

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

## Module: Special topics



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# FACILITATOR'S FIELD GUIDE FOR FARMER FIELD SCHOOLS ON LOCAL FOOD PLANTS FOR NUTRITION

## Module: Special topics

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## Overview - Why special topics?

This module has been designed to help facilitators to undertake Farmer Field School (FFS) special topics.

Special topics are complementary topics that provide additional information which is useful for the development of the FFS activities. For example, FFS that addressed seed dormancy in Zimbabwe (phase 1, 2014-2018), included a special topic on ways to manipulate seed germination provided by technicians before starting the establishment of germination plots.

Other special topics might be less strictly related to the actual implementation of FFS activities, but essential for addressing the main concerns that emerged during the diagnostic phase. For example, FFS in Peru (phase 1, 2014-2018) included a special topic on maternal and child nutrition, as this was a main problem identified during the malnutrition problem tree exercise.

Special topics would ideally be identified at the time of agreement on the local FFS curriculum, but may also appear useful from discussions during the FFS implementation phase. Special topics have to be prepared in advance and in coordination with technical experts if needed.

Most special topics require one FFS meeting, but some might need more time.

This module illustrates five special topics for FFS on nutrition and local food plants. However, FFS are encouraged to implement any other special topics that are important to achieve their objectives. The guidelines in this module are not written in stone. They can be regarded as ingredients, rather than as a recipe that needs to be followed in a fixed order.

This document summarizes the information on the FFS diagnostic and review phase present in the chapter 5 of the [Field Guide](#). The FFS diagnostic phase has also been summarized in the [Online Course on](#)

[nutrition and local food plants](#).

Other illustrated modules for the FFS on nutrition and local food plants are: Diagnostic Phase, Improving Nutrition, Managing Plants, and FFS End-of-cycle Evaluation.

## Nutrition and food diagram

**Recommended duration:** Three hours

In this exercise participants explore the main concepts related to nutrition, and food diversity and local food plants that can contribute to a healthy diet. Discussions on food consumption may include sensitive topics, associated to wealth, social status and beliefs.

**Objectives:**

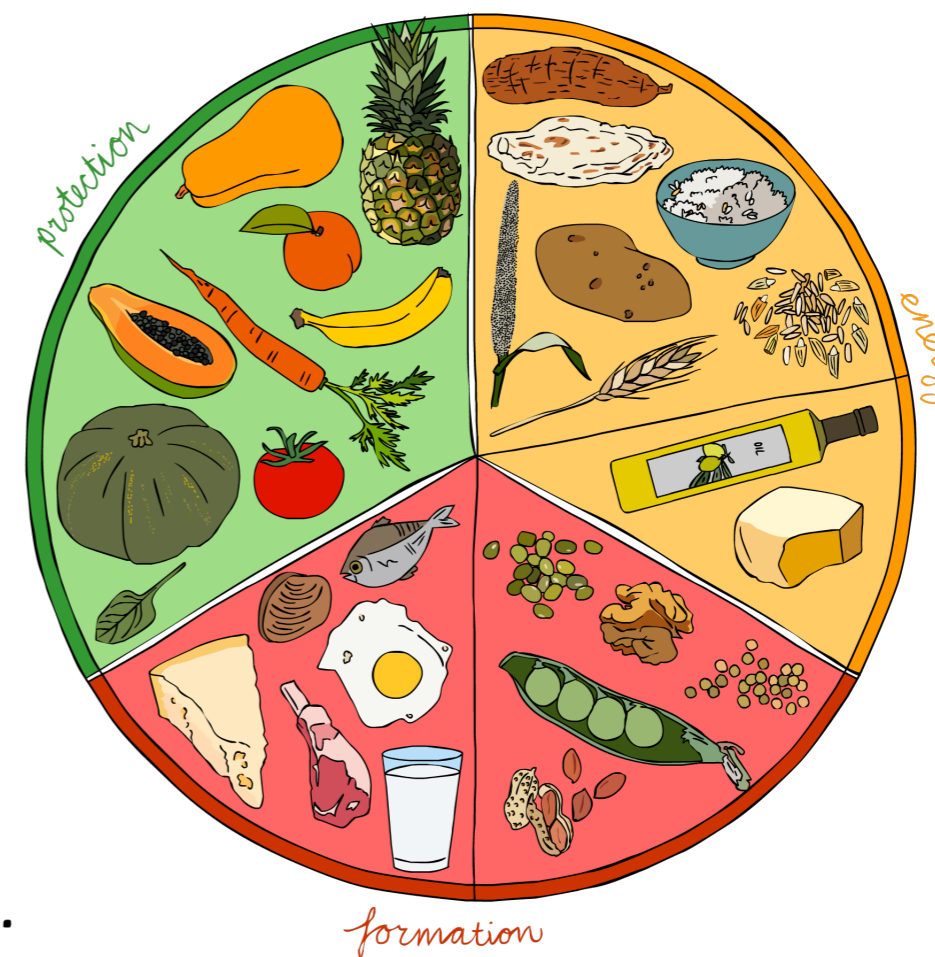
- To understand the concepts related to nutrition.
- To gain insights in the importance of including different types of food in the diet.
- To reflect on the food consumed in the community.
- To discuss possible ways to address challenges to arrive at a more diverse diet.

**Materials required:**

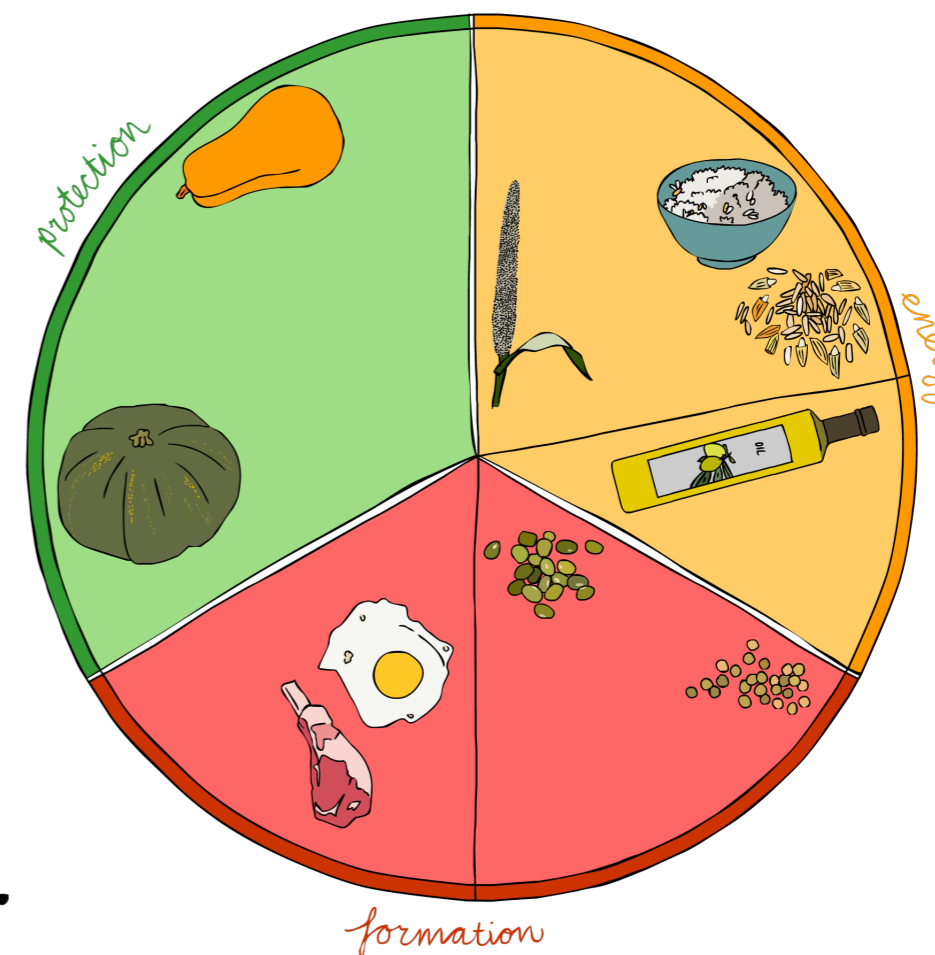
large sheets, paper, markers, pencils, food groups image in poster format (see step 1 below), nutritional value of local food plants image in poster format (see step 2 below)

**Step 1: Preparing the food diagram (before the meeting)**

The food diagram includes the most common food items that various people may consume, grouped as food items rich in carbohydrates (energy), proteins (body-building), and health protection foods. It can be derived from any national food guide. Before sharing the diagram with the FFS participants, remove most of the food items displayed in A and keep only a few as in B, leaving at least one example per food group within each type of food (e.g. fruits and vegetables in the protection slice, potatoes in the energy slice and specific legumes and eggs in the body-building slice).



A.



B.

## Step 2: Preparing charts on the nutritional value of local food plants (before the meeting)

Based on the baseline information, prepare charts showing the nutritional value of local food plants rather than of common crops. Specify which local food plants could be recommended against child stunting, wasting, and underweight; and for common nutritional problems in the community (e.g. anemia, vitamin deficiencies).

**!** NB: at the start of this session, the facilitator explains the objective of the exercise and the steps that need to be taken.

## Step 3: Introducing the concepts related to nutrition

Participants are asked how they understand each concept before the expert description, and how this knowledge is applied to their daily diet. After such initial discussion, the local expert introduces concepts of nutrition, including food types (based on the food function) and food groups (based on the nutrients it contains; see Boxes 1, 2 and 3 as from page 14).

## Step 4: Discussing the types of food consumed in the community

Ask the groups to make a list of all the food items they eat, and to categorize them based on the following questions:

- Which food items do you regularly consume that belong to the 'formation'/body-building type of foods?
- Which food items do you regularly consume from the 'energy' type of foods?
- Which foods do you regularly consume from the 'protection' type of foods?

This way, participants will see where there are gaps in their diets.

Then show the poster with the examples of food types and discuss the importance of including all types in the daily diet to ensure a good nutrition.



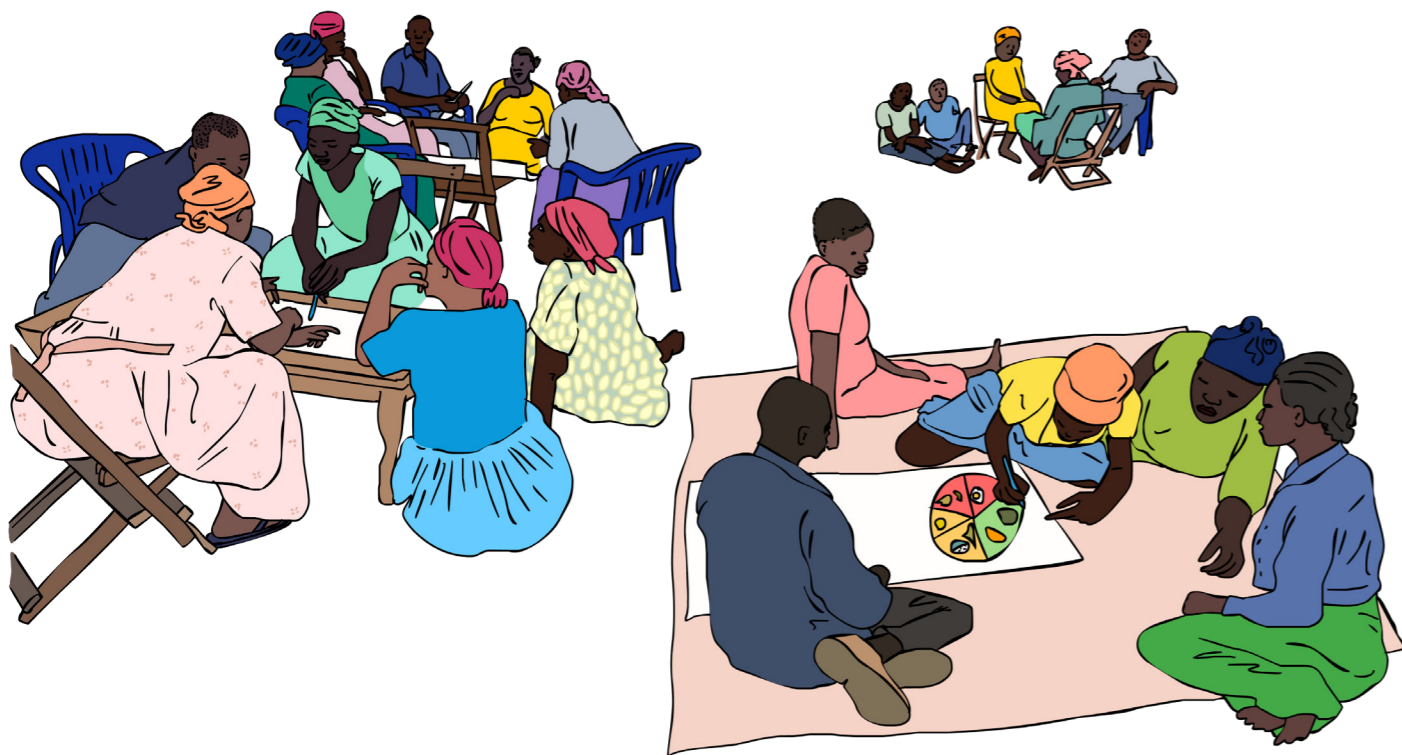
## Step 5: Reflecting on the food items consumed in the last meal

After the community-specific food type diagram has been compiled based on the information shared and discussed above under step 4, reflect on the food types consumed during the last main meal of the FFS participants:

- What dishes and ingredients did you consume during your last meal?
- How many food types did you include in your last meal?
- What could be added to ensure that the meal contains all food types?
- What local food plants could ensure the presence of all food types in the diet?

- What have been the limitations to the use of local food plants?

Remember that food types refer to function (energy, formation/ body-building, and body protection) and that food groups refer to the origin of the food item (plant, animal and mineral food). Explain to the participants that it is also advisable to include all main food groups in the diet. The facilitator or the participants can mark the relevant food group from a list for each item consumed by a participant in the last meal. This will give an idea of which food groups are more or less commonly consumed within the community.



### Step 6: Reflecting on the foods consumed during the food scarcity period

Using the food diagram, reflect on the dietary diversity during the food scarcity period:

- Which food items are not available in the food scarcity period?

Why? How can this be remedied?

- Which other food items are available in that time that could make up for the missing food items and ensure the presence of all food types and groups?
- Which local food plants can diversify the diet during the food scarcity period?

### Step 7: Reflecting on the role of local food plants

Present the charts on the nutritional value of local food plants and ask the participants:

- How can we improve nutrition within our community?
- Can we use local food plants to obtain a more balanced and diverse diet and improve nutrition or cope with food insecurity?

### Step 8. Summarizing the key points

Together with participants, summarize the main conclusions and key messages of the exercise.

### Box 1. Nutrition, food and diet

**Nutrition** refers to food, health and care.

- Food: involves the adequate access to sufficient food
- Health: a quality that is also affected by the environment, water quality, access to public health facilities, and sanitation practices
- Care: includes home practices, i.e. monitoring if children are consuming enough nutrients

**Food** provides the energy and nutrients for the growth and development of the body.

It can be classified into three groups according to origin:

1. Vegetable origin: vegetables, roots, fruits, cereals and legumes.
2. Animal origin: meat, milk and derivatives, eggs, fish and seafood.
3. Mineral origin: salt and water.

**Diet** is the composition of the consumed food. Most people feed themselves first to satisfy hunger and to have the strength to work or play. Children also eat to grow and develop. We also eat and drink because we enjoy it and



because it is a time to share with family and friends.

**A balanced diet** is the adequate combination of sufficient quantity and quality of food items from each food group.

**Nutrition** refers to the use of food by our body to provide for the functions of living, working, growing, protection from diseases, and a healthy development. It is determined by digestion, absorption, assimilation and use of the nutrients present in food items.

### Box 2. Nutrients

**Nutrients** are food components with a specific function that can be used by the body once ingested and absorbed. No food item contains all the nutrients in the amount that the body requires, so it is necessary to have a varied diet.

*Macronutrients* are needed in greater amounts: carbohydrates, fats and proteins.

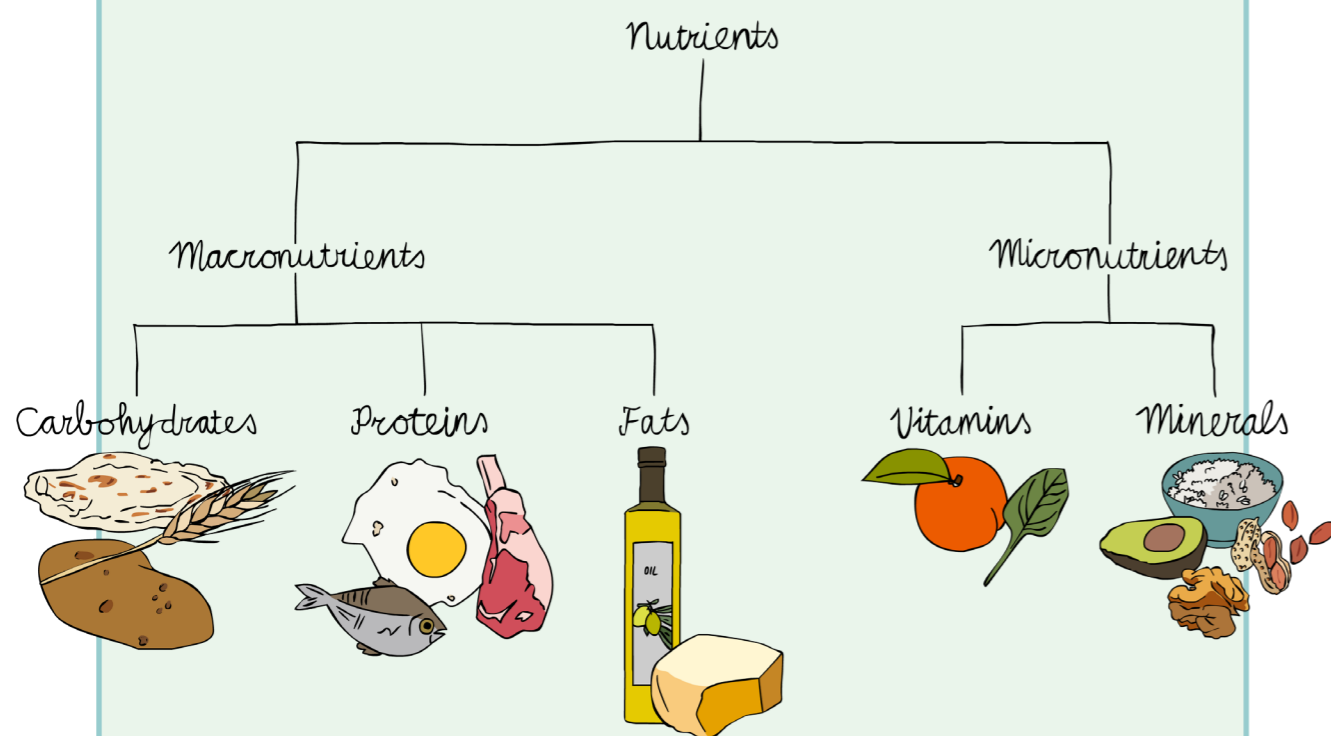
- Carbohydrates provide the main source of energy in the diet. It is recommended that we consume complex carbohydrates such as in potatoes, wheat, corn, rice, and derivatives (flour, noodles, bread). Simple carbohydrates, like sugar and honey, should be consumed in smaller quantities.
- Proteins provide for the formation, repair and maintenance of body tissues: hair, nails, skin, muscles, blood and bones. They also contribute energy and are important for growth. Proteins can be of animal or vegetable origin.
- Fats have three main functions: to store energy, to help



the body to absorb fat-soluble vitamins (A, D, E, K) and to provide essential fatty acids for the functioning of the body.

*Micronutrients* are needed in smaller amounts: vitamins and minerals.

- Vitamins regulate different body functions. If we do not consume enough of them, health is seriously affected, since our body cannot produce them. The main sources of vitamins are vegetables, fruits, green leaves, and animal food.
- Minerals have specific functions in the body. They are found in many foods, especially those of animal origin such as: milk, eggs, cheese, seafood, viscera (liver, kidney) and iodized salt.

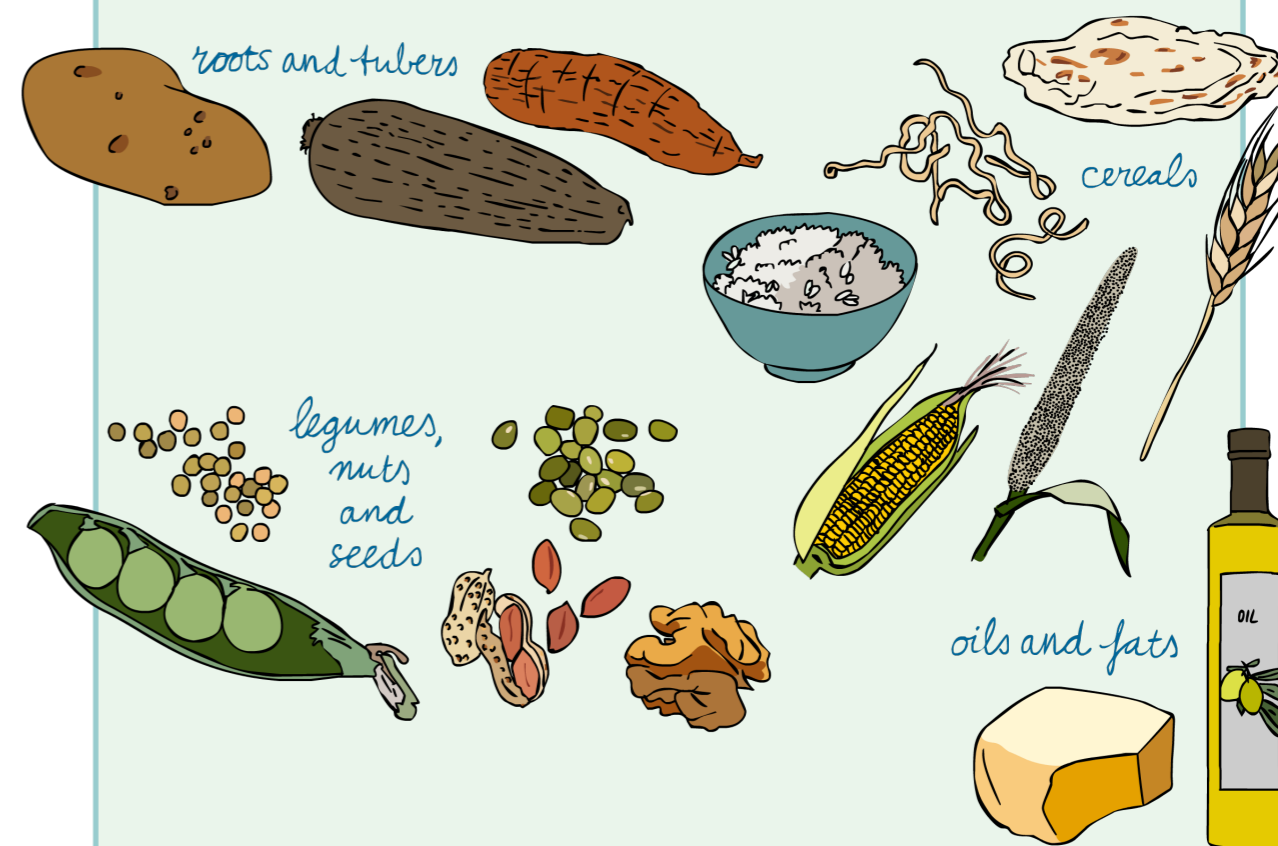


### Box 3. Types of food and food groups

Food items can be grouped by the function they have (food types) and the nutrients they contain (food groups). A group contains several food items, allowing to switch among them without altering the nutritious contribution to the diet. Three types of food – energy, formation and protection – encompass the following main food groups:

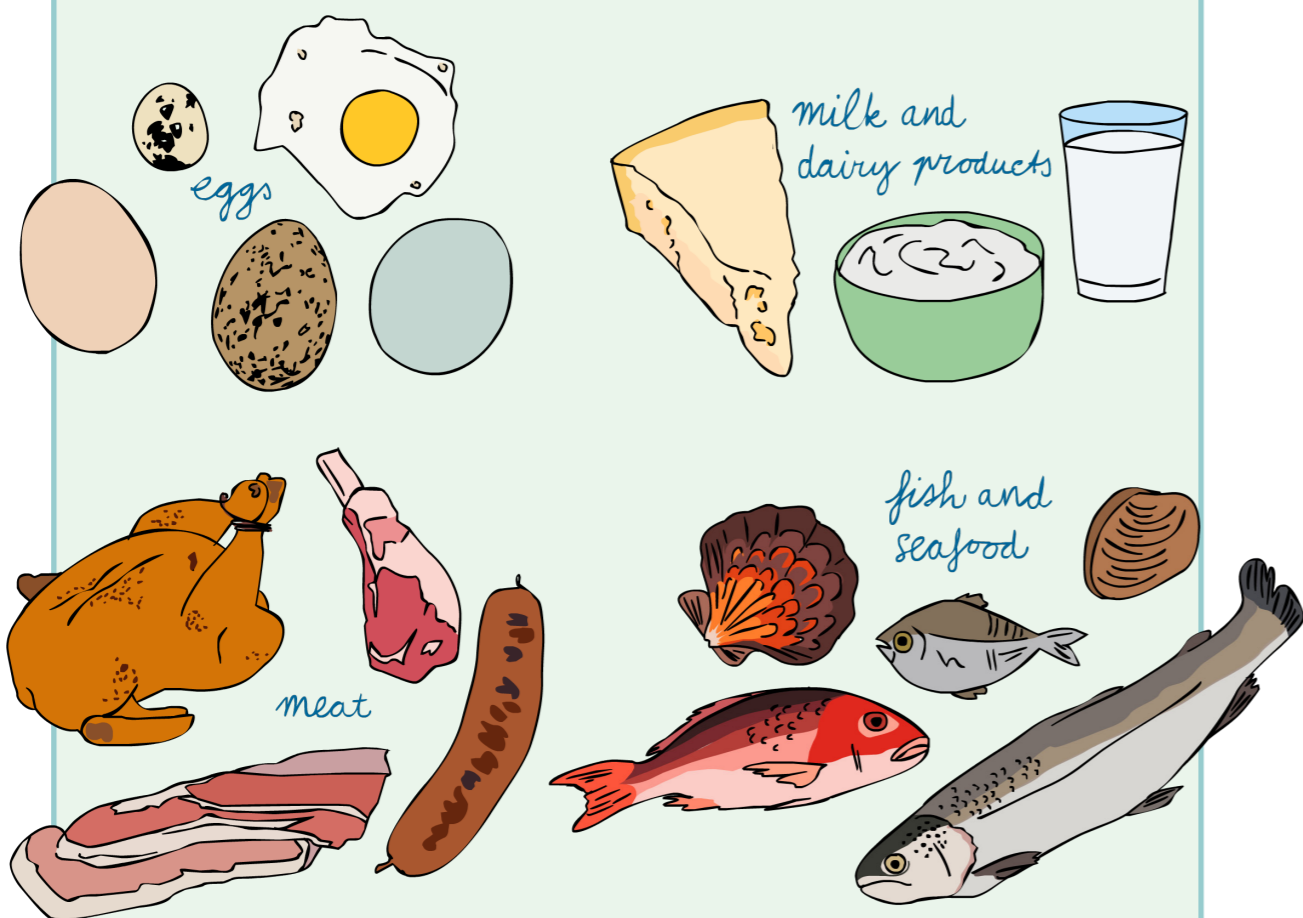
**Energy Foods** provide the necessary energy for the body functioning. They include:

- Legumes (beans, lentils), cereals (rice, corn, wheat, barley) and tubers (potato, cassava).
- Fats and oils (butter, margarine, mayonnaise, etc.), to be consumed in moderation.



**Formation Foods** help in the formation, growth and maintenance of tissues such as nails, hair, skin, bones, organs, muscles. They include:

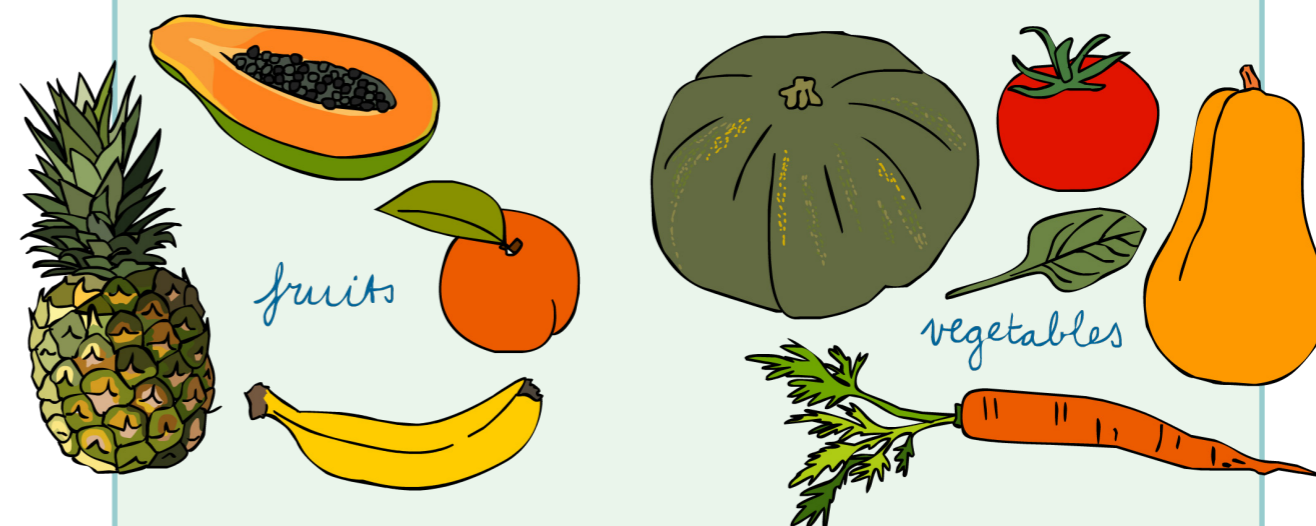
- Dairy (milk) and derivatives (e.g. yoghurt and cheese), an important source of protein and calcium.
- Meat, eggs and fish, rich in proteins, almost always of high biological value.



**Protection Foods** contain the nutrients which are necessary for the prevention of diseases and proper absorption of the other nutrients present in food. They include:

- Vegetables, made up of 80-90% water and rich in mineral salts, vitamins, and dietary fiber. They should be consumed every day in large quantities.
- Fruits, providing the diet with minerals and vitamins (mainly vitamin A and C) and fiber. Fruits also contain 80-90% water and are rich in sugars. They should be consumed daily.

Each food group has its own importance, providing substances that are indispensable for the maintenance of the body. Within each group, no food is more important or better than another, so it is recommended to vary the foods consumed.



## Maternal and child nutrition

**Recommended duration:** Three hours

Community and FFS members discuss ways to improve maternal and child nutrition. A local expert should help understand the importance of nutrition for children and mothers during pregnancy and breastfeeding.

**Objectives:**

- a. To understand the nutritional needs of mothers and children
- b. To assess current shortcomings in the diet
- c. To discuss ways to improve the diets of pregnant and lactating women and children

**Materials required:** large sheets, paper, markers, pencils



NB: at the start of this session, the facilitator explains the objective of the exercise and the steps that need to be taken.

### Step 1: Discussing the traditional practices related to maternal and child nutrition

Participants discuss their traditional practices in relation to child and maternal nutrition and care, including their beliefs, customs, and food preferences. Three categories of children are distinguished: newborns until six months, children from six months to two years old, and children older than two years.

### Step 2: Comparing traditional practices and good nurturing practices

Traditional practices should be compared with the nurturing practices in Boxes 4, 5 and 6. Ask the following questions:

- What are differences between daily practices and recommendations?
- Which are the reasons for these differences?
- Should these differences be addressed? How?

The local expert may provide additional examples based on guidelines of the local nutrition or health office. It is recommended that the local expert complements this information with examples of nutritious food items derived from local food plants.

### Step 3: Questions and answers on COVID-19 in relation to pregnancy, childbirth

Answer the main doubts of the participants on COVID-19 in relation to pregnancy, childbirth and breastfeeding. This information can be based on official national guidelines on COVID-19.

### Step 4: Summarizing the key points

Together with participants, summarize the main conclusions and key messages of the exercise.

#### Box 4. Nutritional requirements during pregnancy

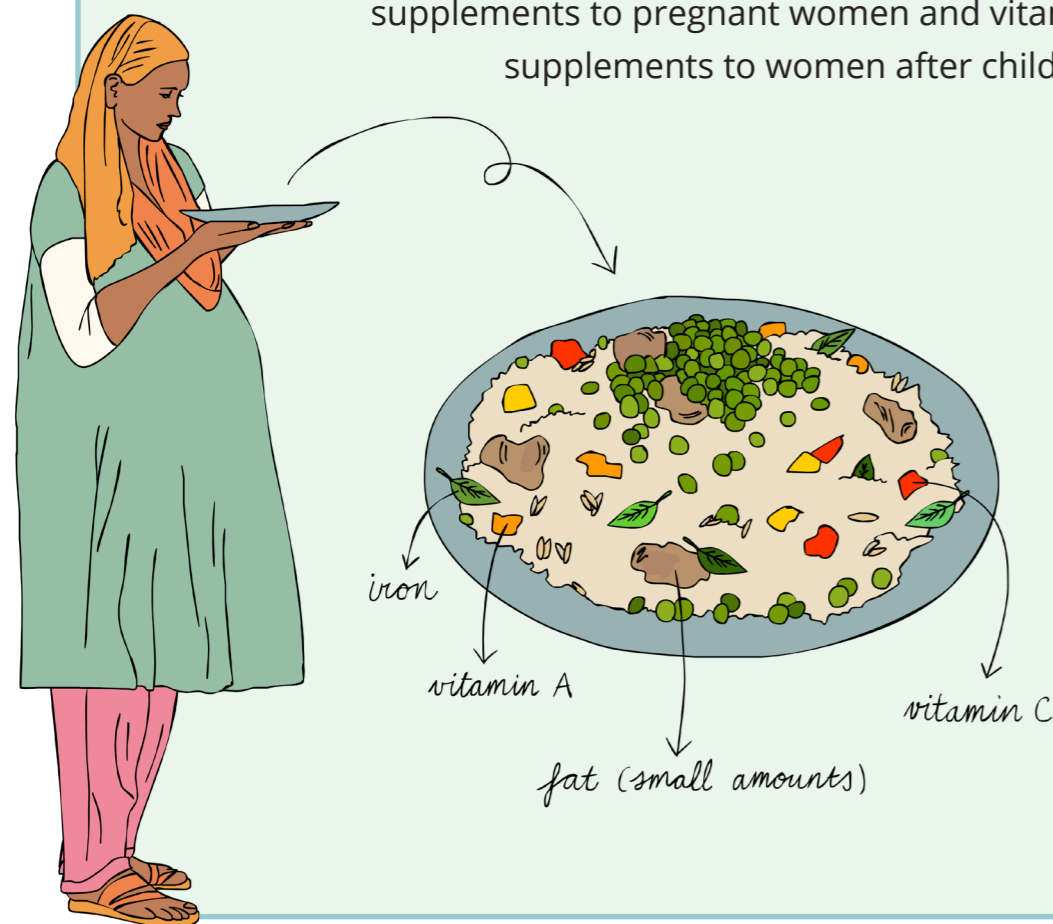
The growth and development of a baby and child depend on the nutrition it receives in its first 1000 days – from pregnancy until its second year of life. Therefore, the health of the mother before conception, during pregnancy and when she is breastfeeding is very important for the development of her child. If the intake of nutrients by the mother is not sufficient before and during pregnancy and lactation, the health of both the mother and baby can be put at risk. Very young pregnant women (under 18) need even richer and more balanced diets,

because they are still growing and even at a higher risk of malnutrition.

Nutritional requirements are higher for pregnant and nursing women than for adult men, for instance for protein, vitamin A and iron.

Pregnant women should eat food items high in iron (liver, meat, fish, and legumes) and vitamin C, which is needed for iron absorption (present in fruits, and dark green leafy vegetables). To avoid the risk of vitamin A deficiency, they should consume dark green leafy vegetables and orange and yellow fruits and vegetables on a daily basis. These vitamins must be eaten together with small amount of (vegetable or animal) fats, so that the vitamins can be properly absorbed

by the body. Normally, health institutes provide iron supplements to pregnant women and vitamin A supplements to women after childbirth.



### Box 5. Newborn nutrition

Breast milk is the most nutritious natural food for babies: it provides all the calories and nutrients needed during the first six months of life. Breast milk continues to meet half of the baby's nutritional needs until one year of age, and a third of the needs in the second year of life. Breast milk helps the cognitive development of the baby and provides major protection from infectious and chronic diseases. Breast-feeding also contributes to the health of the mother since it may reduce the risk of cancer. Breast-feeding is also good for the household economy (no need to buy baby milk). The recommendations of international health organizations for optimal child nutrition are as follows:

- Begin breast-feeding as soon as possible (first hour of infant's life)
- Maintain exclusive breast-feeding during the first 6 months of life
- Continue with breast-feeding up to the age of two years or more
- From the age of six months, introduce complementary food adapted to the child's age.



### Box 6. Principles of complementary feeding (> 6 months)

The transition from exclusive lactation to the introduction of other food is very important for the child. Some principles must be followed for a smooth transition:

- Introduce food supplements from the age of 6 months, and continue breast-feeding on demand until the age of two.
- Start with small amounts of alternative food and increase the amount with age, while continuing to breast-feed. Most health centers have a scheme on what types of food should be introduced every month (with local examples).
- Gradually increase the consistency and variety of foods, adapting to the child's needs and abilities (e.g. presence of teeth).
- Increase the number of meals containing complementary food depending with the child's age.
- Ensure that the child is provided with various food items with high nutritional content.



- Provide care for the child during meals, especially hygiene.
- If necessary and recommended by the health center, use supplements like iron, vitamins and minerals.
- During illness, increase the consumption of fluids, try to breast-feed more frequently and prepare the child's favorite dishes.
- After the illness give food more frequently.
- Ask any questions on child nutrition to the health experts in the community.

## Hygiene, sanitation, and water (WASH)

### Recommended duration:

The objective of this exercise is to promote knowledge on hygiene, sanitation, and proper water use in the community, as well as to reduce the incidence of diarrhea and infectious diseases, in order to improve people's nutritional status.

A local expert should be involved in this training, as they can provide precise information for improvement of current local hygiene and sanitation practices.

### Objectives:

- To gain insights in the importance of hygiene, sanitation and access to clean water
- To assess current shortcomings in the household and in the community
- To discuss ways to improve hygiene, sanitation and access to safe water

### Materials required:

large sheets, paper, markers, pencils



NB: at the start of this session, the facilitator explains the objective of the exercise and the steps that need to be taken.

### Step 1: Opening questions

A series of opening questions can be asked to the participants, for example:

- How often during the day do you wash your hands?
- In which moments?

- Where do you keep the garbage?
- Do you have access to clean water?
- How do you treat and store water at home?

### Step 2: Understanding the importance of hygiene

The local expert may explain in more detail why hygiene, sanitation, and safe water are important and relevant for nutrition. On hygiene (Box 7):

- Explain the importance of handwashing and give a demonstration on how to do it properly; if handwashing facilities are scarce, show how to make a tippy tap (the participants can make some in groups) and explain where they should be located.
- Discuss food and environmental hygiene, providing practical examples (e.g. show proper food containers).

### Step 3: Understanding the importance of sanitation

Explain the effects of poor sanitation on health; discuss common sanitation facilities in the village and the associated risks in transmitting disease; discuss how to properly dispose of children feces (Box 8).

### Step 4: Understanding the importance of clean water

Explain the importance of having access to sufficient safe and clean water; discuss and demonstrate proper household water treatment and storage (Box 9).

### Step 5. Summarizing the key points

With the participants, summarize the key conclusions and take-home messages of the exercise. Emphasize that interventions to improve hygiene, sanitation, and proper water use can prevent the transmission of pathogens and reduce vector-, food-, and water-borne diseases,

thus having a positive effect on nutrition. Children are particularly vulnerable to diseases, hence reducing the incidence of diarrhea in children should be particularly targeted in the interventions.

### Box 7. Hygiene

#### Handwashing:

This needs to be done before cooking and manipulating food, before eating and feeding a child, after defecation and after cleaning children's bottom, after handling garbage, and after touching animals.

Hands should be washed with water and soap for 30 seconds or rubbed with an alcohol-based solution for 20 to 30 seconds.



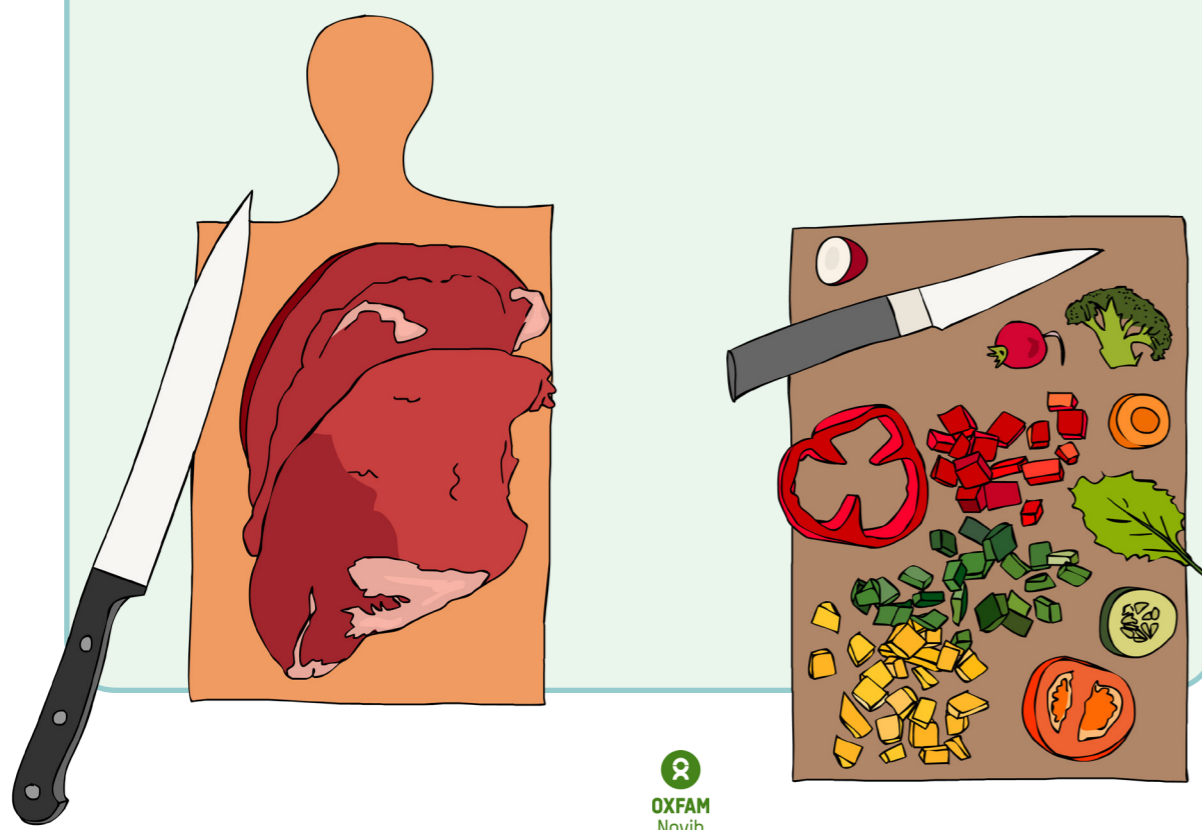
Facilities for handwashing should be placed next to toilets and latrines, as well as in kitchens. One simple handwashing facility is a tippy tap: with a disinfected knife, make a small hole at the base of a bottle; while keeping the hole closed, fill the bottle with water and close the cap tightly. Hang the bottle to a pole with strings and provide soap. Slightly open the cap to allow for water flow, close the cap to stop the water.



### Food hygiene:

this implies both a clean environment for cooking (clean utensils) and the use of safe water and ingredients. A few basic rules:

- Cook food completely, especially meat, fish, and eggs; reheat it thoroughly before consumption.
- Keep raw meat/fish and cooked food or fresh vegetables separately and wash kitchen utensils that have been used for raw products before using them on cooked food items.
- Cooked food should not stay at room temperature for more than 2 hours; cooked and perishable food should be refrigerated at preferably below 5 °C; leftover food should not be reheated more than once.
- Store food at an appropriate temperature in clean food containers with a lid.
- Cover food to protect it from insects.
- Do not consume food from damaged or swollen containers, or after the expiration date.



### Environmental hygiene:

- Keep child play areas clean, as children put objects in their mouth thus ingesting residues.
- Keep animals away from places where food is prepared and from around sources of water.
- Kitchen floors and surfaces should be regularly cleaned and washed with soap and bleach, and latrines need to be disinfected daily.
- Improve drainage systems if possible and safely dispose of garbage (cover garbage bins and empty them frequently), to prevent accumulation of disease vectors.

### Box 8. Sanitation

A safe disposal of feces is essential for preventing pathogens from infecting humans. Structural improvements in sanitation facilities require bigger investments and support than an FFS can achieve. However, the meeting participants can analyze the facilities used in the village, discuss the effects on the community's health, and jointly seek for improvements.

- If open latrines are common, discuss how this facilitates vector-borne diseases.
- Depending on the types of toilets that are in use, simple improvements may be possible (e.g. improving ventilation).
- Highlight that latrines and toilets need to be cleaned regularly, and hand-washing facilities need to be present in



proximity.

- Sanitation facilities should be easily accessible to older people, people with disabilities, and pregnant women.

Discuss appropriate disposal of children feces. Children often have diarrhea, hence their feces can contain a high amount of pathogens.

Nappies or cloths should be used to prevent feces dispersal. Nappies should be safely disposed of, and reusable cloths need to be washed and disinfected regularly.



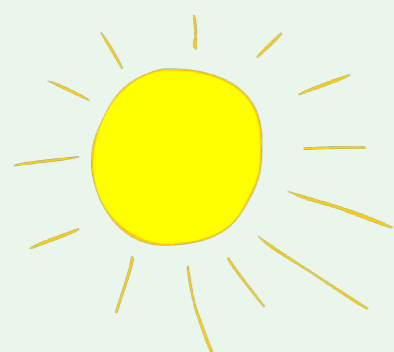
### Box 9. Clean water

The consumption of contaminated water is one of the main causes of diarrhea. In the same way as for sanitation, significant improvements in water systems go beyond the scope and possibilities of FFSSs. However, household water treatment can help remove pathogens:

**Boiling:** water is boiled for a few minutes to kill the pathogens. The water is at risk of re-contamination if not kept in clean and properly sealed containers.

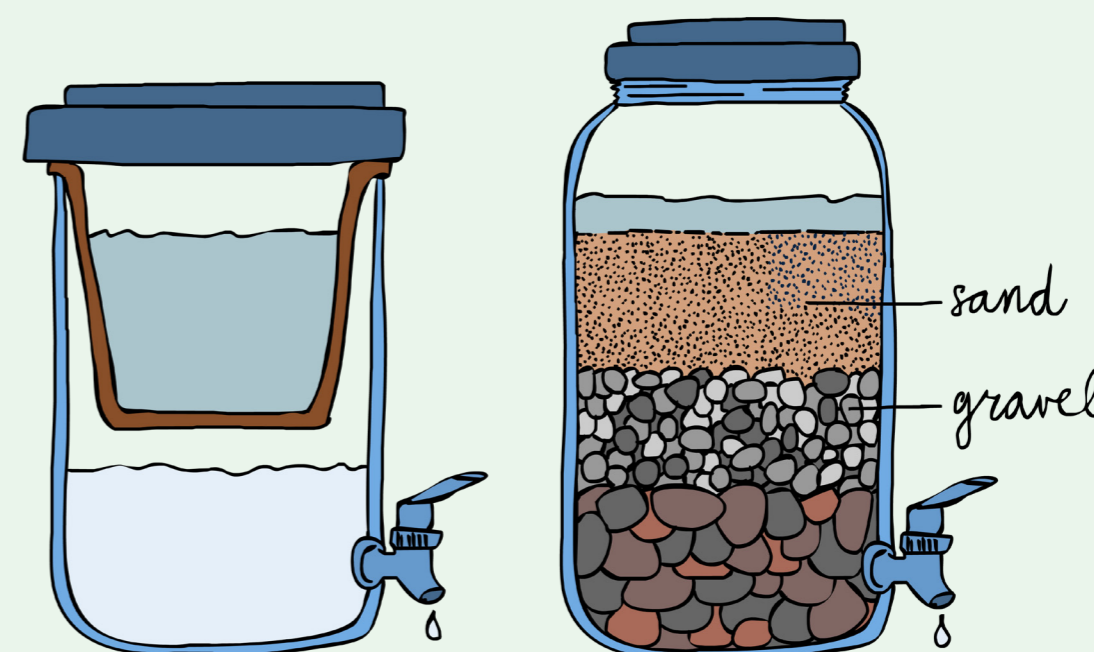


**Solar disinfection:** only for transparent water. Transparent PET plastic bottles of up to two-liter capacity are filled with water and placed in the sun for 6 hours to 2 days (depending on cloud covering). The combined exposition to UV rays and high temperatures is effective against most viruses, bacteria, and protozoans. This option prevents recontamination since the water is stored in the same bottles used for disinfection. However, it is time-consuming and it can only be applied to a limited amount of water at a time.



**Filtration:** this can remove bacteria and protozoans, but not viruses. It is a necessary pretreatment for turbid water, before disinfection can be done. Common filters are ceramic and sand filters. Ceramic filters are widely available for purchase, they are easy to use, and they can be used for a long time. However, the filter needs to be cleaned regularly and can easily break. They are time-consuming and only applicable to small volumes at a time, and there is risk of recontamination.

Sand filters are containers in which layers of clean sand and gravel alternate. As the water slowly passes through the filter most of the bacteria and protozoans are eliminated. The speed is higher than with ceramic filters and more clean water is produced. However, it also needs routine cleaning and offers no protection from recontamination.



**Flocculant and disinfectant powders:** they are mixed with the water, causing a separation of the solid parts; then the water is filtered with a cotton cloth.

This method is very effective against pathogens and it removes heavy metals from water, while preventing recontamination. However, it requires multiple steps and the powders need to be purchased



**Chlorination:** for water with low turbidity, a hypochlorite solution or chlorine tablets are mixed with water. It is effective against viruses and bacteria, but it has a limited effect on protozoans. It is very easy to use and low-cost, but chlorination affects the taste and smell of the water.

Water should be stored in clean containers with small necks and a lid. Water can be served through a spigot in the container or with a ladle reserved for this function and stored in a clean place.

## Community Seed Banks

### Recommended duration:

Collaboration with local botanists and with national and regional gene banks can be useful to ensure a correct identification of the local food plants included in the CSBs, and to provide information on the seed characteristics and the required conditions in the CSB environment.

### Objectives:

This activity can make farmers more aware of their role as keepers of local biodiversity, and empower them to handle local food plant genetic resources. The objectives of this activity are

1. To clarify the importance of including local food plants in Community Seed Banks (CSBs);
2. To provide guidelines for the preservation of local food plant seeds in CSBs.

### Materials required:

flipcharts, large sheets, paper, markers, pencils



NB: at the start of this session, the facilitator explains the objective of the exercise and the steps that need to be taken.

### Step 1: Opening questions

1. A series of opening questions can be asked to the participants, for example:
  - a. What is a community seed bank?
  - b. Why establish a community seed bank?
  - c. What species can be included in community seed banks?
  - d. How are people in the community currently saving and exchanging seeds?

### Step 2: Discussing the functions and set-up of CSBs

2. Discuss the importance of plant genetic diversity and the function of CSBs.
3. Ask the participants to brainstorm in subgroups on how a CSB would be meaningful to the community, on the steps to set it up and to keep it functioning. Subgroups can then present their views to the other FFS participants in plenary. Discuss the answers and integrate additional steps if necessary.



4. Ask the participants to brainstorm on other potential functions of the CSB and other activities that can take place there (e.g. knowledge exchange sessions).

### Step 3: Summarizing the key points

Together with participants, summarize the main conclusions and key messages of the exercise.

#### Box 10. Community Seed Banks

CSBs store and preserve seeds contributed by local farmers in the community. This ensures optimal storage conditions and that a stock of seeds is available in case of shortage. It also allows community members to access seeds at lower prices than through formal seed suppliers. CSBs can ensure the availability of a high variety of food plants.

The inclusion of local food plants in the CSB can contribute to preserving local plant genetic diversity and ensure their conservation. It also allows to preserve plants that are important for nutrition, including wild plants, especially those that guarantee food security during the scarcity period. It can also reduce the stigma around some of these species, bringing them closer to the appreciation of staple crops. Women should be involved, since they are often responsible for saving seeds and for cultivating local food plants.

Preserving genetic diversity is essential for agricultural production and for food security. CSBs can provide seeds in case of shock, and they can help to cope with longer-term

changes such as climate change, by ensuring that species adapted to specific conditions are available. Including a diversity of local food plants can ensure dietary diversity in times of food scarcity.

*A few steps for setting up a CSB:*

- a. Deciding its purpose and scope: particularly to preserve seeds of local food plants, and to provide a well-maintained seed stock for staple crops.
- b. Establishing a management committee, consisting of community members that are responsible for different functions such as seed collection, selection, and cleaning. Assigned members of the committee should have the role of ensuring the inclusion of local food plants, of enriching the diversity of seeds and of keeping record of it. The community should set a budget, and look for expertise and resources within the community, including knowledge on seed selection and storing techniques. For a detailed description of role division in CSBs, please see the Field Guide Module for Community Seed Banks on the SD=HS website.
- c. Collecting and selecting seeds: Seeds should be collected at maturity or slightly before. Only healthy seeds that are not damaged nor infected with pests or diseases should be collected; the seeds should have a good germination rate (85-90%) and be able to tolerate storage at 13% humidity.
- d. Cleaning and drying the seeds: seeds that already become dry on the plant should undergo threshing. Seeds extracted from fleshy fruits should be cleaned by soaking and put in warm water for two to four days, after which the viable seeds will sink to the bottom while non-viable seeds, pulp,

and mold will float.



- e. Recording information: it is important to record from whom and where the seeds come from, especially in the case of local food plants, since they can have very different origins. Also to be recorded: species name (both local and scientific name), date of collection, date of

germination test, plant characteristics (e.g. yield, growth, fruit and seed characteristics), disease susceptibility, management practices, expected storage time in the bank. The information should be partially summarized on the containers, and recorded more in detail separately. Seeds leaving the bank, and expenses and profits of the bank should also be recorded.



- f. Storage: check the conditions of the seeds regularly, and properly collect information on how long each species can be stored for.
- g. Restock of supply and ensuring seed diversity: establish a system of seed loans and barter with community members, to ensure a regular seed stock and diversity. Seed fairs can help improve the seed stock quality and diversity.

CSBs can be used to host other activities promoting traditional knowledge and consumption of local food plants, such as cooking demonstrations or seed fairs and food fairs. They can also become a place for FFS sessions, e.g. on breaking seed dormancy and sowing practices, or to hold regular seed and produce markets to strengthen their role and value for the community.

## Local food celebration day (FFS Field Day)

When most local food plants are available and once processing and cooking experiments have shown progress, it is time to conclude the FFS cycle. The Local Food Celebration Day (LFCD) is the culminating activity of the cycle, organized to report back to the community on the lessons learned and the progress made.

### Objectives:

- To help farmers decide on activities for the LFCD
- To organize the LFCD
- To show the results of the cycle-long FFS studies

**Materials required:** a 'learning field' in maturity stage (if the FFS included field experiments), cooking materials and tasting area/ facilities (if the FFS worked on developing recipes), exhibition area and materials, tape, paper and markers.



NB: at the start of this session, the facilitator explains the objective of the exercise and the steps that need to be taken.

### Step 1: Opening questions

- What makes an LFCD successful?
- Who should be invited for the LFCD? Why?
- How should participants approach local leaders to involve them in the LFCD?
- How should the knowledge and skills learned in the FFS be shared with other farmers and local officials?

## Step 2: Plan and carry out the LFCD

- Participants should devote time to organize the LFCD. Planning activities should start about three weeks ahead of the day. The last few days before the LFCD, FFS participants send out invitations, prepare exhibition materials and conduct rehearsals.
- Evaluate and document the LFCD activities.
- The LFCD may be combined with the Farmers' Field Day organised by the participants in a FFS on PPB (participatory plant breeding)
- Testing and ranking of the food items prepared with the different local food plants according to the preferences of the visitors can thus take on a cheerful character.
- The LFCD is also an excellent time to hold a graduation ceremony for the FFS participants.

## Step 3: Reflecting on the LFCD and the FFS cycle

Together with participants, reflect on how the LFCD went and on the general FFS cycle.





### Box 11. FFS Field Day

The LFCD brings the FFS participants and other community members together. It is an occasion for the FFS members and facilitators to show the community and other stakeholders (e.g. local authorities and officials) the results of their research activities. It also highlights what a group of FFS participants can do when working together to solve issues related to nutrition. It can also show the role, knowledge, and inventiveness of women, touching on traditional knowledge and gender roles. The LFCD is also platform for FFS participants to generate support for their follow-up activities among authorities and other prospective stakeholders.

The LFCD may include a field tour, an exhibition, and/or formal speeches from local authorities. The participants may

also jointly prepare food dishes as part of the event. Folk media activities (songs, dances and other common cultural activities) prepared by the FFS participants may complete the celebrations.

In preparation for the LFCD: field evaluations are finalized, graphs and tables prepared, performances rehearsed, exhibition rooms arranged and food items prepared. The LFCD is planned and implemented by the FFS participants. The participants may invite members from neighboring villages. The facilitators may invite their local chief executives or direct supervisors to inform them about the results of the FFS program.

Time will be needed before or after the LFCD to evaluate the lessons learned in the FFS group and to plan for the next season.



## For more information

### Hygiene, sanitation, and water (WASH)

#### On water, sanitation, and hygiene:

- WHO (2015). *Improving nutrition outcomes with better water, sanitation and hygiene: practical solutions for policies and programmes*. Available at: [https://apps.who.int/iris/bitstream/handle/10665/193991/9789241565103\\_eng.pdf;jsessionid=BFA9BB950427E97034AE8B2A22F547AA?sequence=1](https://apps.who.int/iris/bitstream/handle/10665/193991/9789241565103_eng.pdf;jsessionid=BFA9BB950427E97034AE8B2A22F547AA?sequence=1)

#### On building a tippy tap:

- SPRING/Bangladesh (2015). *How to build your own tippy tap (brochure)*. Available at: [https://www.spring-nutrition.org/sites/default/files/publications/tools/spring\\_tippy\\_tap\\_brochure\\_english.pdf](https://www.spring-nutrition.org/sites/default/files/publications/tools/spring_tippy_tap_brochure_english.pdf)

#### On food safety:

- WHO (2006). *Five keys to safer food manual*. Available at: [https://www.who.int/foodsafety/publications/consumer/manual\\_keys.pdf](https://www.who.int/foodsafety/publications/consumer/manual_keys.pdf)

#### On household water treatment:

- CDC (Centers for Disease Control and Prevention) webpage: *Household Water Treatment | The Safe Water System*. Retrieved on 18/09/2019 from: <https://www.cdc.gov/safewater/household-water.html>
- Samuel Luzi, Monika Tobler, Fabian Suter, Regula Meierhofer (2016). *SODIS manual. Guidance on solar water disinfection*. Available at: [https://www.sodis.ch/methode/anwendung/ausbildungsmaterial/dokumente\\_material/sodismanual\\_2016.pdf](https://www.sodis.ch/methode/anwendung/ausbildungsmaterial/dokumente_material/sodismanual_2016.pdf)

### Community Seed Banks

- ASOCUCH and Reserva Comunitaria de Semillas Joya Hermosa. *Operating regulations for Community Seed Banks - Normativa de Funcionamiento para Reservas Comunitarias de Semillas*. Retrieved from <https://www.sdhsprogram.org/tool/operating-regulations-for-community-seed-banks-a-manual/>
- FAO. (2014). *Community seed banks. Junior Farmer Field and Life School – Facilitator's guide*. Rome, FAO. Retrieved from <http://www.fao.org/3/a-i3987e.pdf>
- Oxfam Novib. *Field Guide Module for Community Seed Banks - SD=HS*. Retrieved from <https://www.sdhsprogram.org/document/field-guide-module-for-community-seed-banks/>



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