

## postharvest

### #1 - Weight Losses, Postharvest Losses, and Mechanical Damage

Ideas: 1st - Looking at past research or doing adaptive research (5) 2nd - education and training (10) 3rd - Actual practices (Good practices) (10) 4th - Willingness of funding institutions (1)

#### HOW:

Community storage facility

Following the Value Chain

Start with groups - Regional Center, Cooperatives, etc.

Participatory Learning directly with people who would use technology Go back to the information generated in past projects and see if something could be adapted to current times Cooling advocacy in a way that is cost effective (even shade)

Systems that provide farmers to access to simple structures for washing and packing (tables, clean water, nets, etc.) Protective packages

### #2 - Training (Skills Upgrades) - Technology Transfer

Ideas/Opportunities - 1st - who are we training (determine stakeholders, appropriate audiences, train the trainers, 5th graders, internships).

2nd - What are the topics we are training them on? (appropriate technologies, programs for dissemination, inexpensive training, delivery suitable for all audiences.) 3rd - Ways to do extension (master gardener model, public radio, training material development, using cell phones, online videos, workshops, have downloadable materials, developing materials in local languages) 4th - Need evaluator to determine effectiveness of training and then make adjustments

#### HOW:

Peer to peer training

social networking

identify young professionals who need skills upgrading - develop curricula Train agricultural entrepreneurs Start with the students Used mentors - had to find participants in industry find leaders and early adopters in communities Hands on Training/Demonstrations Adding postharvest curricula to current trainings Integrate postharvest into other kinds of training NSS - Service Learning and small demonstrations Village level - doing community projects and demonstrations and fun activities to encourage learning Trainers of trainers (needs to "trickle" down) - must be sustainable Free curricula for 5th graders

### #3 - Quality Assurance and Food Safety

- 1 - Research - where quality losses or safety losses are occurring (look at entire value added chain), doing baseline data on losses, why loss of nutritional value
- 2 - protocols, standards, setting minimal criteria (match to market, know what consumer wants/educate consumer, specifications and standards related to quality and residues (set policy))
- 3 - education and training aspects (farm sanitation, chemical use, processing safety, GAPs/GMPs, enhancing product value and safety)
- 4 - teaching approaches - cartoons/comic books, developing packages for teachers
- 5 - should see more opportunity for exports, high value markets, and imports
- 6 - monitoring and evaluating effectiveness of protocols

#### HOW:

Work with urban horticulture programs to teach storage and handling Consumers need to be target audience Need to get local governments involved in policies - adjust standards for local environments Contaminated water problems and land sanitation (pesticides, etc) Rapid assay of pesticides and other contaminants Interventions should be risk informed (instead of zero tolerance - test earlier in the chain)

postharvest

DIFFERENCE BETWEEN OUR SESSION AND THE GHA Move to changing the product to less perishable Not focused on entire chain GHA talks more about value-added Processing technologies in GHA while we focused on fresh Small steps for value added is not same as processing