

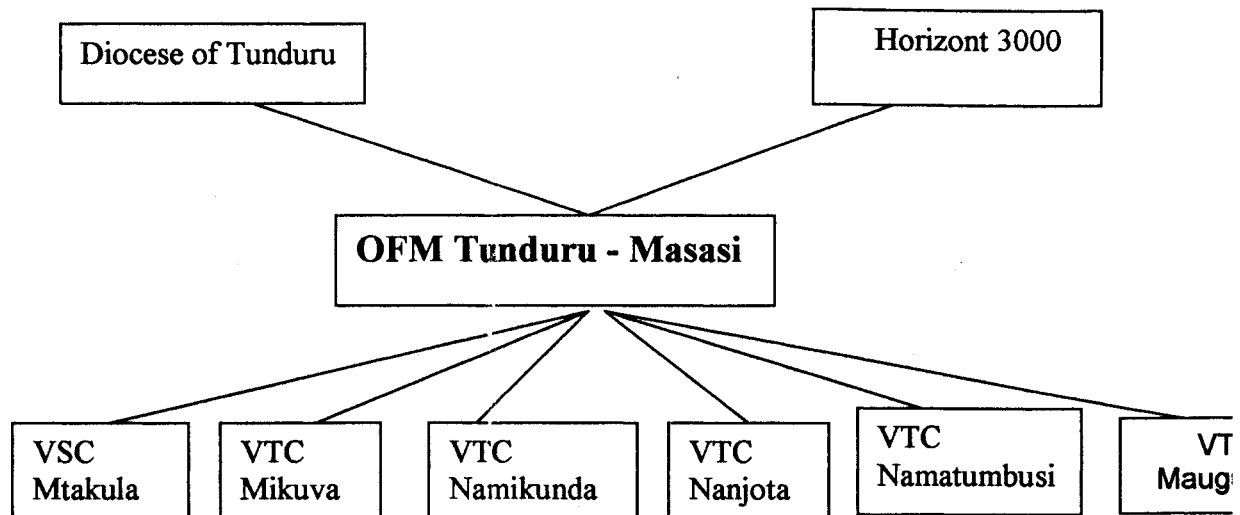
Annex 1: Organizational structure

Figure 1a: Organization structure of OFM

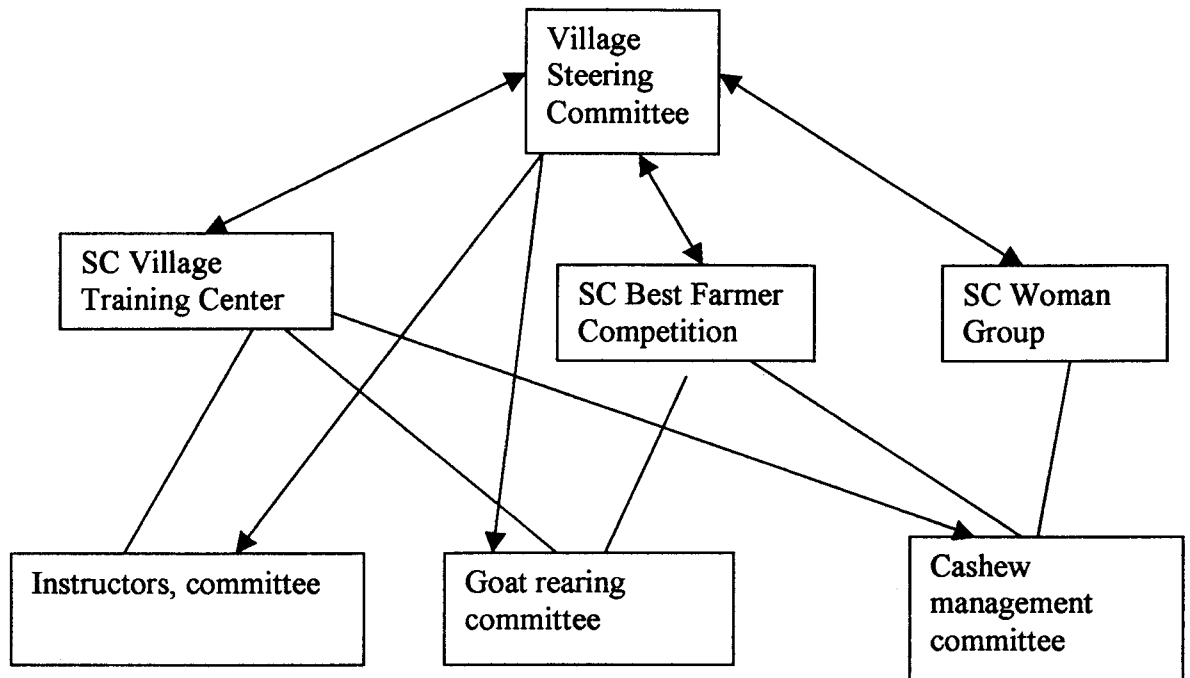


Figure 1b: Organizational structure in villages under organization Development, Food security and production for market

For definition of the abbreviations see text.

Annex II

Needs identification work sheet:

Present Situation:	Desired Situation	What need to be done to bridge the gap?
1. Lack of technical know how	Improved education (25) = 83%	<ul style="list-style-type: none"> - Researchers should train farmers. - Group extension agents should be trained.
2. Low income	Improve income (30) = 100%	Facilitate farmers on accessibility to credit facilities.
3. Not accessible to Credit facilities.	Farmers access to credit facilities (30) = 100%	Facilitate farmers establish their groups.
4. Poor infrastructure <ul style="list-style-type: none"> - Poor roads - Poor transport and - Transportation. 	Improved infrastructure (24) = 80%	<ul style="list-style-type: none"> - Village roads rehabilitated - Frequent visit of technical staff in order to know farmers problems.
5. Poor marketing system (place, price, buyers)	Improved marketing systems. (29) = 96%	CBT – Make sure that cashew prices are improved by involving farmers. <ul style="list-style-type: none"> - Farmer's organization.
6. Poor farmers organizations.	Improved farmers organization (28) = 93%	<ul style="list-style-type: none"> - Farmers groups share knowledge and experience. - Farmer groups join for farmer organization.
7. Poor water facility	Improved water supply (30) = 100%	Water wells with pumps.
8. Diseases	Diseases prevention and control (30) = 100%	Credit provision.
9. Un-improved seeds	Improved seeds (30) = 100%	NARI – Establish seed multiplication Blocks in villages.
10. Poor communication	Improved communication (24) = 80%	Farmers need to be well informed of new technologies.
11. Poor cassava post-harvest	Labour saving technologies (27)	<p>Machines to be available</p> <p>Credit to purchase machinery.</p>
12. Weather	Timely farm operations (30)	Extension workers should advice farmers to time operations.

The numbers in brackets show farmer responses to needs assessment.

Annex III Cassava Cultivars grown in project and non-project areas N = 80.

Project area			Non project area		
Village	Variety	Percent	Village	Variety	Percent
Mtiniko	Musa Saidi	100	Mnyambe	Nal. 90/34	
	Nankuchima	83		Namikonga	
	Limbanga	33		Kalulu	
	NaliekuchumbaKigo	33		Nanchinyaya	
	ma red	100		Chimaji	
	Kitumbua	100		Mreteta	
	Nal. 90/34	100		Kalinda	
	Namikonga	100		Nanjenjeha	
	Kalulu	83		Mbwani	
	Nanchinyaya	67		Kaniki	
	Sumu ya panya	17			
	Kigoma Mafia	17	Kineng'ene	Kigoma red	
	Limbanga	50		Kitumbua	
Ziwani	NaliekuchumbaKigo	100		Nanyime	
	ma red	100		Sheria	
	Kitumbua	83		Lipundanyuma	
	Nal. 90/34	83		Kisu	
	Namikonga	83	Maugura	Kitumbua	
	Kalulu	67		Nankola	
	Nanchinyaya	100		Mretete	
	Badi	33		Lihumbuka	
	Chindu	33	Namikunda		
Chisegu	Lihumuka	20		Mretete	
	Limbanga	100		Lihumbuka	
	NaliekuchumbaKigo	83		Chimaji	
	ma red	83			
	Kitumbua	60			
	Nal. 90/34	67			
	Namikonga	67			
	Kalulu	67			
	Nanchinyaya	100			
	Chimaje	67			
	Mreteta	100			
	Isaya	67			
	Yuda	17			
Mtua	Kigoma red	80			
	Kitumbua	60			
	Naliendele	40			
	Nanjenjeha	40			
	Kisu	60			
	Sheria	60			
	Muhogo tanga	20			
	Chindu	20			

Annex IV.**Strength, Weakness, opportunities and Threat (SWOT)**

<p>Strength:</p> <ul style="list-style-type: none"> - Well established groups of farmers - Existing village training centers - OFM project planning was a bit gender sensitive 	<p>Weakness:</p> <ul style="list-style-type: none"> - Transport problems to instructors - Some other planned targets were not met - Sometimes there are delays in fund disbursement which leads to delays in implementation of activities hence unaccomplished objectives
<p>Opportunities:</p> <ul style="list-style-type: none"> - Available donors - NARI for agricultural research - MATI for training purposes in agriculture - VTC members' knowledge can be utilized to educate their fellow farmers in their village training centers. 	<p>Threat:</p> <ul style="list-style-type: none"> - Drought - Pests and Diseases of crops - Flood

Annex V: An application letter to the NGO

Kalima Kwikwega
P.O. Box 509
MTWARA.
27th October 2003

Vicar General
P.O. Box 684
Masasi
MTWARA

**Re: REQUEST TO CONDUCT RESEARCH AND PROVIDE FREE
CONSULTANCY IN YOUR COMMUNITY BASED ORGANISATION**

The heading above is referred.

I would like to request for a chance of working in your organization as a free consultant so as to contribute towards project goals while also doing some research work.

I am an employee of the Ministry of Agriculture and Food security since 1981 to date. I am working in the department of Research and Development. Currently my work station is Naliendele Agricultural research station in the Southern zone of Tanzania. I am working with the Socio-economic unit or Farming systems Research. Currently I am a student of the Southern New Hampshire University at the Open University of Tanzania for the Masters Degree in Community Economic Development Program (CED).

I will be very grateful if I will be permitted or allowed to conduct my research work and provide a free consultancy in your organization with your project of Organized Farm Management and Marketing (OFM). My duties at my work place/station are concerned with monitoring and evaluation of projects in the zone, Project proposal writing and capacity building especially on agricultural related matters and gender issues to farmers and all stakeholders. I am also capable of facilitating farmers to have access to credit facilities. Therefore, being accepted , I would like to work with you along those lines.

Thanks in advance.

Yours sincerely



Halima Kwikwega
Student (CED Programme)

WORK PLAN:

October 11th 2003 - First contact at the community based organization in Masasi Town where I did a verbal introduction to the organization leadership (Vicar general and development director) Took one hour.

2nd Contact was done in October 2003 – I sent my introduction letter to the vicar general. It took about 30 minutes.

3rd November 2003 contact –Collected my replied letter, collected some reading materials (proposal and progress reports).

4th December 2003 contact – Conduct meeting with vicar general director and project leader to see what I can do in the organization by looking at their work plan by using a check list as attached in appendix I.

December 2003 - Helped the project leader to arrange for a training of group of farmers to Ministry of Agricultural Training Institute, Naliendele.

January 2004 - The project leader helped me to arrange for a meeting with a group of farmers.

5th January 2004 contact - developed my work plan for my assignment.

First week of February 2004 - Farmer training on cashew production was done.

6th February contact 2004 – conducted a discussion meeting with a group of farmers from CBO village by using a prioritization of need.

February 2004 - Held a meeting with the organization for feed back.

February to March 2004 – First progress report writing

April 2004 – First Contact with my day to day supervisor

- Introduced to him about my project ideas.
- Reading literature for background information.
- Developed a concept note of my project proposal.
- Submitted my concept note to my day to day supervisor of Mtwara.
- First discussed my concept note with my day to day supervisor in Mtwara
- contact with my main supervisor by email message.
- 2nd contact by email with my main supervisor by email where I sent him a concept note for comments.

May 2004 - Met my main supervisor to discuss about my concept note in Dar es Salaam where we agreed I should look for a source of funding for conducting a survey for data collection.

May – June 2004 - 2nd Report writing about the CBO I am working with and the project.

May – June 2004 – Questionnaire development.

June 2004 – Training field work personnel

June 2004 – Pre – testing a questionnaire (pilot testing)

June – July 2004 Actual data collection in the field.

June – July 2004 – Data processing and analysis.

July – November 2004- Report writing.

December 2004 – Submitted a second progress report

January 2005 – Project presentation in Dar es Salaam

February 2005 Met Instructor and my supervisor in Dar es Salaam

February – March incorporated some comments in my report and submitted to my supervisor

May 2005 resubmission of my report

May – June 2004 - Feed back to the project Organization and other stakeholders.

Annex VI

TITLE: FARMER ASSESSMENT ON CASSAVA BROWN STREAK DISEASE IN MAUGURA AND NAMIKUNDA VILLAGES IN SOUTH EASTERN TANZANIA
4.0 Farmer questionnaire

District _____ Village name _____

Name of interviewer _____

Date _____

A. Demographic and socio-economic characteristics, land resources and allocation for the households:
(i) Farmer characteristics

1. Name of respondent _____
2. Name of head of house hold _____
3. Sex (1) Male _____ (2) Female _____ (3) Age _____
4. Years lived in the village _____
5. Main occupation _____
6. Marital status: (1) Single _____ (2) Married _____ (3) Others _____
7. If single reasons: (1) divorced, (2) migrated (3) Death (4) Others _____
8. Formal education: Years of Schooling _____
9. Experience in cassava cultivation _____
10. Household size _____
 Males adult _____ females adults _____
 Children (12-17yrs) _____ Children (< 12yrs) _____
11. Active labour/labour availability _____
 Males adult _____ females adults _____
 Children (12-17yrs) _____ Children (< 12yrs) _____

(ii) Land resources and allocation for cassava
Land distribution and utilization:

17. Farm plots (# of fields) _____
18. Total area/land owned (acres) _____
19. Land area under cropping (acres) _____
20. Land area under cashew (acres) _____
21. Land area under maize (acres) _____
22. Land area under pigeon pea (acres) _____
23. Land area under sorghum (acres) _____
24. Land area under cassava (acres) _____
25. Land area under groundnuts (acres) _____
26. Land area under bambaranuts (acres) _____
27. Land area under sweet potatoes (acres) _____
28. Land area under rice (acres) _____
29. Land area under others (specify) _____

5.0 B. Institutional support

(i) Access to extension services

12. Do you have access to extension services? Yes/No _____
 If yes, how frequent is it annually? _____
 If no, what are the reasons? _____

24. What type of skills training exists? _____

25. Are they accessible? 1. _____ Yes 2. _____ No _____
 To whom is the training accessible? _____

23. What are types of development activities has this community been involved? _____

24. Any organization agency (eg. Ngo, CBOs etc) working in the village
 development activities _____ yes / no.

If yes, name them what are their roles _____

If no, what are other sources of information to you? _____

25. Is there any group of farmers in the village?

Are you involved in any group of farmers in the village Yes/no . _____

What are they doing? _____

What are the outcome _____

(ii) Access to credit facilities

26. Do you have access to credit facilities Y/N _____

If yes, what are the main sources? (a) CRDB bank (b) Saving and credit organization (SACCOS)

(c) Community development (d) Others specify

If no, why? (a) Bureaucratic procedures (b) Unaware (c) Lack of required collaterals (d)

Others (specify) _____

C. Sources of income/income generation

27. Did you earn some income from sales of crop Y/N _____

28. From each crop give the following information

Crop	Total Yield (bags)	Quantity consumed	Quantity sold	Price per unit	Where sold	Time of selling	Distance from market
Cashew							
Maize							
Pigeon pea							
Sorghum							
Cassava							
Groundnuts							
Bambaranuts							
Sweet potatoes							
Rice							
Others:							

29. Earning from livestock or livestock products:

Did you earn income from livestock sales? Y/N

If yes, what was the average earning?

Type of livestock	Magnitude of income (TSHs).
Cattle	
Sheep	
Goat	
Ducks	
Guinea fowl	
Milk	
Eggs	
Beef	
Others (specify)	

30. Off-farm activities:

Did you earn income outside agriculture and livestock (off-farm sources) Y/N

If yes, what kind of main off-farm activities and how much money was generated?

Activity	Income	Exact time (months)
Logging Brewing Selling out labour Carpentry Shop keeping Mates Baskets Coconut scrappers		

6.0 D: Resources Benefits:-

31. Access And Control Over Resources

No.	Resources	Access		Control	
1	Land	Male	Female	Male	Female
2	Labour				
3	Farm implements				
4	Income				
5	Credit				
6					
7	Benefits access to technology				

E. Livestock activities and farm mechanization:

32. Do you keep livestock? (Y/N)

If yes, indicate the type/classes of livestock you keep.

Livestock class	Number
Cattle	
Sheep	
Goats	
Pigs	
Chicken	
Pigeon	
Guinea fowl	
Ducks	
Dogs	
Cats	
Others specify	

33. Do you use draft power in farm operations? Y/N

If yes, mention source: (a) Hire (b) Own (c) Other

F. Farm assets/implements

34. Indicate types and number of farm implements you have

Type of implement	Number
Tractor	
Hand hoe	
Machetes	
Axes	
Knives	
Others (specify)	

35. Do you use a tractor in field operations? Y/N

G: Management practices of Cassava

36. For the land area under cassava, give the following information:

(a) Land preparation:

- Time of land preparation _____
- Method of land preparation _____
- Equipment used in land preparation _____
- Who does land preparation? 1. Males 2. Females
- Final form of seed bed (flat or ridges) _____

(b) Planting

- Time of planting _____
- Method used for planting i.e. random/row _____
- Spacing used _____
- How much planting material did you use? (Number of bundles) _____
- What was the source of planting material? _____
- _____
- What was the price per bundle? _____
- Who does the planting? 1. Males 2. Females

(C) Cropping pattern

- What is your common practice?

1. Intercropping
2. Monocropping
3. Mixed cropping
4. Other (specify)

(d) Planting material selection

- Main variety used:
 - (1). Mreteta (2). Limbanga (3). Nanchinyaya (4). Supa (5) Sheria
 - (6). Lihumbukwa (7) Namikonga (8) Kigoma red (9) Nanjenjeha (10) Ntukane
- Sources of planting material:
 1. Own 2. Bought 3. Research 4. Extension 5. Others (specify)
- When is the selection of planting material done?.

1. July to September 2. July to October 3. Other (specify)

- How do you select planting materials? (criteria)

1. Mealy bug free
2. Mosaic free
3. Thick stem
4. Mature and fresh
5. Performance history of the parent
6. Others (specify)

- Who does the selection of planting materials?

1. Male 2. Female

- How do you store your planting materials?

1. Under the shade of the tree
2. An open environment
3. Left without harvested in the field
4. Others (specify)

(e) Weeding:

- When did you do the first weeding? _____
- Frequency of weeding 1. Once 2. Twice 3. Thrice 4. Others
- What is the problem weed? _____
- Method of weeding _____
- Equipment used for weeding _____
- Who does the weeding? 1. Males 2. Females

(f) Fertilizer and soil fertility management:

- Type of fertilizer used _____
- Rate used _____
- Time applied _____
- Method of application _____
- Source _____
- Price per unit _____
- Who applies the fertilizer? 1. Males 2. Females
- What other ways do you use to maintain soil fertility?

(g). Indicate labor requirement for cassava per acre (mandays).

7.0 Activity	Source of labor		Exchange	Total	Cost of labor			
	Family	Hired			Family	Hired	Exchange	Total
Land prepar,								
Planting								
Weeding 1								
Weeding 2								
Weeding 3								
Fert. Applic								
Harvesting								
Transport								
Select pl. mat								
Postharvest								
Storage								
Marketing								

(h) Pests and diseases

- Mention pests and diseases of cassava

Pests	Diseases
1. Mealy bug	1. CBSD
2. Elegant grasshoppers	2. CMD
3. Rodents	3. Soft rot
4. Wild pigs	4. Others (specify)
5. Others (specify)	

(i) Cassava brown streak disease (CBSD)

- Are you aware of CBSD? Y/N
- Can you identify foliar/stem symptoms of the disease at early stages of plant growth?
Y/N
- If yes, what are the symptoms?

- Can you identify the disease at late stages? Yes/No

- Do you know the root symptoms? Yes/No
- Mention them

- Can you distinguish between soft rot from CBSD? Yes/No

(j). Control Strategies:

1. Roguing
2. Select disease free planting materials

3. Use resistant varieties
4. Others (specify)

- Use disease free planting materials? Yes/No
- Reasons for your answer _____

- Is rouging of diseased plants practiced? Yes/No
- Reasons for your answer _____

- Do you burn diseased plants after harvesting? Yes/No
- Reasons for your answer _____

- Do you use tolerant varieties? Yes/No
- What are they? _____

- What could be the consequences if CBSD will not be controlled? (food security, economy and socially) _____

- What is the source of this knowledge (disease control strategies)?

1. (NARI staff)
2. Extension worker
3. Newspaper
4. Leaflets
5. posters
6. Radio
7. Farmers day (nanenane show)
8. seed fairs
9. Farmers field days
10. Others (specify)

(k) Harvesting and transportation

- When did you harvest cassava? _____
- Method used _____
- Harvesting equipment used _____
- Who does the harvesting? 1. Males 2. Females _____
- How is the transportation of crop produce back home? _____

- Who is responsible for transporting crops 1. Males 2. Females

(l) Post harvest processing and storage:

- Method used _____
- Processing equipment _____
- Who is concerned with the processing activity? Males/Females
- Who is responsible with storage of cassava crop? Males/Females
- How long does it take to process cassava? (hours/how many days) _____
- How is cassava produce stored?

(m) Marketing of cassava:

- How is cassava sold in this village?

1. As fresh
2. dried cassava chips
3. flour
4. Others (specify)

- Where sold? 1. Within the village 2. Neighboring villages 3. Town 4. Others (specify)

- What is the distance to the market (km)? _____
- What are the prices per unit? _____
- Who decides to sell? 1. Males 2. Females

37. How is the decision making carried out in the household?

1. By men alone
2. Women
3. Both
4. Other (specify)

38. What are the problems encountered in the community ? Rank them in order of importance

1. _____
2. _____
3. _____
4. _____
5. _____

39. What are the possible solutions?

Thank you.

Annex VII: Budget material**A;BUDGET/MATERIALS**

Flip chart stand 1 @ 150,000	150,000/=
Marker pens box 10 @ 3000	30,000/=
Notebooks 350 @ 800	280000/=
Bick pcs 350 @ 100	35000/=
Chalk boxes 2 @ 1,500	3,000/=
Pencils 350 pcs @ 100	35,000/=
Hoes 10 @ 3000	30,000/=
Rakes 10 @ 3000	30,000/=
Sharp knives 1 @ 1000	10000/=
Tv and v cassette deck 1 @ 700,000	700,000/=
V cassettes (taped) 2 @ 2500	5,000/=
Drying racks 10 @ 35,000	350,000/=
Petrol 50 @ 1,200	60,000/=
Chipper (motorized) 16 @ 700,000	11,200,000/=
Grater (motorized) 16 @ 780,000	12,480,000/=
Press 16 @ 300,000	4,800,000/=
Empty bags 10 @ 600	6,000/=
Mats 5 @ 1,500	7,500/=
Printing papers 10 reams @ 9,000	90,000/=
Water buckets 5 @ 3,000	15,000/=
Water dishes 4 @ 2,000	8,000/=
A sieves 1000	1,000/=
2 Scissors @ 1000	1,000/=
100 MANILLA CARDS @ 500	50,000/=
3 rolls of masking tape @ 1000	3,000/=
1 roll cello tape 3000	3,000/=
1 hole punch @ 2000	2,000/=
1 big stapler and staples @ 5,000	5,000/=
1 stapler and staples small @ 1000	1,000/=
Grue-1 bottle @ 1,000	1,000/=
350 erasers @ 1,00	35,000/=
350 pensil sharpener	350/=
1-3 2hle box files with topic dividers @ 2500	7,500/=
10-11 manila folders for holding blank forms and filled forms @ 1000	11,000/=
Sub Total	30,446,350/=

B;TRANSPORTATION;

Fuel 1,000 lt @ 1,050/=	1,050,000/=
Car maintenance 500,000	500,000/=
Sub Total	1,550,000/=

C.FOOD AND BEVERAGES;

Breakfast 352 people @ 1,000	352,000/=
Lunch 352 people @ 2,500	880,000/=
Drinking water 352 bottles @ 350	123,200/=
Soda 352 bottles @ 350	123,200/=
Sub Total	1,478,400/=

D.SERVICES

3 PEOPLE @ 30,000	90,000/=
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PERDIEM

2 facilitators for 15 days @ 30,000	900,000/=
1 driver 20 days @ 20,000	400,000/=
Sub Total	1,300,000/=

Other

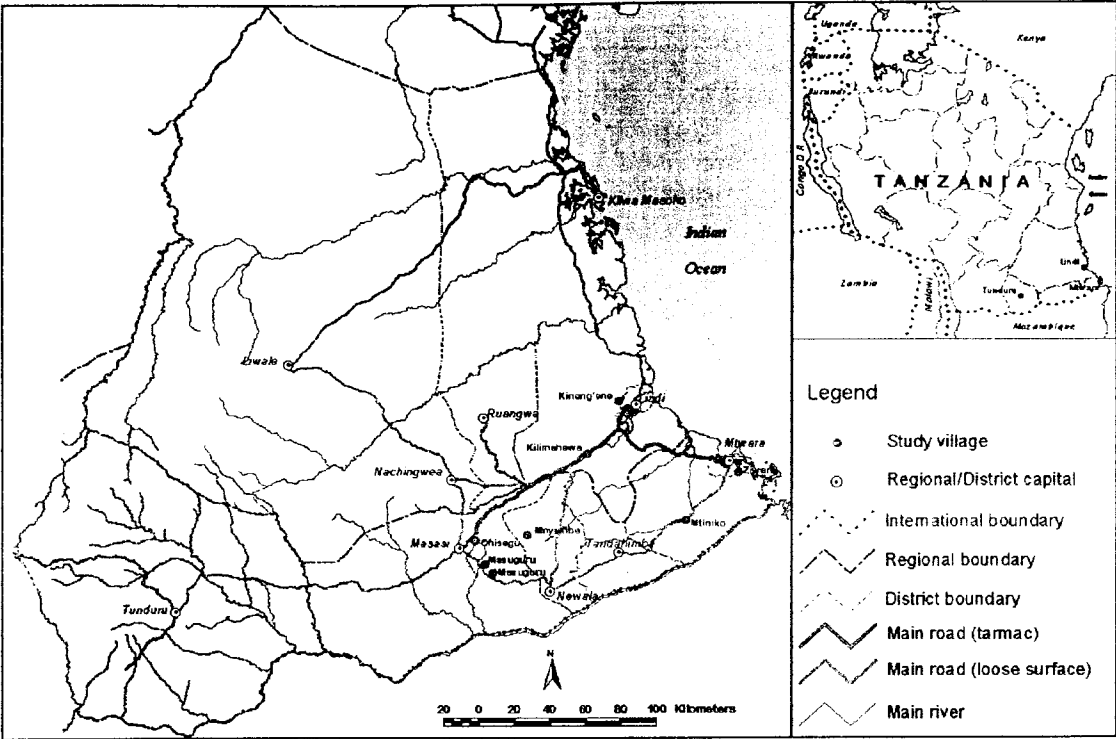
Facilitation fee for 2 people @ 1,500,000	3,000,000/=
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GRAND TOTAL**37,864,750/=**

Annex VIII: Activity planning

Activity	8.0 Who Responsible?	9.0 By When?
Before the Workshop:		
Send invitations and workshop agenda to participants	NGO staff	first week of july
Arrange documents	facilitators	second and third week of july
Purchase and test training materials	facilitators	july
Test equipment	assistant facilitators	July
Prepare charts	facilitators	July
Photocopy handouts for each participant	facilitators	July last week
Visit training site and check suitability of location[including places for larger and small group meetings]	NGO staff 6 Facilitators	First week of August
Test wall space for charts	"	"
check furniture	"	"
Arrange food and beverages	'	"
Arrange transportation	NGO	July -august
Arrange accommodation	NGO	
Actual training	facilitators	August-september
End of workshop;		
distribute list of participants' name and addresses	Facilitators	August
collect unused materials	"	"
Return equipment	"	"
Read and analyze evaluations	"	"
Mail follow -up material	NGO	August-september
Pay bills		"
collect outstanding money	NGO	September
Study tours	NGO+Facilitators	September

Annex IX: Study area



Annex X: Training programme of CBSD management strategies and cassava processing techniques

TOPIC/SUB-TOPIC	CONTENTS	LEARNING OBJECTIVES Farmers should be able to:	METHODS	MATERIALS	PRACTICAL SKILLS	TIME/hours	
						T	P
1.0 INTRODUCTION	i. Importance ii. Crop ecology iii. Distribution iv. Varieties	(a) Importance of Cassava in the southern Zone and its uses. (b) Outline the ideal ecological requirements (c) Explain the importance and distribution of the crop in Tanzania (d) List the recommended varieties	- Lecture - Discussions - Brainstorm	- Chalkboard - Real materials		1	0
1.0 CULTURAL PRACTICES 1.1 Land preparation	i. Procedures ii. Ridges preparations iii. Merits iv. Types	(a) Describe the land preparation procedure (b) List the merits of ridge cultivation as compared to flat cultivation in the production of cassava	- Lecture - Demonstration - Discussion - Display	- Chalkboard - Farm tools hoes, rakes - Sharp knives	- Make ridge	0:30	1
2.2 Planting	i. Planting materials	(a) Outline the qualities of	- Lecture - Field visits	- Cassava cuttings	- Prepare and select good	1.30	3

TOPIC/SUB-TOPIC	CONTENTS	LEARNING OBJECTIVES Farmers should be able to:	METHODS	MATERIALS	PRACTICAL SKILLS	TIME/hours	
						T	P
	ii. Types iii. Technics iv. Requirements	planting materials (b) Describe the procedure for preparation of planting materials (c) Outline the recommended time of planting materials for the crop (d) Explain the planting technique		- Ch	planting materials - Plant cassava in the field - Preserve planting material		
Insect pest & diseases	i. Insect pest ii. Vermins iii. Symptoms iv. Control measures	(a) List the major insect pests and describe the type of damage caused by these pests (b) Describe the recommended insect pest and vermins control measures (c) List the common major diseases and their causative organisms (d) Describe CBSD disease	- Display Demonstrations - Lecture - Field visits - Film show	- Specimen of insect pest and damaged plant parts - Insecticides - Video - Chalkboard	- Identify major insect pests, vermins and their symptoms of damage - Demonstrate some control strategies for CBSD	1.30	3

TOPIC/SUB-TOPIC	CONTENTS	LEARNING OBJECTIVES Farmers should be able to:	METHODS	MATERIALS	PRACTICAL SKILLS	TIME/hours	
						T	P
		symptoms and the recommended control measures					
Harvesting	- Sign of maturity - Methods of harvesting	(a) Explain the signs of maturity (b) Explain methods of harvesting	- Demonstrations - Film show	- Cassava roots - Processing equipments	- Process cassava for storage	30min.	1.30
1.0 POST-HARVEST PROCESSING 1.1 Introduction	i. Importance ii. need for processing cassava types & products	(a) Understand the importance of cassava (b) Understand the need for processing (c) Know cassava types and their associated products	- Brainstorming - Lecture - Display - Discussions - Tours - Video show - Demonstrations	- Chalkboard - cassava roots, chips and granules		1	
1.2 Processing equipment handling	i. Features ii. Operation iii. storage iv. cleanliness of equipment sources & costs	(a) Understand features of processing equipment (b) Train on how to operate different machines (c) Understand handling of processed		- Petrol, chippe, grater, press, empty bags and drying racks		1.30	4

TOPIC/SUB-TOPIC	CONTENTS	LEARNING OBJECTIVES Farmers should be able to:	METHODS	MATERIALS	PRACTICAL SKILLS	TIME/hours	
						T	P
		products (d) Understand simple procedures for cleaning the equipment after use (e) Understand sources and costs of machines					
1.3 Product preparation	i. Ingredients and materials ii. measurements iii. Preparation	(a) Understand ingredients and materials required for different products (b) Understand how to take correct measurements of the needed ingredients (c) Understand the procedure for preparing different products				5	26
1.4 Financial management and Book keeping	i. Financial management ii. Book keeping	(a) Understand how to manage project money (b) To understand the importance	Brainstorming - Lecture - Display - Discussions	- chalkboard - Handouts		2	

TOPIC/SUB-TOPIC	CONTENTS	LEARNING OBJECTIVES Farmers should be able to:	METHODS	MATERIALS	PRACTICAL SKILLS	TIME/hours	
						T	P
		of record keeping and book keeping					
Course evaluation	i. Strength ii. Weaknesses iii. Improvement	Understand the strength and weaknesses of the course and suggest for improvements	- Review of expectations of trainers and participants	- checklist -Demonstrations		15min	30
Monitoring and evaluation	i. Data gathering ii. information management iii. Analysis and reporting	(a) The participant evaluate the training itself, the skills the learned and make suggestions for improvement	PRA tools like: - Semistructure interviews (SSI) - Review of secondary sources - Focus group discussion - Direct observation - innovation assessment by interviews	- SSI progress report - Proposed books - Semistructured questionnaires - Interview guides or checklists			