



Co-funded by
the European Union

MAPs ACE project

Post-Training Feedback – MAPs ACE Project Rodrigues island/Mauritius, March 2026

The post-training feedback summarized in this report is based on evaluation forms completed by participants after the MAPs ACE training implemented in Rodrigues island (Mauritius, March 2026). The feedback process was designed to capture participants' reflections immediately after the training and to document how they perceived the relevance of the sessions focused on medicinal and aromatic plants (MAPs). Through these forms, participants provided insights into how the training contributed to their understanding of cultivation, drying, packaging, transformation into essential oils, and the possible use of MAPs in business and community contexts.

In total, participants responded to six open-ended questions addressing different aspects of their learning experience: (1) their occupation or main area of work, (2) the most valuable thing they learned during the training, (3) how they plan to apply the acquired knowledge or skills, (4) topics or areas they would like to learn more about, (5) challenges they anticipate in implementing what they learned and the support they may need, and (6) their overall impressions of the training experience, including possible suggestions for improvement. This structure made it possible to identify recurring themes and to summarize participant perspectives in a systematic way.

The purpose of this analysis is to synthesize the responses, highlight the most frequently recurring topics, and provide an evidence-based overview of participant feedback from the Rodrigues training. The following section presents the compiled responses and their structured interpretation based only on the content recorded in the submitted forms.

Question 1 – What is your occupation or main area of work? (Occupation / Main area of work)

Original and most frequently indicated answers (transcribed):

1. Farmer, planter and fishing.
2. Planter, fisher.
3. Chilli planter and crop production.
4. Chilli and lemon production.
5. Planter.
6. Nursing and planter.
7. Agent social.



Co-funded by
the European Union

Summary:

The participants represented a mainly practice-oriented group with strong links to agriculture and primary production. Most readable answers indicate backgrounds related to planting, farming, crop production, or combined planting and fishing activities. One respondent referred to nursing combined with planting, and one form mentioned a social/community-related role (“agent social”).

Overall, the occupational profiles suggest that the MAPs training in Rodrigues primarily reached participants directly connected to cultivation and local production activities, with some involvement of respondents from adjacent community or service-oriented backgrounds.

Question 2 – What was the most valuable thing you learned during the training? (Most valuable learning)

Transcribed individual answers:

1. We can dry medicinal plants, stock them in bags or boxes for personal use or export, and also make powder/oils.
2. We have opportunities to make species plantation.
3. These plants can be dried and packaged and also used for production of essential oils.
4. I learned that I can use lots of plants we have here for medicinal production.
5. About how many types of medicinal plants we can plant and use.
6. Medicinal and aromatic plants can be dried, packaged and transformed into essential oil.
7. These plants can be transformed into essential oil, or dried and packaged, and have a good market price.
8. Transformation of these plants and their marketing.
9. Essential oils have a high market value.
10. Developing medicinal plantation.
11. Interesting.
12. Medicinal plants.
13. Tomatoes, cucumber.

The most frequently recurring responses refer to the practical value of medicinal and aromatic plants, especially their drying, packaging, processing, and transformation into essential oils. Participants also highlighted cultivation opportunities, the usefulness of local plants, and the market potential of MAPs products.

Summary:

Participants most often emphasized the practical and economic potential of medicinal and aromatic plants. The clearest recurring theme was that MAPs can be dried, packaged, processed, and transformed into essential oils or other marketable products. Several respondents also highlighted the cultivation potential of local plants and the possibility of using them more effectively in production.



Co-funded by
the European Union

Overall, the responses suggest that the training helped participants connect medicinal and aromatic plants not only with cultivation, but also with product development, value addition, and income-generating opportunities.

Question 3 – How do you plan to apply what you learned? (Application of knowledge)

Transcribed individual answers:

1. I will explain to other people how to cultivate aromatic plants and how to dry them for exportation, or how we can make essential oil from those aromatic plants.
2. I will apply both for business and community.
3. I plan to start production of essential oil with lemon.
4. I will apply the knowledge for both business and community.
5. Starting the culture of thyme and other aromatic plants.
6. By studying the production of these aromatic plants.
7. By starting a pilot for cultivation of thyme and aromatic plants.
8. The transformation of oils from existing products, such as lemon.
9. Improve plantation, but we will need financial support.
10. Sensor and robotics.
11. The use of project.
12. Electricity, water.
13. Robotics.

Summary:

Participants most often indicated that they plan to apply the acquired knowledge in practical ways linked to both economic activity and community benefit. The strongest recurring theme is the intention to cultivate thyme and other aromatic plants, process local raw materials, and explore essential-oil production. Several responses also suggest an interest in using the training as a basis for small-scale development initiatives or pilot activities.

Overall, the responses show that participants do not view the training only as a source of information, but also as a practical starting point for cultivation, processing, and local value creation. In several cases, the intended application combines business-oriented production with wider knowledge-sharing or community use.

Question 4 – What else would you like to learn more about?

Transcribed individual answers:

1. Learn more about cultivation of thyme and mint for medicinal purposes and commercialization.
2. More training and suitable equipment.
3. More about marketing.



Co-funded by
the European Union

4. More knowledge about what I can develop in my area.
5. More training and knowledge about planting, especially in our region.
6. About the use of photovoltaic in agriculture.
7. More about the drying and packaging process.
8. Marketing of these products.
9. Packaging of essential oils.
10. Transformation into essential oil.
11. More on photovoltaics and lemon.
12. Agriculture.
13. Robotics.
14. Robotics and costing.
15. Area of plantation.

Summary:

Participants most often expressed interest in deepening their knowledge of cultivation, product development, and commercialization of medicinal and aromatic plants. The clearest recurring themes include cultivation of thyme, mint, and other aromatic plants, as well as packaging, drying, and transformation into essential oils. Several respondents also highlighted marketing as an important area for further learning, especially in relation to how local production can be developed into viable products.

In addition, some answers point to interest in technical and innovation-related themes, such as photovoltaics, robotics, costing, and agricultural development within the local context. Overall, the responses suggest that participants are interested not only in basic cultivation, but also in the practical, technical, and economic aspects needed to strengthen small-scale MAPs production.

Main learning interests:

- Cultivation of aromatic and medicinal plants.
- Processing, drying, and packaging of products.
- Essential oil production and transformation.
- Marketing and commercialization of MAPs products.
- Region-specific agricultural development.
- Technical support and innovation in agriculture (including photovoltaics and robotics).

Question 5 – What challenges do you expect or what support would you need?

Transcribed individual most frequently answers (some appeared multiple times):

1. Interested in the project, but we need financial support.
2. To produce more, support such as photovoltaic equipment would help.
3. Water problems, but they can be solved with financial support.
4. To produce in big quantity; I would like training and suitable equipment.



Co-funded by
the European Union

5. To plant more; support such as a photovoltaic system would help.
6. Financial support.
7. The project needs financial support and infrastructure to implement.
8. Purchase of equipment.
9. Lack of money / support.
10. The project is interesting, but we need financial support.
11. I like the project; it needs financial support.

Summary:

Participants most often identified financial support as the main condition for putting their ideas into practice. The strongest recurring theme is the need for funding to expand production, introduce new activities, and support implementation at a practical level. Several respondents also mentioned equipment, infrastructure, and photovoltaic solutions as important forms of support for production development.

Another visible theme is the challenge of increasing production capacity under local constraints, including water availability and limited technical resources. Overall, the responses suggest that participants see clear potential in applying the knowledge gained during the training, but consider external support essential for moving from interest and planning to actual implementation.

Main themes identified:

- Funding and financial support.
- Access to equipment and infrastructure.
- Support for scaling up production.
- Water-related production constraints.
- Technical support for implementation.
- Photovoltaic and production-related solutions.

Question 6 – What did you like or what could be improved in the training?

Transcribed individual answers (most frequently):

1. The training was good, but it would be great if we would have it more often.
2. Training was good and really understandable.
3. Good.
4. Very good.
5. More practical session.
6. Everything and everyone was perfect and explicit.

Summary:



Co-funded by
the European Union

Overall feedback on the training was positive. Participants most often described the sessions as good, very good, understandable, and clearly delivered. The responses suggest that the programme was well received and that the content was appreciated by the participants.

At the same time, some respondents indicated that they would welcome more frequent training opportunities and a stronger practical component. Overall, the feedback shows satisfaction with the training while also pointing to interest in continued learning and more hands-on experience.

Main themes identified:

- Positive overall evaluation of the training,
- Clear and understandable delivery,
- Interest in more practical sessions/training,
- Request for more frequent training opportunities,

Final Conclusion

The results of the MAPs post-training feedback from Rodrigues reveal an engaged group of participants with strong links to planting, local agricultural production, and related practical activities. Participants most valued the practical and applicable aspects of the training, especially those connected to cultivation, drying, packaging, processing, and the transformation of medicinal and aromatic plants into essential oils or other products. The responses suggest that the training strengthened awareness of the local usefulness of MAPs and their potential not only for cultivation, but also for product development and small-scale economic activity.

A second important finding is that many participants expressed interest in applying the acquired knowledge in both business and community contexts. Several responses referred to the cultivation of thyme and other aromatic plants, the production or transformation of local raw materials, and the intention to use the training as a basis for practical local development. In this regard, medicinal and aromatic plants were not viewed only as crops for cultivation, but also as resources with potential for processing, value addition, and small-scale entrepreneurship. References to drying, packaging, essential-oil production, and marketing suggest that participants increasingly associate MAPs with opportunities for developing local products and creating income-generating activities linked to agriculture. At the same time, participants also identified a number of further learning interests, especially in the areas of cultivation, marketing, packaging, essential-oil processing, and selected technical themes such as photovoltaics and robotics. This indicates that the training was not perceived as an isolated activity, but rather as a starting point for further practical and economic development.

The strongest recurring challenge identified in the forms is the need for financial support, followed by the need for equipment, infrastructure, and practical implementation support. Some answers also referred to water-related constraints and the need to increase production capacity under local conditions. In the context of MAPs, these responses suggest that participants do not see medicinal and aromatic plants only as a subject of training, but also as a field with practical production and small-scale business potential that requires follow-up support in order to develop further. Overall, the feedback suggests that the Rodrigues training was positively received and seen as relevant, understandable, and useful.