

Market-oriented farm management for trainers of extension workers

TRAINING
MATERIALS FOR
AGRICULTURAL
MANAGEMENT,
MARKETING
AND FINANCE

6

AFRICA



Module 7 REVIEW, EVALUATION, EXAMINATION



For further copies of this publication
and the information on FAO's activities
related to farm management
please contact:

Agricultural Management Group
Rural Infrastructure and Agro-industries division
Food and Agriculture Organization of the United Nations
Viale delle Terme di Caracalla
00153 Rome, Italy

Fax: (+39) 0657056850

E-mail: AGS-Registry@fao.org

Web site: http://www.fao.org/ag/ags/index_en.html

This publication is also available on the Internet at:
<http://www.fao.org/ag/ags/subjects/en/farmMgmt/training.html>

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ISBN 92-5

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REVIEW, EVALUATION, EXAMINATION

In this final module of the training programme it is time to evaluate what has been achieved and to consider ways to implement in practice what has been learned. A number of specially designed test sequences are provided here. Each includes a pre-test review dealing with certain aspects of the programme followed by a test form to be completed by participants or others who may have been involved in the training. These are meant to be flexible in application and can be used in several ways:

- as a formal in-class review and testing exercise administrated by the facilitator(s), subsequently graded, returned to the participant and followed by a possible class discussion;
- as a standard classroom exercise typical of others in this training programme entered into by both the facilitator(s) and the participants. Test forms are then completed by the class as a joint effort with help by the facilitator(s) if required;
- as a completely independent exercise by participants alone even after the course is over.

Changes in perception

A test to see if class perceptions regarding farming, farm management and market-oriented farm management have changed from those first perceived and recorded in Module 1, Session 1.3A.

Changes in perception

To reassess initial views of class members about farming, farm management and market-oriented farm management and to identify what has changed since the beginning of this course

**Allow up to 60 minutes
to complete both review and test**

Procedure

1. Have the participants refer to the impressions they listed at the beginning of this course in Handout 1.3A.
2. Divide the participants into teams of 3–4 and have each team as a group discuss the answers that they listed in that first survey and the changes in their perceptions between then and now.
3. Then, using the worksheet provided in Handout 7A, each participant should (i) identify individually perceptions that have changed, (ii) record how they have changed, (ii) after discussion again with the group, appraise and record the significance of the changes.
4. Ask each team in turn to share its findings (one numbered perception for each group) until all nine perceptions have been covered. Distribute the test form provided in Handout 7A for each person to complete. All notes and reference materials are permitted.

Note

It is difficult to anticipate what participants will say. There will undoubtedly be some change in perceptions. The main issue is to encourage reflection, critical thinking and seeing the dynamic nature of market-oriented farm management.

Changes in perception

In Session 1.3 the following statements related to farming, farm management and market-oriented farm management were asked. Now that this programme has come to a close, read each statement again; think briefly about it and decide whether you "agree" or "disagree" with the statement, or if you "don't know". Circle the appropriate word under each statement. When finished, compare these to your answers from Handout 1.3. Has there been a change? If so, what changed and why? If not, why not? Record your answers in the space provided.

Statement	Agree	Disagree	Don't know
1. The main purpose of having a farm is to produce food for the family			
Change/no change: why?			
2. The purpose of farm management is to optimize production on the farm			
Change/no change: why?			
3. The main purpose of farming is to generate income			
Change/no change: why?			
4. Farming should result in personal satisfaction			
Change/no change: why?			

(continued on next page)

Changes in perception (continued)

Statement	Agree	Disagree	Don't know
5. The purpose of farm management is to maximize profits from the farm			
Change/no change: why?			
6. It should be the goal of every farmer to produce agricultural goods only for the market			
Change/no change: why?			
7. To be profitable, farmers need to keep detailed records of income and expenses			
Change/no change: why?			
8. Market-oriented farm management requires formal training			
Change/no change: why?			
9. Semi-literate farmers can learn about market-oriented farm management			
Change/no change: why?			

Other comments

Reflection, consultation, action

A self-guided reflection by class members on the impact of what they have learned, how this has led to a better understanding of the role of an extension officer, and the formulation of an initial plan to train fellow extension workers and farmers in market-oriented farm management.

Reflection, consultation, action

To reflect on the most important thing each participant has learned, how this has influenced the participant, and plan how to carry the concepts learned to farmers and fellow extension workers

**Allow 60 to 90 minutes
to complete both test and review**

Procedure

1. Distribute the test form provided in Handout 7B for each person to complete. Participants are free to work in groups of 3–4, but are not required to do so.
2. Ask each participant in turn to share the results of their reflections reviewing one section at a time (there are five sections). Encourage discussion among the participants.
3. At the end of the session the facilitator should collect all test forms. These should be copied for ideas to be used in future programme formulation. Then return the tests to the respective participants so they can add them to their records.

Note

- It is difficult to anticipate what participants will say. What is important is that participants articulate their learning. All learning should be encouraged and celebrated.
 - Participants will find value in translating what they have learned into action.
 - Detailed planning will help them commit to the next step in the training programme – that of sharing what they have learned with farmers and fellow extension workers.
-

Reflection, consultation, action

1. What is the most important thing you have learned in this course?

Content

Process

Other

Reflection, consultation, action (continued)

2. How has this influenced your understanding of your work
as a/an _____?
(your job title)

Content

Process

Other

Reflection, consultation, action (continued)

3. Which part of this course do you want to implement when you return to work? Why?

4. Implementation plan

To develop an implementation plan you will need to think about the following:

- Goal • Action • Measuring • Steps •

- Goal •

**What will you achieve by implementing your plan?
What is the result you are after?**

Reflection, consultation, action (continued)

• Action •

What are you going to do?
What is it you are going to implement?

• Measuring •

How will you know you have achieved your goal?

• Steps •

What steps do you have to take to implement your plan?
What resources do you need? Who might be your partners
in this plan? When can you complete each step?

(for additional space for steps see table opposite)

Reflection, consultation, action (continued)

Steps/activities	Target date	Resources/partners	Support I will need*	Budget
1				
2				
3				

*e.g. authorization from superior, additional training, support from technical office

Reflection, consultation, action (continued)

Steps/activities	Target date	Resources/partners	Support I will need*	Budget
4				
5				
6				

*e.g. authorization from superior, additional training, support from technical office

Reflection, consultation, action (continued)

Steps/activities	Target date	Resources/partners	Support I will need*	Budget
7				
8				
9				

*e.g. authorization from superior, additional training, support from technical office

Reflection, consultation, action (continued)

5. Reflection

I will review and reflect on the outcome
of my plan on the following dates:

(date)

Notes

(date)

Notes

(date)

Notes

If I were facilitator

Participants are asked to put themselves in the position of the facilitator and to comment on what *they* might have done. This exercise will also help them when later they are planning their own programmes.

If I were facilitator

To encourage participants to begin to plan how they would present this training programme to others

**Allow 40 to 60 minutes
to complete both test and review**

Procedure

1. Distribute the test form provided in Handout 7C to each person. Divide the participants into groups of 3–4. Ask each group to discuss the points listed one by one.
2. During this exchange, participants can begin to record their answers on the test form. Participants do not have to agree. The purpose of the group discussion is to encourage consultation and the sharing of ideas to assist them in formulating their own answers.
3. Now invite individuals to share several of their thoughts with the entire class. This should not be a requirement. Some members may be reluctant to share their thoughts openly.

Note

It is important that the facilitators refrain from defending themselves if criticized. Be very open to learning from the participants about trainer performance.

4. At the end of the session the facilitator should collect all test forms. These can be used to improve the next presentation of the materials. Copy them and return them to the participants.

If I were facilitator

A number of days have been spent in this course. You have a unique perspective to give on the training. What would you have done differently? Take sufficient time to provide complete answers to the questions below.

What I would do if I were the facilitator

Style of presentation

Relationship with participants

Use of visuals

If I were facilitator (continued)

Use of games and demonstrations

Providing feedback

Management of venue, accommodation, meals

Other

Not all evaluations need to be based on serious aspects of the course. One of the richest forms of reflection is storytelling. It is suggested that stories by the class be introduced at this point as a break between sessions of review, evaluation and testing.

An interval Farm team humour

Here farm teams are given a chance to tell a story about this training course. These sessions are meant to be humorous but the focus should be on the learning experience with an effort to clarify what has been learned and put it into perspective.

The developers of this course and the facilitators are committed to the continual improvement of this training programme. To do this, they need honest and constructive feedback from all those who have participated.

Training evaluation

Individual participants are given a chance to evaluate and to comment freely regarding all aspects of the course and then record the results for future use.

(Arrange for someone who is not directly connected to the facilitator to manage the training evaluation exercise.)

Training evaluation

To review the entire course
and record in detail the
feedback of the participants

**Allow 60 minutes
to complete both test and review**

Procedure

1. Distribute the test form provided in Handout 7D. Ask each person to complete the questionnaire.
2. At the end of the session the facilitator should collect all test forms. These should be copied for ideas to be used in future programme formulation. Then return the tests to the respective participants so they can add them to their records.

Note

Evaluations are meant to be kept confidential and will not be discussed. This is to ensure that participants will be more apt to answer completely and honestly all questions.

Training evaluation

In this questionnaire you will be asked your opinion on various aspects of the training course for purposes of evaluation (you do not need to sign your name). In each question you are presented with a statement to which you should respond on the answer sheet. Your possible answers are:

A Strongly disagree	B Disagree	C Neutral response	D Agree	E Strongly agree
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General

- 1. I understood from the course outlines what was expected of me.
- 2. I think that this course was well organized.
- 3. I found that I could use things that I learned here in my other work.
- 4. I felt enthusiastic about studying market-oriented farm management.
- 5. I have been given sufficient guidance in order to help me cope with this course.
- 6. I would recommend this course to other extension officers.

Other comments

*Training evaluation (continued)***The facilitator(s)**

- 7. Facilitator(s) presentations were clear.
- 8. Facilitator(s) presentations were well delivered.
- 9. I felt comfortable enough to participate in the class discussions.
- 10. I would be able to apply concepts I learned in these presentations to other aspects of my work.
- 11. We covered relevant areas in these sessions.
- 12. The facilitator(s) made good use of handouts and other course materials.
- 13. Facilitator/class relationships promoted a productive learning environment.
- 14. The facilitator(s) inspired enthusiasm for this course.

Other comments

*Training evaluation (continued)***Practicals/exercises**

15. I found that we covered relevant areas in practicals/exercises.
16. I found it beneficial to work in a small group in the practicals/exercises.
17. I found that the feedback on the practical work was useful.

Other comments

*Training evaluation (continued)***Course materials and skills**

18. I think that I have gained a clear understanding of the concepts and principles of this subject.
19. I found that working on a 'paper farm', creating symbols, etc. was a useful way to learn the content of the course.

Other comments

*Training evaluation (continued)***Intended learning outcomes**

- 20. I now have a meaningful understanding of the framework of market-oriented farm management in Africa and farm economic systems.
- 21. I now have some meaningful skills in communicating basic economic concepts, such as income, cost, profit and margins, in number-based formats.
- 22. I now have some meaningful skills in communicating basic economic concepts, such as income, cost, profit and margins, in non-number-based (bean-based) formats.
- 23. I now have the understandings and skills I need to be a more effective extension worker.

Other comments

*Training evaluation (continued)***Learning modes**

24. I feel that being given more personal responsibility for learning on my own or with a study group (farm team) will help me with my extension work.
25. I found the participatory exercises a useful way to learn.
26. I found the participatory exercises a useful tool for carrying out my extension work.

What do you perceive are the strengths of this training?

If you could make changes to this course, what would they be?

For the last session we have developed an examination to be taken by the entire class. When completed it will be marked so that participants will have a clear idea of how much and how well they have learned.

Training examination

This course has been based on the study of the concepts and tools required, and the practice of skills relevant for market-oriented farm management. Now participants will test their ability to apply the principles that they have covered.

Training examination

To test the understanding of theory
and to test the skills learned

**Allow 90 minutes
to complete the final examination**

Procedure

1. Arrange seating for writing the examination.
2. Distribute the examination form provided in Handout 7E to each person. This is an open-book test (notes and classroom materials are permitted).
3. Each person taking part completes the examination. Some monitoring by the facilitator to clarify participant queries may be required.
4. Upon completion the facilitator makes an arrangement for marking each examination paper, possibly photocopying some for the record and then returning them to individual participants.

Training examinationNAME OF PARTICIPANT

DATE OF COURSE

Question	1	2	3	4	Total
Possible points	15	25	30	30	100
Score					

This exercise tests your ability to apply some of the concepts learned in this programme. It should take about 90 minutes to complete. Answer all the questions.

*Training examination (continued)***Question 1**

(15 points)

Mrs Shiluli owns a 3 ha farm. She grows 1 ha of wheat, 1 ha of maize and 1 ha of millet. She lives with her four children plus her brother and his two children. Each year she tries to grow all the coarse grains needed by her household (i.e. 240 kg per person). She has worked out the gross margins for her three crops for last season. These are given on pp. 37, 38 and 39. Based on all this information, complete the following.

Participant work space

*Training examination (continued)***Give answers to question 1**

(1 point each)

- a. How much food must Mrs Shiluli grow each year for her household?
- b. How much food is Mrs Shiluli's household consuming each year?
- c. How much surplus food could Mrs Shiluli add to the crops that she sells each season?
- d. Which is Mrs Shiluli's most profitable crop?
- e. What was the whole farm gross income for Mrs Shiluli's farm?
- f. What was the whole farm gross margin for Mrs Shiluli's farm?
- g. What price did Mrs Shiluli get for her millet last year (\$/tonne)?
- h. What price did Mrs Shiluli get for her maize last year (\$/tonne)?
- i. What price did Mrs Shiluli pay for planting her millet last year (\$/ha)?
- j. How much millet did Mrs Shiluli harvest last year?
- k. How much maize did Mrs Shiluli sell last year?
- l. How much wheat did Mrs Shiluli's household consume last year?
- m. What was Mrs Shiluli's total cash income from crop sales last year?
- n. What was Mrs Shiluli's net cash income from crop sales last year?

o. Why does Mrs Shiluli's net cash income not cover her variable costs?

*Training examination (continued)***Question 2**

(25 points)

Let us say that Mrs Shiluli's household agreed to eat only 2 000 kg from two crops (in equal amounts) and sell all of the third. She gets the same yields/ha as given in the gross margins. Refer to the gross margins for maize, millet and wheat on the next three pages.

Give answers to question 2

(5 points each)

a. Which crop would bring the greatest profit;
which crop would she sell and not eat?

b. How many hectares of millet would she grow?

c. How many hectares of maize would she grow?

d. How many hectares of wheat would she grow?

Participants that answer all four questions correctly, receive an additional 5 points bonus.

Participant work space

Training examination (continued)

**Mrs Shiluli's
gross margin for maize**

Income	Unit value	Quantity	Value (\$)
Sales	400	4	1 600
Consumed	400	1	400
Total			2 000

Variable costs

Seed			200
Fertilizer			100
Pesticide			150
Hired labour			200
Family labour			250
Transport			100
Ploughing			200
Planting			250
Harvesting			200
Total variable costs			1 650
Gross margin			350

Training examination (continued)

**Mrs Shiluli's
gross margin for millet**

Income	Unit value	Quantity	Value (\$)
Sales	300	1	300
Consumed	300	2	600
Total			900

Variable costs

Seed			100
Fertilizer			100
Pesticide			50
Hired labour			100
Family labour			150
Transport			50
Ploughing			50
Planting			50
Harvesting			100
Total variable costs			750
Gross margin			150

Training examination (continued)

**Mrs Shiluli's
gross margin for wheat**

Income	Unit value	Quantity	Value (\$)
Sales	750	2	1 500
Consumed	750	2	1 500
Total			3 000

Variable costs

Seed			300
Fertilizer			250
Pesticide			150
Hired labour			200
Family labour			250
Transport			100
Ploughing			200
Planting			250
Harvesting			200
Total variable costs			1 900
Gross margin			1 100

Training examination (continued)

Question 3

(points 30)

Define the following and give two examples of each from a small-scale farm.

Give answers to question 3

(2 points each)

a. Natural capital

Definition
Example
Example

b. Financial capital

Definition
Example
Example

Training examination (continued)

c. Physical capital

Definition
Example
Example

d. Human capital

Definition
Example
Example

e. Social capital

Definition
Example
Example

*Training examination (continued)***Case study — read and then complete Question 4.**

In western Uganda there is a village about 15 km outside Kasese — a regional centre. Twenty families live in the village, which is about 5 km from the tar road to Kasese. Each family has a piece of land around their homestead. Each has about 1 ha of land. Ten families grow maize. All of the families grow plantain (starch banana). Five of the families grow vegetables because they are the only ones with direct access to the stream that runs near the village. For the last two years maize yields have been lower than normal — no one seems to know why. All efforts to get the extension officer to help have failed. One youth who studied at the agricultural college thinks it may have to do with maize seed the farmers keep for planting.

An association was formed to process the plantain leaves into a paper-like product, which are then painted or embroidered and sold to a craft marketer in Kasese.

The community shares a large grazing area for livestock. It has never been measured, but is about half the size as the village itself. It is located along the stream. All of the families eat maize and vegetables. All of the maize crop is consumed within the village. About half the plantain and vegetables are sold in Kasese. They also eat fish from the stream, but in the dry season there are few fish because the water is low.

Most families own a donkey and cart, and so they take turns carrying the vegetables and plantain to market in Kasese. Other foods, such as chicken, eggs, milk, are generally produced by various families and traded in kind at the local village market. Other goods, such as clothing, soap, dry goods, beans and small household items, are sold at the local shop, which also serves as the post office. The shop also has the only telephone in the village. A mobile clinic comes to the village once a week. There is a two-class school for the children. Older scholars travel to Kasese. Either they ride a bicycle or stop the bus along the tar road.

The roads inside the village are dirt roads and are maintained by a work party organized among the youth in the village by the local authority. The road from the village to the tar road is in good condition, except in the rainy season when it gets many potholes.

About half the households have one person who travels daily to work in Kasese.

Training examination (continued)

Question 4

(points 30)

Identify and assess the various kinds of capital in the village.

Give answers to question 4

(2 points each)

Capital	Link to social capital	Sustainability (e.g. limiting factors)
<i>Natural</i>		
<i>Physical</i>		

Training examination (continued)

Capital	Link to social capital	Sustainability (e.g. limiting factors)
<i>Financial</i>		
<i>Human</i>		
<i>Social</i>		

Answer guide* – Training examination

Question	1	2	3	4	Total
Possible points	15	25	30	30	100
Score					

* Distribute to participants only after completion of the classroom examination or if participants are to administer the examination by themselves.

*Answer guide (continued)***Question 1**

(15 points)

a. How much food must Mrs Shiluli grow each year for her household?

$$8 \times 240 = 1\,920 \text{ kg}$$

b. How much food is Mrs Shiluli's household consuming each year?

$$2 + 1 + 2 = 5 \text{ t} = 5\,000 \text{ kg}$$

c. How much surplus food could Mrs Shiluli add to the crops that she sells each season?

$$5\,000 - 1\,920 = 3\,080 \text{ kg}$$

d. Which is Mrs Shiluli's most profitable crop?

Wheat

e. What was the whole farm gross income for Mrs Shiluli's farm?

$$900 + 2\,000 + 3\,000 \\ = \$5\,900$$

f. What was the whole farm gross margin for Mrs Shiluli's farm?

$$150 + 350 + 1\,100 = \$1\,600$$

g. What price did Mrs Shiluli get for her millet last year (\$/tonne)?

\$300/tonne

h. What price did Mrs Shiluli get for her maize last year (\$/tonne)?

\$400/tonne

i. What price did Mrs Shiluli pay for planting her millet last year (\$/ha)?

\$50/ha

j. How much millet did Mrs Shiluli harvest last year?

3 tonnes (3 000 kg)

k. How much maize did Mrs Shiluli sell last year?

4 tonnes (4 000 kg)

Answer guide (continued)

l. How much wheat did Mrs Shiluli's household consume last year?

2 tonnes (2 000 kg)

m. What was Mrs Shiluli's total cash income from crop sales last year?

$300 + 1\,600 + 1\,500$
= **\$3 400**

n. What was Mrs Shiluli's net cash income from crop sales last year?

$3\,400 - 1\,900 - 750 - 1\,650$
= **-\$900**

o. Why does Mrs Shiluli's net cash income not cover her variable costs?

The family consumes too much of the crops; Mrs Shiluli does not sell enough of her crops

Question 2

(25 points)

a. Which crop would bring the greatest profit; which crop would she sell (and not eat)?

Wheat

b. How many hectares of millet would she grow?

$1\text{ ha} = 3\,000\text{ kg}$ so $3\,000/1 = 1\,000\text{ X}$
 $\text{X} = 1/3$ or **0.33** or **0.35 ha**

c. How many hectares of maize would she grow?

$1\text{ ha} = 5\,000\text{ kg}$ so $5\,000/1 = 1\,000\text{ X}$
 $\text{X} = 1/5$ or **0.2 ha**

d. How many hectares of wheat would she grow?

$3\text{ ha} - 0.33\text{ ha (millet)} - 0.2\text{ ha (maize)}$
= **2.2 ha** or **2.47** or **2.5 ha**

*Answer guide (continued)***Question 3**

(points 30)

a. Natural capital

Definition	Natural capital are the resources that occur naturally or that are not created by man.
Example	Land, plants (trees, flowers, herbs, shrubs, etc.).
Example	Water, wildlife, soil.

b. Financial capital

Definition	Financial capital includes cash, credit, loans or income that farmers and their households use to achieve their farm management and livelihoods objectives.
Example	Cash, credit, loans.
Example	Income, equity.

c. Physical capital

Definition	Physical capital consists of the producer goods and the basic infrastructure goods needed to support the farm and livelihoods.
Example	Seed, fertilizer, equipment, livestock, farm fences, wells, pumps and irrigation equipment.
Example	Roads, telecommunications, electricity, access to a clean water supply and sanitation, secure shelter. Infrastructure goods perhaps unique to farming include irrigation canals and water to farm edge, government storage facilities, railway sidings.

*Answer guide (continued)**d. Human capital*

Definition	Human capital represents the skills, knowledge, ability to labour and good health that, together, enable persons to pursue a livelihood to fulfil their personal objectives.
Example	Knowledge and/or skills in: farming, production, marketing, management and planning.
Example	Labour on the farm.

e. Social capital

Definition	Social capital is the available social resources upon which people draw in pursuit of their livelihood objectives. It consists of informal social networks and formal organizations used by individuals, households and communities to get things done — whether it be farming, business or provision of basic needs.
Example	Shared labour (human assets): labour contracts, work parties, or shared labour. Shared equipment (physical assets), financial assets (loan/savings schemes).
Example	Common access to natural assets: rivers, lakes, wildlife, indigenous crops and common grazing land. Collective structures of group organization, cooperatives, societies or farmers associations.

*Answer guide (continued)***Question 4**

(points 30)

Capital	Link to social capital	Sustainability (e.g. limiting factors)
<p><i>Natural</i></p> <ol style="list-style-type: none"> 1. 10 ha of farmlands 2. Common grazing land 3. Fish in stream 4. Access to stream 	<ol style="list-style-type: none"> 1. Common property 2. Common property 3. Common property 	<ol style="list-style-type: none"> 1. Few in dry season 2. Low in dry season
<p><i>Physical</i></p> <ol style="list-style-type: none"> 1. Road access to regional centre (Kasese) 2. Village roads 3. Maize 4. Plantain 5. Chicken, eggs, milk 6. Two-class school 7. Bicycle(s) 8. Donkey carts 	<ol style="list-style-type: none"> 1. Maintained by work party organized among the youth in the village by the local authority 2. Share for marketing 	<ol style="list-style-type: none"> 1. Dirt section potholed in rainy season 2. Maize yields down 3. No high school; children must ride/walk long distance to bus to Kasese school
<p><i>Financial</i></p> <ol style="list-style-type: none"> 1. Income from jobs in Kasese 2. Income from vegetables and plantain sold in Kasese 3. Local village market 4. Local shop 5. Supply of clothing, soap, dry goods, beans and small household 6. Telephone 	<ol style="list-style-type: none"> 1. Trading in kind 	

Answer guide (continued)

Capital	Link to social capital	Sustainability (e.g. limiting factors)
<p><i>Human</i></p> <ol style="list-style-type: none"> 1. Farming skills 2. Youth with agric training 3. Organized local authority 4. Marketing organizing skills 	<ol style="list-style-type: none"> 1. Group management 	<ol style="list-style-type: none"> 1. Limited knowledge (don't know why maize yields are down)
<p><i>Social</i></p> <ol style="list-style-type: none"> 1. Common grazing land 2. Post office 3. Mobile clinic 4. Work party organized among the youth in the village by the local authority to maintain roads 5. Access to bus transport along tar road 6. Organized marketing 	<ol style="list-style-type: none"> 1. Common property 2. Mutual assistance 3. Informal groups 	<ol style="list-style-type: none"> 1. Only once a week

Course summation and closing ceremony

The following is a list of the AGSF series TRAINING MATERIALS FOR AGRICULTURAL MANAGEMENT, MARKETING AND FINANCE

1. Farm planning and management for trainers of extension workers in the Caribbean, 2004 (CD-ROM, English).
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6. Market-oriented farm management for trainers of extension workers. Africa, 2007 (Hard copy and CD-ROM, English).

In preparation

- Farm planning and management for trainers of extension workers. Latin America (CD-ROM, in Spanish).
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Other work

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please contact:

Agricultural Management Group
Rural Infrastructure and Agro-industries division
Food and Agriculture Organization of the United Nations
Viale delle Terme di Caracalla
00153 Rome, Italy

Fax: (+39) 0657056850

E-mail: AGS-Registry@fao.org

Web site: http://www.fao.org/ag/ags/index_en.html

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Market-oriented farm management training covers many aspects that have to be integrated into extension. As such a review and examination of what market-oriented farm management is all about is required. Module 7 reviews what has been learned during the training programme and how extension workers intend to apply the concepts and tools of farm management to their day-to-day work.