



**MAINSTREAMING NUTRITION
THROUGH FARMER AND
PASTORAL FIELD SCHOOL:**

The Field School Approach

What is a Field School?



A community based, practically oriented learning programme involving a group of farmers/ pastoralists facilitated by extension staff or by other farmers. Also called ‘school without walls’.

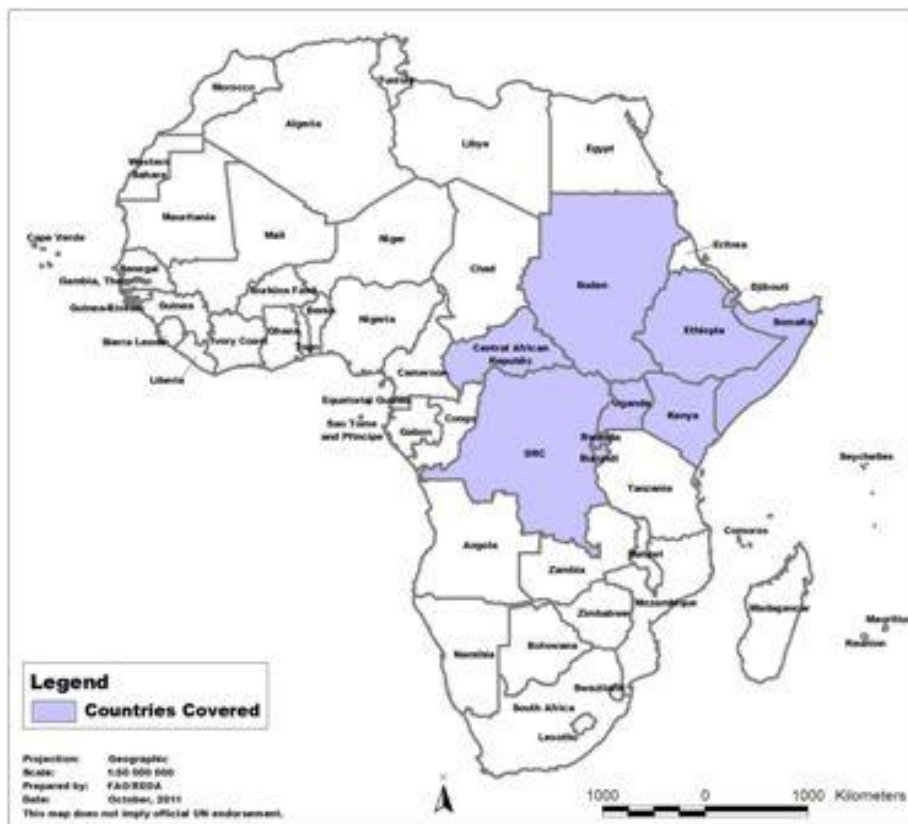


Farmers or pastoralists meet to learn, test & adapt practices using practical hands on methods of discovery learning that emphasis observation, experimentation, discussion, analysis and collective decision making. It improves their management skills to become experts in their own farms.

Gender, Nutrition and HIV are ‘special topics’ included in the curriculum

FFS and PFS Coverage

FFS/ PFS Coverage



Countries applying Field School among farmers :
Kenya, Uganda, Rwanda, Burundi, CAR, DRC

Countries applying Field School among pastoralists: Kenya, Uganda, Ethiopia, Djibouti, Somalia, Sudan

How?

- The field is the classroom
- Hands-on learning



*If I hear it I forget it
If I see it I remember
it,
If I discover it I can own
it for life"*



Field School is practical and hands-on experiential learning

Components of Nutrition in FFS



It is needs based. The approach also depends whether it is for FFLS, or JFFLS. E.g:

- General nutrition education/ training: i.e
 - good nutritional practices, balanced recipes, IYCF and basic human hygiene.
- Diversification in food production,
- Gender and Nutrition,
- HIV & AIDS and Nutrition



Nutrition Education is the entry point for all nutrition activities in Field Schools

Cont

- Cooking demonstrations.
- Food Preservation & Storage using simple and affordable methods,
- Visits to local processing companies and other FFLS,
- Nutrition open days by the FFLS for the communities,
- Role plays have been used to deliver nutritional messages.



Value addition of farm produce



Field School Nutrition learning must also be practical!

Positive Impacts

- Increased knowledge and nutrition awareness by farmers,
- Increased intake of diverse and indigenous vegetables, fruits, meat and milk products,
- Increased incomes to purchase other food items,
- HDDS: Increased from an average of two food groups (cereals and vegetables) to six food groups (adding legumes, tubers, meat and fruits) (808/swe);
- The average number of meals per day increased from two to three (808/swe);

Cont:

- The combined improved nutrition and hygiene practices contributed to better health conditions. For example:
 - In DRC, the project site nutritional centres reported a reduction in admissions of undernourished children, which was directly attributed to the project (808/SWE).
- Increased use of labour saving technologies in farming, and food preparation



FFLS member tries out a manual planter during an exchange visit to ATDC - Ruiru

Impact studies currently going on for 010/swe in countries

Secondary impact/benefits:

- The activities have also spilled over and support to other partners and agencies activities and a lot of inter-linkages with other sectors e.g gender n HIV,], other platforms like SUN, Reach, National Joint programming etc



JFFLS



What do they do in schools?

- Hold discussion sessions,
- Small scale farming in schools (Replication at homes),
- Small enterprises e.g school canteen,
- Cooking sessions,
- Animal rearing e.g Rabbits, goats, chicken;
- Great impact on confidence, leadership skills and improvement in academic performance has been reported in many schools.

(Examples of stories from Kakuma)

Nutrition activities are a basic components of JFFLS

A/PFS (Agro/Pastoral Field Schools)



Slightly different from FFS training, as focus is on ASAL, (APFS and PFS)



How do we ensure that pastoral targeted activities incorporate nutrition and benefit the whole household?

Activities done to date?

- Nutrition Education training to both Master Trainers and Facilitators,
- A/PFS baseline with nutrition component,
- Inclusion of a nutrition module in the revised A/PFS module (Publishing in progress..)
- Regional A/PFS workshop with Gender/Nutrition and HIV session- SWOT , Questionnaire to app participants,
- Livestock-Nutrition discussions at RLPSG of FSNWG..

Some achievements:

As reported by MT's:

- Crop diversification in APFS;
- Improving livestock feeding and health so as to increase milk production for infant and young child feeding,
- Nutrition Education on:
 - Diversification of diets and nutritional value of foods,
 - infant care practises,
 - Importance of mothers breastfeeding,
 - Malnutrition, Nutrition & HIV/AIDS,



Nutrition is increasingly becoming an important element in PFS

Challenges:

- Low technical capacity on nutrition / lack of nutrition officers in the field to support this process, (livestock-nutrition)
- Increased Food insecurity i.e, —access to land for farming, to markets is low in some areas,
- High alcohol consumption ,
- Challenging cultural perception on food consumption,

Opportunities:

- Need for HH Food consumption analysis/ seasonal calendars on food in the among the PFS members,
- Need for nutrition education in the specific Pastoral field schools with focus on food preservation and processing to allow HH keep foods for longer,
- Continuous need for nutrition education on different issues affecting the groups,

Way forward (FFS and APFS)

- Development of simple FFLS nutrition modules,
- Lessons learnt study (regional) on integration of nutrition in FFS- to inform future interventions,
- Release of guidelines for carrying out Nutrition Open days in FFLS,
- Mid-term evaluation- based on recommendations:
 - More practical participatory methods on training on Nutrition (and curriculum development),
 - Increase linkages between gender, HIV and nutrition.
 - Pay more specific attention to fruit consumption and animal products consumption within future projects,

Cont:

- Support to MT's in PFS on Nutrition education,
 - And addressing the specific cultural issues affecting food consumption,
 - Food choices, preparation, preservation, storage..
- Ensure pastoral based projects have a nutrition objective to ensure budgeting in future.

