Plants used as feed for animals (99) other (please specify)
<p>If other plants, please specify:</p>	
<p>Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire</p>	

Part 3	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Number of children that participated in this session	
How many of you like gardening?	
For those who like gardening, why do you like it?	(1) It is fun (2) I like to eat what we grow (3) I learned something new (99) Other, please specify
If others, please specify	
How many of you dislike gardening?	

For those who do not like gardening, why not?	(1) The work is too heavy (2) It is boring (3) I prefer to do other things (4) I do not like to eat what we grow (99) Other, please specify
If other, please specify	
Facilitator Comments especially information volunteered by children that was not covered in the questionnaire	
b. Activity evaluation	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
When did the activity begin?	

When did the activity end?	
Main problems faced during the implementation of the activity	<ul style="list-style-type: none"> (1) Lack of tools and/or equipment, (2) Not adequate garden/plot to allow the proper development of the activity, (3) Garden/plot was too far, (4) Lack of expert technical back stopping, (5) Organizational problems, (6) Absenteeism, (7) Time - balance between school curriculum and home garden implementation and/or maintenance, (8) Lack of seeds, (9) Lack of water, (10) Poor soil quality, (11) Pests and/or diseases, (12) The plants were eaten by animals, (13) Weeds, (14) Too labor intensive, (99) Other, please specify
If other, please specify	

Main results after FFS cycle finalizes	<ul style="list-style-type: none"> (1) School garden successfully established (2) School garden successfully improved (3) No useful results obtained (99) Other, please specify
If other, please specify	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Number of FFS participants in the session	
How many participants found the sessions useful?	
How many did not find the session useful?	
Why was the session not useful?	<ul style="list-style-type: none"> (1) It was not possible to create a new school garden (2) the main problems of the existing school garden were not solved (3) it was not possible to organize the maintenance of the garden (99) other (please specify)

Other, please specify:	
What would you do differently next time?	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	

Part 3: The following questions will be asked to children in the last session of the activity	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Number of children that participated in this session	
How many of you **enjoyed** working in the school garden?	
For those who enjoyed working in the school garden, can you explain why?	(1) It was fun (2) I like to eat what we grow (3) I learned new things (99) Other, please specify
If other, please specify	
How many **did not enjoy** working in the school garden?	

For those who did not enjoy, why not?	(1) The work is too heavy (2) It is boring (3) I prefer to do other things (4) I do not like to eat what we grow (99) Other, please specify
If other, please specify	
Facilitator Comments especially information volunteered by children that was not covered in the questionnaire	

Form L: Other activities

These forms will be filled-in for activities that are not present in the previous forms.

The form starts with the questions to be asked before starting the implementation of a FFS activity. Please scroll-down for the questions corresponding to end of activity evaluation.

Please fill in column 'answer'. A list of options is provided to be used only when applicable.

a. Pre activity questions	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
What are the bottlenecks that will be addressed?	(1) Reduced abundance (2) Social stigmatization (e.g. symbol of poverty, low status, dirty, consumption associated with HIV) (3) Harvesting practices (4) Unpleasant sensory characteristics (taste, smell, texture, color) (5) Availability and access (6) Cultivation (7) Propagation (8) Seed conservation (9) Health concerns (10) Cooking (11) Preservation (12) Knowledge on nutritional value (13) Commercialization (99) Other
If other, please specify:	

Local food plant names	
Research objective	(1) To improve harvesting practices (2) To improve cooking and food processing (3) To improve propagation (4) Seed and knowledge exchange (5) Seed conservation (6) Food preservation (7) To improve cultivation practices (99) Other, please specify
If other, please specify	
Number of women that participated in this session	
Number of women who voted for this objective	

Number of men that participated in this session	
Number of men who voted for this objective	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Indicate type of activity that will take place	
When will this activity start?	
When will this activity end?	
How many of you practice this activity?	

How many of you encounter problems when practicing this activity?	
What are the main problems you encounter?	
For those who do not practice this activity, what is the reason	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	

b. Activity evaluation	
Part 1	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
When did the activity begin?	
When did the activity end?	
Main problems faced during the implementation of the activity	(1) Lack of tools and/or equipment (2) Not adequate study site/plot/facilities to allow the proper development of the activity (3) Study site/plot/facilities were too far (4) Lack of expert technical back stopping (5) Organizational problems (6) Lack of seeds (99) Other, please specify
If other, please specify	

Main results after FFS cycle finalizes	(1) Problem successfully solved, please specify (2) No useful results obtained (99) Other, please specify
Please specify how the problem was solved successfully	
Part 2	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Number of FFS participants in the session	
How many participants found it useful?	
How many did not find it useful?	
Why not?	(1) Methods revised were already known (2) The problem was not solved (3) The solution is difficult to implement (please specify why) (99) Other, please specify

If the solution is difficult to implement, can you explain why?	
If other, please specify	
How many of you will apply the knowledge or methods learned?	
What would you do differently next time?	
Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire	

Form M: FFS end of cycle evaluation: Functioning of the FFS

The FFS end of cycle evaluation corresponds to the last session of the FFS cycle, where participants will reflect on what has (not) been accomplished during the FFS cycle and why. During this meeting three forms will be filled-in: each form evaluates a different aspect of the FFS.

Functioning of the FFS: This form is to evaluate general satisfaction, progress, frequency of meetings, gender equality, confidence, among others.

Please fill in column 'answer'. A list of options is provided to be used only when applicable.

Presence at the session	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
How many WOMEN are present during this session?	
How many of them are youths?	
How many MEN are present during this session?	
How many of them are youths?	

What are the bottlenecks that will be addressed?	
Satisfaction	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
As a group, how do you look back on the past FFS season?	(1) Dissatisfied (2) Neutral (3) Satisfied
Is there something you are particularly happy with? Please describe	
Is there something you are particularly unhappy with? Please describe	

Which activities did participants find most useful?	(1) Malnutrition problem tree exercise (2) Intrahousehold food distribution (3) Preparation of the local food plant list (4) Timeline analysis (5) Resource flow map (6) Seasonal calendar and coping strategies (7) Management and domestication of local food plants (8) Identification of the importance and bottlenecks for the use of local food plants (9) Setting FFS research objectives (10) Nutrition and food diagram (11) Maternal and child nutrition (12) Hygiene, sanitation and water (WASH) (13) Keeping plants in Community Seed Banks (14) Local food celebration day (15) Gender equity (16) Final evaluation (99) Other, please specify
If other, please specify	

Which activities were not so useful?	<ul style="list-style-type: none"> (1) Malnutrition problem tree exercise (2) Intrahousehold food distribution (3) Preparation of the local food plant list (4) Timeline analysis (5) Resource flow map (6) Seasonal calendar and coping strategies (7) Management and domestication of local food plants (8) Identification of the importance and bottlenecks for the use of local food plants (9) Setting FFS research objectives (10) Nutrition and food diagram (11) Maternal and child nutrition (12) Hygiene, sanitation and water (WASH) (13) Keeping plants in Community Seed Banks (14) Local food celebration day (15) Gender equity (16) Final evaluation (99) Other, please specify
If other, please specify	

How can these activities be improved?	
Progress	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
How many WOMEN are happy with the progress in achieving the FFS objectives?	
How many MEN are happy with the progress in achieving the FFS objectives?	
How many of these are youths?	

Frequency	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
How was the frequency of the meetings (for women)?	(1) Good (2) Too often (3) Too few
If (women) participants find there were too few or too many meetings, why?	
How was the frequency of the meetings (for men)?	(1) Good (2) Too often (3) Too few
If (men) participants find there were too few or too many meetings, why?	
How was the frequency of the meetings (for youth)?	(1) Good (2) Too often (3) Too few

If (youth) participants find there were too few or too many meetings, why?	
Participation	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
How many WOMEN feel they have been able to participate equally in the activities and decisions?	
How many of these are youths?	
How many MEN feel they have been able to participate equally in the activities and decisions?	
How many of these are youths?	

Confidence	Answer (please write down or indicate all options that apply; specify if the answer is 'other')
How many WOMEN feel they have gained confidence, for example in speaking to the group, or in formulating questions and finding solutions?	
How many of these are youths?	
How many MEN feel they have gained confidence, for example in speaking to the group, or in formulating questions and finding solutions?	
How many of these are youths?	

Changes in wider community
<p>Answer (please write down or indicate all options that apply; specify if the answer is 'other')</p> <p>Have you noticed changes in the wider community as a result of the FFS activities with regards to nutrition?</p> <p>(1) Yes (0) No</p> <p>Which changes in nutrition, please specify?</p>
<p>Have you noticed changes in the wider community as a result of the FFS activities with regards to the use of local food plants?</p> <p>(1) Yes (0) No</p> <p>Which changes in the use of local food plants, please specify?</p>

Have you noticed changes in the wider community as a result of the FFS activities with regards to the community organization?
(1) Yes (0) No
Which changes in the community organization, please specify?
Are you planning to continue with the FFS?
(1) Yes, we will continue the same activity (2) Yes, but we will focus on other activities (3) We will continue with a smaller group (4) We don't know yet (5) No (99) Other, please specify
If other, please specify

Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire

Form N: FFS end of cycle evaluation: Impacts of FFS

The FFS end of cycle evaluation corresponds to the last session of the FFS cycle, where participants will reflect on what has (not) been accomplished during the FFS cycle and why. During this meeting three forms will be filled-in: each form evaluates a different aspect of the FFS.

Impacts of FFS work: This form is to evaluate any impacts of the FFS activities on knowledge and practices related to nutrition and local food plants.

Please fill in column 'answer'. A list of options is provided to be used only when applicable.

Question	Answer (please indicate number)
How many WOMEN are present during this evaluation?	
How many of these women are youths?	
How many MEN are present during this evaluation?	
How many of these men are youths?	
How many of you know more local food plants than before joining the FFS ?	

How many of you eat local food plants that you did not eat before joining the FFS?	
How many of you eat more frequently local food plants than before joining the FFS?	
From the FFS participation, how many of you acquired new skills or knowledge about their preparation, preservation or cooking of local food plants?	
How many of you are applying your new knowledge and skills on the preparation, preservation or cooking of local food plants?	
From the FFS participation, how many of you acquired new knowledge that helped you to improve the nutrition of your family?	
How many of you are applying your new knowledge on nutrition?	
For how many of you the nutrition of your family improved after joining the FFS?	
From the FFS participation, how many of you acquired new skills or knowledge related to the management of (some) local food plants (e.g. germination, vegetative propagation, sowing, seed storage, cultivation, management, harvesting, others)?	

How many of you are applying your new knowledge and skills on the management of (some) local food plants?	
How many of you exchange more seeds or planting material of local food plants with other farmers than before joining the FFS?	
How many of you share your knowledge about nutrition and/or local food plants with other farmers that do not participate in the FFS?	
For how many of you has the food scarcity period reduced after joining the FFS?	
How many months has the food scarcity period reduced? (Enter number)	
How many of you think local food plants helped to strengthen your strategies to cope with the food scarcity period?	
Facilitator Comments (especially information volunteered by farmers that was not covered in the questionnaire)	

Form O: FFS end of cycle evaluation: Dissemination activities

The FFS end of cycle evaluation corresponds to the last session of the FFS cycle, where participants will reflect on what has (not) been accomplished during the FFS cycle and why. During this meeting three forms will be filled-in: each form evaluates a different aspect of the FFS.

Dissemination activities: To evaluate the dissemination of the FFS work in the community and other communities. Discuss these questions with the FFS towards the end of the cycle, for example, after a Farmer Field Day or Local Food Plant Celebration Day.

Please fill in column 'answer'. A list of options is provided to be used only when applicable.

Question
Answer (please write down or indicate all options that apply; specify if the answer is 'other')
Have other people in the community or other communities been interested in the results of the FFS?
(1) Yes
(0) No

Where did people learn about the FFS work?"
(1) While visiting our community (2) During the Farmer Field Day (3) During a Local Food Plant Celebration Day (4) During a Seed and Food Fair (99) Other, please specify
If other, please specify
In what specific FFS results were people from the community interested?

Facilitator Comments especially information volunteered by farmers that was not covered in the questionnaire



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