

**ANNEX D CAPACITY BUILDING FOR  
EXTENSION OFFICERS**

## ANNEX D      CAPACITY BUILDING FOR EXTENSION OFFICERS

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## **ANNEX D      CAPACITY BUILDING FOR EXTENSION OFFICERS**

### **D.1      Principles**

#### **1.1      Outline**

The project aims at alleviating poverty for farmers of the Coast Region by means of horticultural development. Agricultural extension service reinforcement, capacity building of District offices and officers were identified as development approaches to be adopted in the Participatory Development Capacity Building Programme of the proposed Master Programme to provide support to targeted farmers on technical aspects using as development tools the activities in the said approaches. As related to agricultural extension service reinforcement, the project proposes training for Extension Officers because it is found that most extension officers have basic training only in agriculture and not in horticulture.

The training for Extension Officers aims at selecting standard farming techniques for horticulture crop and applying intensive training of essential horticulture farming technology to these officers, namely Ward Extension Officers (WEO) and Village Extension Officers (VEO), who are directly in contact with farmers. On the other hand, the training also aims to empower the said officers in community-based development to assist farmers and villagers in their day-to-day activities, including project management and operation, group organisation, and problems identification and solving.

As related to the capacity building of District offices and officers, the project proposes the development by the District officers of on-farm curriculum and horticultural manual to help farmers in their field daily activities. This operation will be carried out in collaboration with a private horticulturist contracted from Sokoine University of Agriculture (SUA), Morogoro, or from the Ministry of Agriculture Training Institute (MATI), Tengeru. It will be supervised by the RAA and is expected to see the District improve its training managing ability, when completed.

#### **1.2      Purpose and Output**

##### **(1)      Purpose**

The purpose of this micro-project is “ Farmers trust extension officers more and consulting number with extension officers increases” This purpose is achieved with the training of extension officers empowering them to give more advanced knowledge to farmers more effectively. With the made curriculum, a horticultural manual and a daily record book, on-farm training will be strengthened, and farmers will be provided with better horticulture production means.

(2) Output

Two outputs are expected under this scheme, which are as follows:

「Output 1: Extension officers improve technological knowledge on horticulture」

As most Extension Officers have basic training only in agriculture and not in horticulture, they are trained to acquire or update current knowledge in horticulture for capacity building. They are also provided with basic tools of on-farm training, namely a horticulture manual including technological packages and impact points on major vegetables produced in the Region to improve and strengthen on-farm activities. Technological packages refer to technical information on a crop that is related to cropping calendar, cultural practises, diseases and pests problems, their control, fertilizer application (type and dose), recommended crop varieties, average crop yield etc. On the other hand, impact points refer to important points of cultural practises that can affect the yield of a particular crop and consequently will have to be addressed on the spot [specific advices given to farmers on the spot at the right time]; for example, best time for planting, optimum number of seeds at planting, best spacing, best time for fertiliser application, when to start weeding, thinning, etc.)

Also, a daily record book will be edited to monitor extension activities. The book will give information on the number of people an extension officer has met at any particular day, the problems discussed about, the solutions proposed, etc. It can be used as a valuable tool in project monitoring.

「Output 2: Extension Officers get advanced information on community-based development and extension methodology」

Extension Officers are trained in community-based development using tools of participatory development approach such as PCM and PRA. They will be also provided with a horticulture manual, including, apart from the technical information described above, some extension methods on how to deliver effectively this information to farmers, helping in improving and strengthening their daily field activities. In addition to the manual, extension officers will be provided with a daily record book to keep track of their activities.

## D.2 Horticultural Technology Training in 2001

As most Extension Officers do not have basic training in horticulture, this particular training would provide them with fundamental scientific knowledge on horticultural production or update their current knowledge on horticulture. It aims at selecting standard farming techniques for horticulture crop and applying intensive training of essential horticulture farming technology to Village Agricultural Extension Officers (VAEO), Ward Agricultural Extension Officers (WAEO) and District Officers who are directly involved with farmers. Training in horticultural technology was held for five days between 27<sup>th</sup> Aug and 31<sup>st</sup> Aug. 2001, and the attendants were as follows.

### Number of Trainees

District	Village Agricultural Extension Officers (VAEO) 10 people	Ward Agricultural Extension Officers (WAEO) 5 people	District Officers 6 people
Kibaha	Viziwaziwa: 1 Mwanabwito: 1 Mwendapole: 1 Kwa Mfipa: 2	Kibaha Ward: 1 Ruvu Ward: 1	Zegezeni Farm 2
Kisarawe	Vigama: 1	1	1
Mkuranga	Mwanambaya: 1 Mkuranga B: 1	1	2
Bagamoyo	Ruvu Darajani: 2	1	1
<b>Total</b>	<b>10</b>	<b>5</b>	<b>6</b>

The training was held in Kibaha at Njuweni Hotel and included a 2-hour introductory course on plant physiology, which was followed by the following subjects:

#### For Vegetables:

Land preparation including manure application, clearing; Nursery preparation; Transplanting (seedling from nursery), spacing; Management including weeding, fertiliser application and pest management, namely identification of disease and pest, and safe use of pesticides and chemicals; Organic farming; Crop rotation as a means for pest control; pests, disease and weed control; Harvesting and post harvest (handling).

The main vegetables are those mostly grown in Coast Region, which are covered in the course. They included Amaranthus, Okra, Tomato, Cucumber, Watermelon and Eggplant

#### For Fruits:

Land preparation; Nursery preparation; Orchard establishment (how to start); Orchard management including plant propagation (grafting), fertiliser and manure application; Pest management; Intercropping; Organic farming.

Basic fruits include: Mango, Citrus, Banana, Pineapple, Papaya and Passion fruit.

## Summary of Evaluation

The technical training curriculum was developed and taught by a private lecturer, who was assisted in the task by the Kibaha DSMS in horticulture. The RAA developed and taught the plant physiology session. The following summarise the evaluation of the trainees by the JICA Study Team and the trainers.

Course Characteristics	First Course Taken	Very Easy	Fairly Difficult	Very Difficult	Knowledge/Skill learnt			Relation with Future Job			Positive Aspects			Main Complaint		Passing Grade**
					<Expected	Just right	>Expected	None	Slightly	V. Much	Theory	Practices or Gender	Discussion	Short Time	Poor Finance	
Horticulture (20 respondents)	17*	2	17	1	-	9	11	-	1	19	13	15	17	12	20	100% of trainees

\* Figures represent number of people

\*\* Passing grades mean C (average mark) or better

A total of 21 people attended the horticultural technical training. All 21 completed the final examination. 20 completed the questionnaire, and 1, the Vigama Extension officer, did not as he felt sick during the period. Among the 20 who filled out the Questionnaire, 17 were taking a training course in horticulture for the first time, while three said they took a course before. All three are specialised in horticulture and took the course in their diploma year.

All 21 trainees got passing grades in the final examination, scoring C (average) or better. In the questionnaire, most said that they have acquired more new knowledge and skill than expected in the course, which they thought, was very much related to their job. Most also said that the course was fairly difficult to them, owing mainly to the short time allocated to complete all the material. Discussion between groups and practical session were rated the most positive aspects of the course. The JICA Team will take this last fact into consideration when planning for the second technical training due next year and will request the lecturer of this course to include more group discussions and practical sessions.

### Trainers' Evaluation

Points which trainees seem to have understood	Points which trainees did not seem to have understood	Points you will concentrate on, if there s next training	General comments on the session
<b>Kibaha DSMS:</b> Basics of production of the different vegetable and fruit crops.	<b>Kibaha DSMS:</b> Practical part of budding and grafting due to short time	<b>Kibaha DSMS:</b> -Designing horticultural production techniques related to field problems; -Farming system approaches in fruit and vegetable production; -Production of mushroom; -Making of compost manure	<b>Kibaha DSMS:</b> The next session should introduce special problems of horticulture industries (problems from production, processing & marketing) as well as vegetable seed production and quality control
<b>Private Lecturer:</b> Trainees seemed to have understood most of theoretical and practical aspects, except where the technical languages were used. They were very much aware of modern techniques of horticultural production and also improved methods of production	<b>Private Lecturer:</b> Some insecticides (trade names) and new varieties of vegetable and fruits, namely some varieties of mangoes, pineapple varieties, and citrus	<b>Private Lecturer:</b> More practical aspects like Budding and Grafting, integrated pest and disease management	<b>Private Lecturer:</b> If possible, to arrange a field trip where they can see and even do the practices like budding, pruning of passion fruit in the field situation

### Timetable Extension Officers Training (Horticulture)

TIME	MONDAY DAY I 27-8-2001	TUESDAY DAY II 28-8-2001	WEDNESDAY DAY III 29-8-2001	THURSDAY DAY IV 30-8-2001	FRIDAY DAY V 31-8-2001
9:00 – 10:00	–				
10:00 – 10:45	INTRODUC- TION – OFFICIAL OPENING	TOMATO (ASYNA)	CUCURBITS (MKUNGU)	PINEAPPLE (ASYANA)	PRACTICAL S
10.45 – 11.00		BREAK	BREAK	BREAK	
11.00 – 11.15	BREAK				
11.15 – 11.30	PLANT PHYSIOLOGY	CITRUS (ASYNA)	BANANA (ASYNA)	PAWPAW (MKUNGU)	BREAK
11.30 – 11.45					EVALUATIO N
11.45 – 1.00					EXAMINATI ON
1.00 – 2.00	LUNCH	LUNCH	LUNCH	LUNCH	
2.00 – 2:30	AMANRAN -THUS	MANGO (MKUNGU)	PASSION FRUIT (MKUNGU)	EGGPLANT (ASYANA)	EVALUATIO N SUM CLOSING
2.30 – 3.45					LUNCH _
3:45 – 4:00					
4.00 – 4.15	BREAK				
4.15 – 6.00	OKRA	–	–	–	–

### D.3 Community Development Training in 2001

Along with the technical training in horticulture specified above, Extension Officers will also be empowered in community-based development training to enable them to assist farmers and project beneficiaries in their day-to-day activities, including project management and operation, group organisation, and problem identification and solving. Such training will introduce some tools used in participatory development approaches such as PCM and PRA. It will cover aspects related to:

- 1) Day-to-day operations of an extension officer in working with farmers in groups with emphasis on the provision of information and feedback;
- 2) Situation analysis including on-farm as well as off-farm opportunities and constraints
- 3) Identification of problems, their causes and the potential solutions;
- 4) Clear statements of what actions can be taken to solve the more important problems identified;
- 5) Use of marketing principles required in determining needs of a community;
- 6) Development of advisory and information inputs to meet needs;
- 7) Method of data collection and report writing.

This training was concurrently carried out with the technical training and consisted of five days from 3<sup>rd</sup> September to 7<sup>th</sup> September 2001; 4 days being devoted to the community-based development session taught by RAA, which included one whole morning for the JICA Study Team Leader to introduce results of the Farm Interview Survey carried out during the Master Plan Study, and the middle day of the period, 5<sup>th</sup> Sept., being devoted to a session on Gender issues taught by a private sociologist.

#### Summary of Evaluation

The number of trainees was the same as in the technical training. A total of 21 people attended the community development training. All completed the final examination and filled out the questionnaire. 19 out of the 21 were taking a training course in community development for the first time, while two said they had such a course in the past.

Course Characteristics	First Course Taken	Very Easy	Fairly Difficult	Very Difficult	Knowledge/Skill learnt			Relation with Future Job			Positive Aspects			Main Complaint		Passing Grade**
					<Expected	Just right	>Expected	None	Slightly	V. Much	Theory	Practices or Gender	Discussion	Short Time	Poor Finance	
Community Development (21 respondents)	19	1	16	4	1	8	12	-	1	20	6	3	12	21	14	57% of trainees

\* Figures represent number of people

\*\* Passing grades mean C (average mark) or better

Only 13 trainees (57 %) got passing grades in the final examination, scoring C (average) or better,

while 9 scored badly. In the questionnaire, though most said that they had acquired more new knowledge and skill than expected in the course, which they thought, was very much related to their job, they found it fairly difficult or even very difficult, considering the short time allocated to cover including talks on the results of the Farm Interview Survey and the Gender Issues were rated the most positive aspects of the course.

The JICA Team will take this last fact into consideration so as to improve the trainees' grades in the coming training courses in community development. It will study ways to allocate more time to these courses and also see with the lecturer ways to bring in more group discussion and practical sessions. Meanwhile, the content of this year course will be compiled and a copy given to each trainee to promote further understanding of the course content.

### Trainers' Evaluation

Points which trainees seem to have understood	Points which trainees did not seem to have understood	Points you will concentrate on, if there is next training	General comments on the session
<b>RAA:</b> 1. Types of Groups in a Community 2. Data Collection 3. Group Formation	<b>RAA:</b> 1. Marketing Approach to Rural Development Planning 2. Basic Principles of working with Groups 3. The Triple A Cycle and its Components and the Planning Process	<b>RAA:</b> 1. Basic Principles of Group Dynamics 2. The Planning Cycle	<b>RAA:</b> The training was new to the participants, therefore it needed more time, especially for discussions and brainstorming
<b>Private Sociologist:</b> 1. Meaning of Gender - Key Concepts of Gender Planning 2. Understanding Roles and Needs - Gender Gaps 3. Why is Gender a development issue 4. The meaning of Gender Planning	<b>Private Sociologist:</b> The Conceptual Framework as a tool in Gender Analysis of the Situation of Women in the Civil Service	<b>Private Sociologist:</b> The Conceptual Framework as a tool in Gender Analysis of the Situation of Women in the Civil Service along with Gender Planning and Gender as a development issue	<b>Private Sociologist:</b> The participants showed cooperation throughout the session, however the time given was very short to enable to cover a number of issues.

**Timetable Extension Workers Training (Community Development)**

<b>TIME</b>	<b>MONDAY DAY I 3-9-2001</b>	<b>TUESDAY DAY II 4-9-2001</b>	<b>WEDNESDAY DAY III 5-9-2001</b>	<b>THURSDAY DAY IV 6-9-2001</b>	<b>FRIDAY DAY V 7-9-2001</b>
9:00 – 10:00	–				
10:00 – 10:45	Introduction – OFFICIAL OPENING	COMMUNITY DEVELOPMENT (Mwenkalley)	GENDER ISSUES (SUSAN WAGNER)	FARM INTERVIEW SURVEY (SHIRO HIRATA)	COMMUNITY DEVELOPMENT (Mwenkalley)
10.45 – 11.00		BREAK	BREAK	BREAK	
11.00 – 11.15	BREAK				
11.15 – 11.30	COMMUNITY DEVELOPMENT (Mwenkalley)	COMMUNITY DEVELOPMENT (Mwenkalley)	GENDER ISSUES (SUSAN WAGNER)	COMMUNITY DEVELOPMENT (Mwenkalley)	BREAK
11.30 – 11.45					
11.45 – 1.00					
1.00 – 2.00	LUNCH	LUNCH	LUNCH	LUNCH	EVALUATION EXAMINATION
2.00 – 2:30	COMMUNITY DEVELOPMENT (Mwenkalley)	COMMUNITY DEVELOPMENT (Mwenkalley)	GENDER ISSUES (SUSAN WAGNER)	COMMUNITY DEVELOPMENT (Mwenkalley)	EVALUATION SUM CLOSING
2.30 – 3.45					LUNCH
3:45 – 4:00					
4.00 – 4.15	BREAK				
4.15 – 6.00	COMMUNITY DEVELOPMENT (Mwenkalley)	–	–	–	–

#### D.4 Horticultural Technology Training in 2002

The training in horticultural technique was held for four days between 2<sup>nd</sup> July and 5<sup>th</sup> July 2002, and the attendants were as follows.

##### Number of Trainees

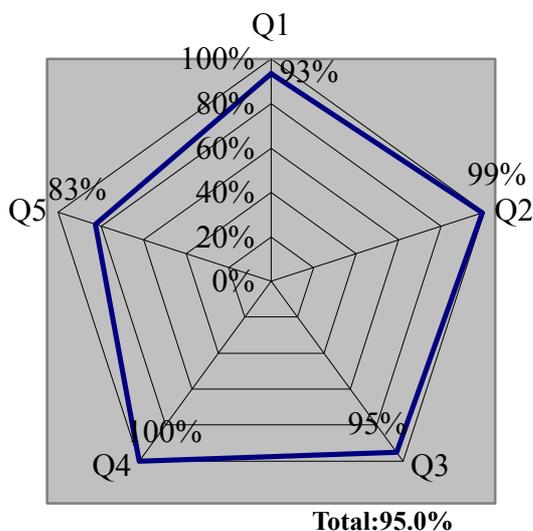
District	Village Agricultural Extension Officers (VAEO)	Ward Agricultural Extension Officers (WAEO)	District Officers
Kibaha	Viziwaziwa: 1 Mwanabwito: 1 Mwendapole: 1 Kwa Mfipa: 1	Kibaha Ward: 1 Ruvu Ward: 1	Zegereni Farm: 2 District office: 1
Kisarawe	Vigama: 1	1	1
Mkuranga	Mkuranga: 1	2	2
Bagamoyo	Ruvu Darajani: 2	1	1
<b>Total</b>	<b>8</b>	<b>6</b>	<b>7</b>

District staff including VAEO and WAEO involved in the villages of the project have experienced through the technical training the basics of production of the different vegetable and fruit crops. The training in 2001 concentrated mainly on those vegetables and fruit crops mostly grown in the Coast Region. These included Amaranths, Okra, Tomato, Cucumber, Watermelon and Eggplant as vegetable crops and Mango, Citrus, Banana, Pineapple, Papaya and Passion Fruit as tree crops.

This year technical training involved new productive crops considering their potential future extension in the Region. These included mainly Onion, Garlic, Carrot, Mushroom and Watermelon. Few production techniques were also introduced to extend the trainees basic knowledge and helped them better advice farmers in production.

The result of the exam for the horticulture technical training this year (percentage of correct answer of 18 participants in average) and its questions are as follows;

**Percentage of Correct Answer  
(Horticulture Technical Training)**



**Exam of Community Development Training**

- Q1: Question about Organic farming, Pest and Disease (3 questions-20 marks)
- Q2: Question about Mushrooms (1 question-10marks)
- Q3: Question about Symptoms of nematode attack and variety of Melon (2 questions-10marks)
- Q4: Question about reasons why Fruits and Vegetables need to be processed (1 question-10marks)
- Q5: True-false question about basic knowledge of horticulture (4 questions-4marks)

*Passing mark: 80 %*

Trainees' view on the horticulture technical training session as a whole is as follows.

**Training**

No.	Question	Answer		
		Yes	No	-
i	Is this the first Technical training course you have attended?	3	15	-
		<Expected	Just right	>Expected
ii	How much new knowledge or skills did you learn from this course?	1	10	7
		Not helpful	Fairly helpful	Very helpful
iii	How helpful was the method of teaching used by the teacher (s) in making you understand the lesson?	0	7	11
		Very easy	Fairly difficult	Very difficult
iv	Ignoring the method of teaching used, how easy or difficult was the course?	2	16	0
		<Needed	Just right	>Needed
v	What did you feel about the length of time allocated to each subject?	1	17	0
		Organic farm	Each crops	Others
vi	Which topic among the ones introduced raised the most interest to you, and why?	6	8	4
		None	Slightly	Very much
vii	How related did you feel this course was to your future job?	0	2	16

**Observation on the Training**

A. What were the most positive aspects of the training? Give score from 1 (Very bad) to 10 (Very good).

>Average score (18members)

i	Theoretical part.	----	7.4
ii	Practical/field trip	----	6.7
iii	Discussions between groups.	----	7.9
iv	Meeting your old colleagues.	----	5.2

B. Please give precise suggestions for the improvement of the training.

No.	Question	Answer		
		Good / Not enough	Bad / Too long	Others
i	Length of the training.	13	0	5
ii	Venue of the training.	7	8	3
iii	Logistics and financial arrangements.	1	17	0
iv	Lectures performance.	16	0	2
v	Content of the training.	14	0	4
vi	Training methodology.	15	1	2
vii	Quality of documents.	16	1	1

#### Timetable Extension Workers Training (Horticulture)

Time	Tuesday 2.7.2002	Wednesday 3.7.2002	Friday 4.7.2002	Friday 5.7.2002
9:00 – 10:45	Onion	Garlic	Melon	Practical/Visit Zegereni Seedling Farm (Budding, grafting, field situation of different horticultural crops)
10:45 – 11:00	Break	Break	Break	
11:00 – 12:45	Mushroom	Production Techniques related to Field Problems	Processing of Horticultural Crops	
1:00 – 2:00	Lunch	Lunch	Lunch	Examination Evaluation Closing
2:00 – 3:45	Organic Farming	Carrot	Compost making	

## D.5 Community Development Training in 2002

Along with the technical training in horticulture specified above, Extension Officers were empowered in community-based development training to enable them to assist farmers and project beneficiaries in their day-to-day activities, including project management and operation, group organisation, and problem identification and solving.

This training was concurrently carried out in 2001 with the technical training and consisted of five days, 3<sup>rd</sup> September to 7<sup>th</sup> September 2001; 4 days being devoted to the community-based development session taught by RAA, and the middle day of the period, 5<sup>th</sup> Sept., being devoted to a session on Gender issues taught by a private sociologist.



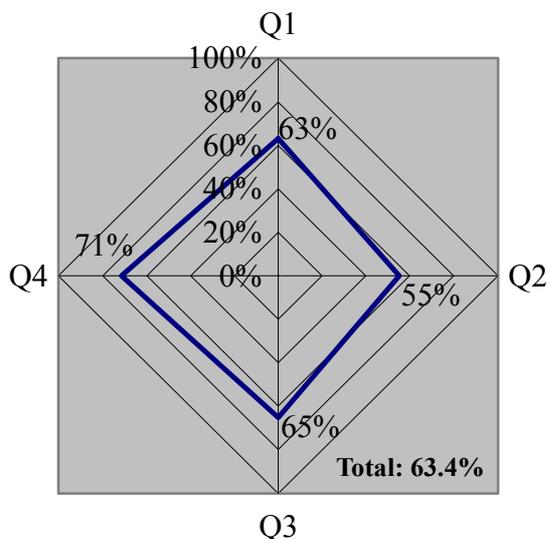
**Extension officers taking a lecture by RAA**

The community-based training was also carried out this year with the technical training and consisted of three days, 27<sup>th</sup> - 28<sup>th</sup> June, and 1<sup>st</sup> July 2002, the last day being devoted to a session on Gender issues. The first two days included one-day review of last year material, and the second day was for new materials in Project Cycle Management (PCM). RAA and a private sociologist respectively taught the community-based development and gender issues materials.

This training on people participation method is to enable trainees to assist farmers and project groups in their daily activities, including project management and operation, group organisation, and problem identification and solving. It introduces some gender issues and tools in participatory development approach such as PCM and PRA. This training seems fairly difficult for most of the trainees considering the short time the content is to be delivered. As a result, only about 57% of the trainees scored well at the term of the course last year. To improve the situation in this year training, which will last only three days, it is requested to the lecturer to devote a whole day for the review of last year materials and the second day for some new materials, providing enough time for discussion and brainstorming. The last day will be devoted to a case study involving gender issues.

The result of the exam for the horticulture technical training this year (percentage of correct answer of 18 participants in average) and its questions are as follows.

**Percentage of Correct Answer  
(Community Development Training)**



**Exam of Community Development Training**

Q1: What are the advantages of Programme Planning? (25 marks)

Q2: What are the challenges faced by farmers in relation to production and sales of their farm produce? (25 marks)

Q3: What is data used for? (25 marks)

Q4: Mention the main steps in Participatory Planning in logical order/sequence. (25 marks)

Passing mark: 50 %

The evaluation concerning the community-based development training is summarised in the following table.

**Trainers' Evaluation**

Points which trainees seem to have understood	Points which trainees did not seem to have understood	Points you will concentrate on, if there is next training	General comments on the session
<b>RAA:</b> 4. Introduction to Project Design 5. Meaning and advantages of Programme Planning 6. Importance and use of data 7. Group formation and dynamics	<b>RAA:</b> Challenges and obstacles faced by farmers in crop production and sales	<b>RAA:</b> 3. Project Design Matrix 4. Economic Challenges faced by Farmers 5. Extension Programming	<b>RAA:</b> The session has been good. The extension officers did well this time compared to the last one. Overall, almost all trainees understand what they could not absorb last time.
<b>Private Sociologist:</b> 1. Gender designing, Planning and implementation By Harvard Analytical Framework 2. The difference between Gender and Development (GAD) and Women in Development (WID) 3. Application of Gender planning by using different case studies	<b>Private Sociologist:</b> Gender matrix framework	<b>Private Sociologist:</b> Gender matrix framework	<b>Private Sociologist:</b> The seminar was participatory and participants contributed a lot. They were given case studies, which they use them with their own experiences in the ongoing Horticultural project. They were given handout which will be used during the training at the grassroots level.

Overall, concerning last year, what the sessions in technical training and community-based development training has contributed to the extension staff daily activity is a question asked to the concerned in the questionnaire released this year. Trainees' view on this training session as a whole is as follows.

## Training

No.	Question	Answer		
		Yes	No	-
i	Is this the first Technical training course you have attended?	3	16	-
ii	How much new knowledge or skills did you learn from this course?	<Expected	Just right	>Expected
		0	13	5
iii	How helpful was the method of teaching used by the teacher (s) in making you understand the lesson?	Not helpful	Fairly helpful	Very helpful
		0	6	13
iv	Ignoring the method of teaching used, how easy or difficult was the course?	Very easy	Fairly difficult	Very difficult
		2	13	3
v	What did you feel about the length of time allocated to each subject?	<Needed	Just right	>Needed
		4	13	2
vi	Which topic among the ones introduced raised the most interest to you, and why?	Gender issue	PRA	The both
		9	4	5
vii	How related did you feel this course was to your future job?	None	Slightly	Very much
		0	0	19

## Observation on the Training

A. What were the most positive aspects of the training? Give score from 1 (Very bad) to 10 (Very good).

>Average score (19 participants)

i	Theoretical part.	----	6.3
ii	Gender issue.	----	8.2
iii	Discussions between groups.	----	8.0
iv	Meeting your old colleagues.	----	5.3

B. Please give precise suggestions for the improvement of the training.

No.	Question	Answer		
		Good / Not enough	Bad / Too long	Others
i	Length of the training.	16	0	3
ii	Venue of the training.	15	0	4
iii	Logistics and financial arrangements.	0	19	0
iv	Lectures performance.	17	0	2
v	Content of the training.	15	1	3
vi	Training methodology.	17	2	0
vii	Quality of documents.	17	0	2

It can be noted that through the Team visit to the different sites, VAEO were generally found at their post, either on the field discussing with farmers groups or involved in the activities of other groups of the project. More involvement in village activities could be felt somewhat.