



**“EMPOWERING WOMAN FARMERS
WITH AGRICULTURAL BUSINESS MANAGEMENT TRAINING”**

**Erasmus+ KA2 Vocational Education
Strategic Partnership Project**

ANALYSES OF 1st TRAINING QUESTIONNAIRES

Training Date: 17-21 October 2016

Training Venue: Munich/Germany

A survey of 13 extension educators who attended the “Empowering Women Farmers with Agricultural Business Management Training” Seminar in Freising, Germany was conducted at the end of the training. These questions focused on four specific areas on the impact of the EMWOFA training program. Participants were asked to score three of these areas on a 1 to 5 scale with 1 indicating no knowledge and 5 indicating complete mastery. These were: 1) general information; 2) agricultural business management; 3) technical knowledge, and 3) their level of understanding and confidence in teaching the program to women farmers. The fourth section included eight open-ended questions designed to elicit responses to help improve the program.

Forty-six percent of the extension educators who attended the training were women. They ranged in age from 32 to 62 with the average age being 39.3. They felt slightly more confident in preparing a business plan than they did in preparing the individual components (Table 1). Their confidence in their technical knowledge was also very high. Basic computer skills were the area where they had the most confidence (4.9 on a 5.0 scale).

Table 1. Survey responses from 13 extension educators.*

General Information	
Age	39.3
Gender-Female	46.2%
Agricultural Business Management	
I know the history of EMWOFA Project	4.8
I can tell how to do a risk assessment	4.8

I can do a business plan for a farm	4.9
I know how to develop a mission and vision statement	4.8
I can do a SWOT analysis	4.7
I know about estate planning, health insurance and crop insurance	4.5
I can prepare a production plan	4.6
I can prepare a marketing plan	4.5
I can prepare a management plan	4.6
I can prepare a financial plan	4.5
Technical Knowledge	
I know basic computer skills	4.9
I have information about alternative production systems	4.7
I know IPM in Farms	4.5
I can prepare work calendar and program in farms	4.8
I know about soil productivity and plant nutrition	4.5
I know about sustainable production and protection of soil and water resources	4.5
I know about plant protection, biological and biotechnical methods	4.5
I know about agriculture and environment relationship and waste-pollution management	4.5
I have a good understanding how to plan and deliver EMWOFA training for women farmers	4.6
I can support other extension educators to learn how to use EMWOFA Educational Programme and to use to organise trainings for women farmers	4.6
I have knowledge about how to prepare a learning environment for women farmers as adult learners	4.8

* After attending the EMWOFA training in Freising, Germany participants were asked to answer these questions using a 1 to 5 scale with 1 indicating no knowledge and 5 indicating complete mastery. These are the mean scores.

The opened-ended questions indicated a high degree of satisfaction with the Educational Program. The answers of eight open-ended questions are the following:

First open-ended question was the reason for participating in EMWOFA Project. One participant recognized that main reason to participating in EMWOFA Project was desire to learn more about business management. Four participants joined to project because they wanted to have some EU project experience. The three participants give as a reason opportunity to Professional development. Other reason mentioned was personal curiosity (4 participants).

Second open-ended question was preparations participants made before attending EMWOFA Project. Before attending EMWOFA Project, six out of 11 participants read the educational program, two participants read project website. Three participants did not do any preparation to project.

Third open-ended question was what were the benefits of the training. Participants said that benefits of the training were increasing knowledge about agriculture (in opinion 3 participants), personal development (5 participants) and gaining useful information for professional job (2 participants).

Fourth open-ended question was how they would describe the training. Participants used the following words to describe the training: interesting, useful, good, ok, important, fun, efficiently and effectively. One participant described training as comprehensive.

Fifth open-ended question was what the most useful part of the training was. Five participants said that all parts were very useful. For two participants business management were the most interesting. Three of the participants recalled the work on groups as best experience.

Sixth open-ended question was what topics (not covered) they felt should be included in this training. One participant thought that topic about adapt farmer of each country should be included to this training. Next participant proposed to add more information from business management area. Three participants do not need extra topic and changes. Six out of 11 participants do not have any opinion in this topic.

Seventh open-ended question was what they would change about the training. One participant wanted more dynamic training. 10 participants did not answer on question.

As a conclusion, only one respondent noted that anything should be changed, and that was to make the program more dynamic. When asked to describe the program, respondents all used positive words: “good”, “effective”, “important”, “very good”, “interesting”, “fun”, “comprehensive”, and “useful”. Farming can be something looked upon as backward and something farmers do not want to pass on to their children. However, educating the farmers can make them realize that farming is a profession to be proud of since people cannot eat unless someone grows the food. Extension educators overwhelmingly had positive impressions about the educational program and felt confident about their knowledge in business management and technical production topics.