SAIRLA

Sustainable Agricultural Intensification Research and Learning in Africa

Decision-makers in Ghana and Malawi increase knowledge and capacity to use methods and tools for assessing the effect of SAI for women and the youth

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Funded by the UK Department of International Development, SAIRLA is a five-year programme (2015–2020) that seeks to generate evidence and design tools to enable governments, investors and other key actors to deliver more effective policies and investments in sustainable agricultural intensification that strengthen the capacity of poorer farmers', especially women and youth, to access and benefit from SAI in Burkina Faso, Ethiopia, Ghana, Malawi, Tanzania and Zambia. The SAIRLA programme is managed by WYG International Ltd and the Natural Resources Institute, University of Greenwich.

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Contents

Acronyms

ACC	Accra workshop participant
Africa RISING	Africa Research in Sustainable Intensification for the Next Generation
FGD	Focus Group Discussion
KIIs	Key Informant Interviews
MAL	Malawi workshop participant
M & E	Monitoring and Evaluation
NLA	National Learning Alliance
R4D	Research for Development
SAI	Sustainable Agricultural Intensification
SAIRLA	Sustainable Agricultural Intensification Research and Learning in Africa
TAM	Tamale workshop participant
UNHCR	United Nations High Commission on Refugees

Executive Summary

While the need for inclusive and equitable Sustainable Agricultural Intensification (SAI) in African countries is no longer contested, decision-makers involved in gender and youth issues do not have enough capacity to effectively utilize analysis tools to address gender and youth issues. This underscores the need to develop tools to assess the effect of SAI on women and youths. The Africa RISING Sustainable Agricultural Intensification Research and Learning in Africa (AR-SAIRLA) seeks to achieve this through the development of tools that will match the resource capacity of decision-makers and which are not too complex to use. This will improve the effective use of tools and metrics to ensure more equitable results from decision-makers' investments in sustainable agriculture.

In June 2018, conducted three mid-project workshops in Ghana (in Tamale and Accra) and in Malawi (Lilongwe), engaging 84 participants. The workshops focused on four key sessions: (1) tools for data collection on inclusive SAI; (2) participatory indicator development for SAI assessment; (3) tools for making decisions on inclusive SAI and gender transformative approaches to foster inclusive SAI points to increase knowledge and capacity to use methods; and (4) tools for assessing the effect of SAI on women and youths.

Qualitative evidence from the workshops and post-workshop interviews pointed to an increase in knowledge and capacity to: (1) use information about the applicability, costs, and limitations of various tools and metrics relating to effects of agricultural change on gender and youth; (2) use improved locally adapted tools for gender and intergenerational analysis; and (3) integrate gender equity monitoring tools with gender transformative approaches.

The evidence also pointed to considerable interest in the decision-makers' guide. Additionally, preliminary results point to the project's potential to trigger changes in processes that will lead to equitable benefits for women and the youth beyond the project.

Key feedback from the workshops that will be incorporated into the final version of the manual:

- Include a section on facilitation skills for each tool because results from using a tool will depend on how it is facilitated, and a more structured and detailed instruction on how to use the tools effectively and consistently.
- Tools should not look biased towards a social group and not openly challenge gender-based roles that are culturally acceptable within the household to avoid resistance.
- Align the tools with gender-analysis guides of the Ministry of Agriculture in Malawi (and Ghana), if they exist.
- There is a need to use examples to illustrate the benefits of using a tool for both gender analysis and decision-making. The project plans to include examples from INVC and NASFAM projects in Malawi to show how couples changed their attitudes and behaviors because of the tool.

1 Introduction

While the need for inclusive and equitable Sustainable Agricultural Intensification (SAI) in African countries is no longer contested, decision-makers involved in gender and youth issues do not have enough capacity to effectively utilize analysis tools to address gender and youth issues. This underscores the need to develop tools to assess the effect of SAI for women and youths. The Africa RISING Sustainable Agricultural Intensification Research and Learning in Africa (AR-SAIRLA) seeks to achieve this through development of tools that will match the resource capacity of decision-makers and which are not too complex to use. This will improve the use of tools and metrics to ensure more equitable results from decision-makers' investments in sustainable agriculture.

The project was implemented in Ghana and Malawi and was organized around three themes tailored to answer three research questions. **Theme 1** seeks to answer the question **"What are the most effective and feasible tools for detecting gender and youth inequities that may occur during SAI?".** Under this theme, a comprehensive literature review, combined with interviews with decision-makers in Ghana and Malawi and international experts, will reveal the knowledge and capacity gaps of decision makers in assessing and using gender and youth-related tools. Five promising tools for analyzing and anticipating gendered and inter-generational impacts of agricultural investments were selected:

1. Gender and youth balance tree: A tool that uses a tree to symbolize the work of each gender and age group in a household (the roots) and the rewards to each member of the household (the branches);

2. Participatory mapping tools: This comprises of participatory approaches that broadly measure access to resources by gender type and suitable to assess patterns of resource ownership, access to resources, and control over resources;

3. Time allocation tools: This comprises of tools that illustrate household gender division of labor and can be used to examine the time spent on various tasks assessing gender equity by comparing amounts of leisure time or time spent on the least desirable or most taxing tasks;

4. Gender and youth inclusive value chain analysis: A tool suitable to measure dimensions of equity related to market participation and beliefs and perceptions; and

5. Youth and land responsiveness: A tool that can be used to illustrate youth inclusion in SAI, address the concerns of achieving both agriculture improvements and sustainability while enhancing youth development through job creation, capacity development, and access to productive resources such as finance and land for self-employment and entrepreneurship.

For **Theme 2**, which aims to answer the question **"What is the comparative advantage of contextualizing these tools with indicators developed through participatory processes with farmers?"**, the project evaluated selected Africa RISING Research for Development (R4D) Platforms, conducted focus group discussions with farmers, and held key informant interviews (KIIs) with stakeholders. Participatory indicators for SAI assessment have been developed and will be customized to facilitate the development of a context specific manual.

Under **Theme 3**, which seeks to answer the questions **"To what extent and in which contexts can the use of tools (studied in the previous research questions) actually result in equitable benefits from sustainable intensification?"** and **"Under what socio-cultural conditions and in what policy contexts are transformative gender approaches needed?"**, the project has completed fieldwork on gender transformative case studies in Ghana and Malawi.

In June 2018, the project held three mid-project workshops in Ghana (Tamale, Accra) and in Malawi (Lilongwe) which engaged 84 participants (14 actors from NGOs, 24 researchers from NRS and academia, 32 governmental staff -- 7 from national level and 25 subnational level from Africa RISING research-for-development platforms [R4D] in SAIRLA project research locations, 6 farmers/civil society actors, 5 private sector actors, 2 media people, and 1 traditional ruler) (see Appendix 3). The list also included seven members of SAIRLA National Learning Alliances (NLAs).

The workshops focused on four key sessions: (1) tools for data collection on inclusive SAI; (2) participatory indicator development for SAI assessment; (3) tools for making decisions on inclusive SAI and Gender transformative approaches to foster inclusive SAI points to increase knowledge and capacity to use methods; and (4) tools for assessing the effect of SAI on women and youths. The participants discussed the relevance of the selected tools, shared their experiences in using similar tools, and provided valuable feedback that will be incorporated into the final version of the manual for decision-makers.

This report focuses on the qualitative evidence towards progress to achieving project outcomes from the mid-project workshops and follow-up interviews conducted in October 2018.

2 Knowledge and capacity to use methods and tools for assessing the effect of SAI for women and the youth

The success of the SAIRLA project will be measured based on three outcome indicators:

1. **Outcome Indicator 1**: "*Percentage of decision-makers using information about the applicability, costs, and limitations of various tools and metrics relating to effects of agricultural change on gender and youth to address gender and intergenerational inequities per country";*
2. **Outcome Indicator 2**: *"Percentage of decision-makers requesting the use of improved locally adapted tools for gender and intergenerational analysis grounded in smallholders' reality to address gender and intergenerational inequities"*; and
3. **Outcome Indicator 3** "*Percentage of decision-makers integrating gender equity monitoring tools with gender transformative approaches to address gender and intergenerational inequities per country".*

Preliminary interactions with decision-makers involved in gender and youth issues revealed that they do not have enough capacity to effectively utilize analysis tools to address gender and youth inequities. However, a comparison of the pre- and post-workshop assessment revealed a marked improvement in: (1) awareness of tools or methods for assessing the effects of agricultural change for women and the youth; (2) capacity in the use of information about the applicability, costs, and limitations of tools and metrics; (3) knowledge and capacity to use improved locally adapted tools; and (4) use of gender transformative approaches to achieve long-term gains in inclusive SAI. Assessment results are shown in Appendix 1. While the project is unable to quantitatively measure these indicators at this stage, qualitative evidence points to progress towards achieving the three outcome indicators.

2.1 Use of information about the applicability, costs, and limitations of various tools and metrics relating to effects of agricultural change on gender and youth

The effective use of tools requires knowledge and capacity on: (1) how to apply the tools; (2) the cost in terms of finances, human, and time required; and (3) the limitations in using a particular tool. The baseline value for Outcome Indicator 1 was 7% for Ghana and 8% for Malawi, which showed that decision-makers did not have specific information on the limitations and cost of using gender analysis tools. In terms of awareness and use of tools for assessing the effects of agricultural change for women and the youth, out of the five selected tools, the most familiar to decision-makers in both Ghana and Malawi was the time allocation tool. On the other hand, the least known tool to them was the Gender and Youth Balance Tree. In Ghana, no participant had used this tool; while in Malawi, only two participants had experience using it.

Based on the results of the three workshops, decision-makers at the Tamale workshop were more aware of methods or tools than the decision-makers at the Accra and Malawi workshops. In Tamale, only 16% reported

no knowledge/capacity before the workshop as compared to 31% and 37% at the Accra and Malawi workshops, respectively (see Appendix 1). This may be explained by the composition of participants in the three locations. District-level actors, who are largely involved in implementation, dominated the Tamale group. Implementation activities were partly related to the actual use of the tools. The Accra and Malawi workshop participants were more engaged in research- and policy-level activities.

Left – right: Participants in Malawi and Ghana discussing selected tools in groups. Photo credit: Jimah Kipo/IITA.

Qualitative evidence reveals that the knowledge and capacity of decision-makers in the use and effectiveness of SAI analysis tools has been strengthened, indicating positive progress towards Outcome Indicator 1. For example, in a post-workshop interview in Ghana, a participant who reported she was not aware of such tools in 2016, said, *"…when we came to your training and you were having these tools, through the workshop, I'm now aware of such tools"* (TAM08, October 2018).

The following remarks made by decision-makers after the Malawi workshop point to their keen interest and preparedness to use the information gained on the applicability, costs, and limitations of the SAI tools:

- *"The workshop helped me to understand tools that hopefully will help to fill agricultural development gaps and, hence, ensure equity among men women and the youth in agriculture activities and benefit sharing. Also, the workshop has increased my understanding of SAI objectives and need for science and arts in decision-making process. Benefits of this workshop are more"* (MAL01).
- *"If societies are to develop a program, it needs to encompass all sectors of society – male, female, and the youth. This can be achieved by using some tools which we have learned from this workshop on SAI"* (MAL04).
- *"This training has been superb. I have learned different tools which will help us to articulate gender issues in various communities which will lead to all categories having equality in access control and decision-making over resources"* (MAL08).
- *"What I have learned more is the use of youth and land responsiveness criteria tool as one way of capturing data or information that will inform policy direction and project design as regard youth. Also, how gender issues can be addressed or prioritized in issues of land access"* (MAL33).

Appendix 2 contains these and more quotes from decision-makers who participated in the Malawi workshop. The facilitation team collected expressions of this kind in the Malawi workshop only. Therefore, no transcriptions are provided from the Ghana workshop.

Decision-makers also provided useful inputs to facilitate the effective use of the tools. For example, they suggested some points to improve the participatory mapping tool that could be included in the final version of the guide. These included:

- The time and financial resources that the tool would require to implement. This is because in a participatory mapping exercise, all community members engaged may want to contribute.
- The capacity required to facilitate participatory mapping effectively in terms of appropriate language, navigating cultural barriers, and avoiding unnecessarily raising community expectations through the process.

- Ways that the tool could be used to effectively analyze differential access to, or ownership of, land by men, women, and youth, particularly making the tool more youth-sensitive.

The participants also forwarded suggestions for further training to enrich the tools. In post-workshop interviews, the participants in Ghana suggested:

- Intensify stakeholder engagement so that they will be able to master the use of the tools. This is vital if you are going to train farmers using a particular tool. More work needs to be done so that the stakeholders themselves will understand very well the tools before they even use them (TAM08, October 2018).
- We encourage the project to do more and, if possible, implement it at the community level. The project should involve budgets so that instead of ending it at the workshop with us, there should be activities at the farmers' end, just like the way we do in field schools (TAM10, October 2018).

These support the impression that decision-makers in Ghana and Malawi are interested in the tools and are willing to further strengthen their capacity in using them.

2.2 Knowledge and capacity to use improved locally adapted tools for gender and intergenerational analysis

Outcome Indicator 2 relates to the knowledge and capacity to use improved locally adapted tools for gender and intergenerational analysis. The baseline value for this outcome indicator was 30% for both Ghana and Malawi. Though progress has been made in the contextualization of the five tools selected, the project, at this stage, is not yet able to quantitatively report on this outcome indicator. However, qualitative evidence points to progress towards its achievement. For example, decision-makers in Ghana and Malawi expressed keen interest to use improved locally adapted tools as demonstrated in the discussions of the five SAI tools at the mid-project workshops. Below is an excerpt of the discussion on the Youth and Gender Balance Tree in Ghana:

> *"The Youth and Gender Balance Tree (promotes) youth inclusiveness in decision-making. The tool will improve transparency and accountability of decisions at household level… it will unite the family as the goal setting is done together, it will increase commitment of household members to achieve household goals.... It will take away competitiveness in the household and promotes collectively supporting each other…. The tool can help in attitudinal and behavioral change at household/community level. The role of each member will be appreciated more, even if they do not provide cash income. It brings out the ratios of labor input/contribution for every individual at household level and how the labor input translates into equitable benefits."*

The Malawi group reflected on the youth and land responsiveness criteria, saying:

> *"It is a welcome tool because it will help to understand youth struggles about land issues and even enlighten the youth about land information and land governance. The tool can help to understand the different land access and rights aspects in any community as well as the responsibilities that youth carry. It will provide an opportunity for different stakeholders to understand the challenges related to land access in a community and think about ways to address them. It is good that the tool is oriented to the youth because, so far, youth needs have been included in households needs. Using this tool, it will be possible to highlight youth vulnerabilities, needs, and interests in agriculture, especially the youth-headed households. It is a useful tool that can be combined with the household approach – a method that is being used in extension work to understand intra-household needs. Thus, it will provide awareness about youth needs."*

A national research participant commented on the use of the participatory mapping approaches:

> *"What the project went through with us, some of the things we learned from the project, for example, like the community mapping, previously we were doing research, we just take it that way, oh northern region we are lacking this so whatever we hear about, we will do research on station and send it to*

the farmers whether they like it or not but now the project has impacted this on us. Since the project have knocked this on us as one of the best ways of going into things, we also took seriously on our research (TAM10, October 2018).

An NGO participant also chimed in on the use of participatory approaches:

> *"I think we have had a fair idea and so we have begun using these in some of the projects we are already embarking on such as with the UNHCR where we have some livelihoods projects for Ivorian refugees. We saw that it is a good tool as it includes the people in reviewing and evaluating successes and achievement or impact, so we have adapted participatory methods in evaluation and participatory gender analysis." (ACC01, October 2018).*

These reflections point to the relevance of the tools and reveal decision-makers' interest to use the locally adapted tools once the manual is completed and disseminated.

2.3 Knowledge and capacity integrating gender equity monitoring tools with gender transformative approaches

A gender transformative approach is about understanding the underlying causes of gender inequity[1]. The knowledge and capacity to integrate gender equity monitoring tools with gender transformative approaches relates to Outcome Indicator 3. From the baseline, about 13% of decision-makers in Ghana (3%) and Malawi (22%) reported integrating gender equity monitoring tools with gender transformative approaches to address gender and intergenerational inequities. Similarly, progress towards this outcome indicator cannot yet be quantitated. However, the capacity of decision makers in Ghana and Malawi to address the root causes of inequity by changing the rules governing access to resources has been improved. At project start, decision-makers had reported gender-sensitive agricultural programming would not address the underlying root causes of inequality such as access to land. Having been exposed to Kabeer's four domains of institutional analysis (household, community, government, and market) at the mid-project workshops, decision-makers in both Ghana and Malawi appreciated the importance of integrating gender analysis for gender-sensitive programming with gender transformative approaches to address such core issues to benefit women and youth. They recognized that "unwritten rules" assign women and the youth to disadvantaged positions in terms of land access and use and demonstrated their understanding of the interdependency of changes in all the domains for gender and youth transformational change to occur.


Left – right: Participants in Ghana and Malawi discussing selected tools in groups. Photo credit: Jimah Kipo/IITA.

[1] Kruijssen, F., Paula Kantor, P., Alessandra Galie[2] and Rozel C. F (2016). Adding gender transformation to value chain analysis In: Pyburn, Rhiannon, and Anouka van Eerdewijk (eds). *A different kettle of fish? Gender integration in livestock and fish research*. LM Publishers, Volendam

Qualitative evidence similarly points to indications of use of a gender-transformative approach to promote women participation in on-farm research activities in Ghana. The tendency for on-farm adaptive research targeting male farmers was high because females had no land to participate in on-farm trials. In the baseline study in 2016, two interviewees reported that:

> *"It is not easy for women to get enough land for farming, …where there is enough land, it is far for the women who do not have means to get there to farm… women's access to land where they are is not all that good [the quality is not good], you can only get land at far places, but bad roads make it difficult to get to those lands.* (TAM08, TAM10, 2016).

In a post-workshop interview, the two interviewees reported that engaging in SAIRLA project activities have led to improvements in women's access to land and information to participate in on-farm trials and soybean cultivation. As one remarked:

> *"We normally go and look for land from farmers to do our demonstrations. When we go we look for the men, is the men who normal give us the land. Now, when we go to the community, we also encourage the men to give out land to the women, so at least with that knowledge it also helps. Some of these things would prick you to remind the farmers, especially the men, to give out land for the women to engage in agricultural activities."* (TAM08, 17 October 2018)

The other said:

> "*The communities we move to… land was limited to only the landlords, women were not involved in farming. But now, women are involved. We encouraged the men who can move far to do so to acquire land especially in the Gonja lands and others. So, this farming season, when most of the men leave their communities to till far-away lands that are still fertile, they share the land within their communities to the women. This provides the women some opportunity to access land to plant vegetables such as pepper, with some even raising soybean. After the planting season, the men come back."*

> "*The on-farm activities are like demonstrations to the women. So when we involve the women in the production, they now become used to it. They gain knowledge and learn how to produce crops. That encourages women to get involved in farming. That is one of the approaches we have adopted. Previously, it was rare to see women involved in our demonstrations." (TAM10, 17 October 2018).*

3 Key feedback from the workshops

Discussions at the mid-project workshops yielded information the familiarity of the participants/potential users with the tools and their concerns regarding tool application. Participants discussed the relevance of the tools in their contexts and shared their experiences on using similar tools. This provided valuable feedback to improve the final version of the manual. These suggestions include:

- Incorporating a section on facilitation skills for each tool because the effectiveness of using a tool largely depends on how it is facilitated. Participants stressed the need for more structured and detailed instructions to use the tools effectively and consistently.

- Relatedly, the facilitator should be aware of relevant policies operational within the particular setting and a strong knowledge of both the policy environment and the cultural context. This is important to guide how questions are asked. For example, many participants requested for more guidance on what questions to ask to make the value-chain analysis more gender- and youth-sensitive.

- Use examples to illustrate the benefits of using a tool for both gender analysis and decision-making. The project plans to include examples from INVC and NASFAM projects in Malawi to show how couples changed their attitude and behavior because of the tool.

- Consider applying the WEAI framework to youth analysis within the tool as participants noted some similarities between the youth and land responsiveness criteria tool with the five domains of WEAI.

- Reorient the tools so that they do not look biased towards one social group and also avoid openly challenging gender-based roles that are culturally acceptable within the household to promote their acceptance. The tools should be gender-sensitive and not limited to youth. It was emphasized that examples of inequities between men and women (and youth) be cited so that the tool does not seem to favor one social group.

- Align the tools with gender-analysis guides of the Ministry of Agriculture in Malawi and Ghana, if they exist.

- Consider religious orientation and cultural practices such as polygamy or the unique nature of intra-household relationships as they have the potential to affect gendered outcomes of SAI investments. In the discussions during the workshops, it emerged that there are factors beyond patrilineal and matrilineal socio-cultural systems that could influence agricultural activities and would affect gendered outcomes of SAI investments.

- Longer training workshops should be offered on the use of the decision-making tools. This came about as participants considered the one-day duration of the workshops as inadequate. The research team plans to conduct the use-training and dissemination workshops for the completed decision-makers' guide in mid-2019. Barring financial limitations, at least two-day training sessions will be explored for the end-of-project workshops in both Ghana and Malawi. To this end, the team will explore co-training and co-financing arrangements with the National Learning Alliances in both countries.

The above qualitative evidence points to the potential of the project to contribute to increased gender equality and equity of access to resources for SAI, as well as indicates a strong interest in the decision-makers' guide. Early signs also point to the project's potential to trigger changes in processes that will lead to equitable benefits for women and the youth even after project-end.

4 Appendices

Appendix 1: Monitoring and evaluation tables

Table 1: Awareness of methods or tools for assessing the effects of agricultural change for women and the youth (per location, before and after the workshops)

Assessment option	**Before Workshop**				**After Workshop**			
	Accra	**Tamale**	**Malawi**	**Total**	**Accra**	**Tamale**	**Malawi**	**Total**
No knowledge/skills	31%	16%	37%	29%	0%	0%	0%	0%
Some knowledge/skills	63%	64%	40%	53%	0%	12%	7%	7%
Good knowledge/skills	6%	16%	20%	16%	73%	60%	45%	57%
Excellent knowledge/skills	0%	4%	3%	3%	27%	28%	48%	36%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 1.1: Awareness of methods or tools for assessing the effects of agricultural change for women and the youth (per gender, before and after the workshops)

Assessment option	**Before Workshop**			**After Workshop**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
No knowledge/skills	30%	27%	29%	0%	0%	0%
Some knowledge/skills	48%	64%	53%	6%	10%	7%
Good knowledge/skills	19%	9%	16%	55%	60%	57%
Excellent knowledge/skills	4%	0%	3%	39%	30%	36%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 2: Use of methods or tools for assessing the effects of agricultural change for women and the youth (per location, before and after the workshops)

Assessment option	**Before Workshop**				**After Workshop**			
	Accra	**Tamale**	**Malawi**	**Total**	**Accra**	**Tamale**	**Malawi**	**Total**
No knowledge/skills	38%	40%	37%	38%	0%	0%	0%	0%
Some knowledge/skills	50%	36%	57%	49%	7%	12%	14%	12%
Good knowledge/skills	13%	20%	6%	12%	73%	60%	66%	65%
Excellent knowledge/skills	0%	4%	0%	1%	20%	28%	21%	23%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 2.1: Use of methods or tools for assessing the effects of agricultural change for women and the youth (per gender, before and after the workshops)

Assessment option	**Before Workshop**			**After Workshop**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
No knowledge/skills	39%	36%	38%	0%	0%	0%
Some knowledge/skills	44%	59%	49%	10%	15%	12%
Good knowledge/skills	15%	5%	12%	65%	65%	65%
Excellent knowledge/skills	2%	0%	1%	24%	20%	23%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 3: Use of gender transformative approaches (per location, before and after the workshops)

Assessment option	**Before Workshop**				**After Workshop**			
	Accra	**Tamale**	**Malawi**	**Total**	**Accra**	**Tamale**	**Malawi**	**Total**
No knowledge/skills	25%	24%	34%	29%	0%	0%	0%	0%
Some knowledge/skills	56%	52%	46%	50%	43%	68%	48%	54%
Good knowledge/skills	13%	20%	17%	17%	0%	4%	14%	7%
Excellent knowledge/skills	6%	4%	3%	4%	57%	28%	38%	38%
Grand Total	100%	100%	100%	100%	100%	100%	100%	100%

Table 3.1: Use of gender transformative approaches (per gender, before and after the workshops)

Assessment option	**Before Workshop**			**After Workshop**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
No knowledge/skills	26%	36%	29%	0%	0%	0%
Some knowledge/skills	50%	50%	50%	10%	0%	7%
Good knowledge/skills	19%	14%	17%	47%	74%	54%
Excellent knowledge/skills	6%	0%	4%	43%	26%	38%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 4: Costs and limitations of various tools used for assessing effects of agricultural change on gender and youth (per location, before and after the workshops)

Assessment option	**Before Workshop**				**After Workshop**			
	Accra	**Tamale**	**Malawi**	**Total**	**Accra**	**Tamale**	**Malawi**	**Total**
No knowledge/skills	69%	56%	51%	57%	0%	0%	0%	0%
Some knowledge/skills	25%	28%	43%	34%	14%	20%	41%	28%
Good knowledge/skills	6%	12%	6%	8%	64%	60%	41%	53%
Excellent knowledge/skills	0%	4%	0%	1%	21%	20%	17%	19%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Table 4.1: Costs and limitations of various tools used for assessing effects of agricultural change on gender and youth (per gender, before and after the workshops)

Assessment option	**Before Workshop**			**After Workshop**		
	Male	**Female**	**Total**	**Male**	**Female**	**Total**
No knowledge/skills	52%	68%	57%	0%	0%	0%
Some knowledge/skills	37%	27%	34%	31%	21%	28%
Good knowledge/skills	9%	5%	8%	51%	58%	53%
Excellent knowledge/skills	2%	0%	1%	18%	21%	19%
Grand Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Appendix 2: Transcripts of participants' comments on what they learned from the workshop and the usefulness of the tools (Malawi workshop)

Participant code	What have you learned from this workshop?	Gender Balance Tree	Participatory Mapping	Time Allocation	Value Chain Analysis	Land and Youth Responsiveness
MAL01	The workshop has helped me to understand tools that hopefully will help to fill agricultural development gaps and hence ensure equity among men women and the youth in agriculture activities and benefit sharing. Also, the workshop has increased my understanding of SAI objectives and need for science and arts in decision-making process. This workshop has many other benefits.	Ensure equal and fair benefits for agricultural activities.	Ensure that important resources are recognized and utilized by all categories of gender.	Ensure that time to agriculture is equitably allocated among all members of the household to ensure that all are fairly benefits.	Include all gender groups in all levels of the value adding of agriculture activities; hence, more equal sharing.	Explore challenges youth face in accessing land; hence, generating possible solutions to match challenges.
MAL02	Enhanced understanding of the tools. New ways of how to apply the tools and how to apply the tools in research on SAI.	Useful in understanding contribution of gender roles of family members in agricultural intensification, for example labor provision, decision-making, and sharing of benefits.	Very useful institutional analysis, identifying gaps and solutions.	Useful in understanding contributions of different groups by gender and generation in agricultural intensification.	Helps to understand who contributes how, and benefits from agricultural intensification.	Helps to understand how to integrate the youth in land issues, policies related to sustainable intensification.
MAL03	Key tools for assessing gender and youth inequity and how they can be used and their pros and cons. The main domain of gender transformative approaches, which are household, community, government and market, there is need to think of the written	Very useful.	Very useful.	Very useful.	Very useful.	Not very sure on how to apply it.

Participant code	What have you learned from this workshop?	Gender Balance Tree	Participatory Mapping	Time Allocation	Value Chain Analysis	Land and Youth Responsiveness
	and unwritten laws that affect the implementation of projects in all the four domains.					
MAL04	If societies are to develop a program, it needs to encompass all sectors of society – male, female, and the youth. This can be achieved by using some tools which we have learned from this workshop on SAI	Very useful in involvement of all members of households to achieve SAI.	Useful.	Very important in apportioning labor equitably to achieve SAI.	Important to improve productivity.	To have access to land if they are to be productive at household and community level.
MAL05	Have learnt about the new tools for data collection, which then forms the basis for decision-making.	Be gender sensitive to the distribution of work and add it to research methods course.	Resource mapping and their implications on gender equity.	Understanding the different burdens of different groups of people.	Understanding the role of various stakeholders.	Helping to ____ on the youth on the land question where they are currently absent.
MAL06	SAI learning land alliance.	Equalization involvement.	Involvement in decision making.	From effective SAI, time is limiting factor to dev of any kind.	From production to consumption, all categories to be involved.	Youth groups to access land for improved productivity.
MAL07	I have learned about written and unwritten rules that are present at various domains that are inclined to gender transformation approaches for change to occur. Also, gender balance tree that looks at tasks the members of the households have to do together to achieve the agreed goals (the dos and the don'ts).	It helps the households implement together up to reaping the benefits; hence, improved livelihoods.	Helps in identifying the gaps that are available in terms of resources at the household level per gender category.	Assist in identifying the burden that a particular gender category is experiencing at the household level. Hence, leveraging can be done.	Help in identifying roles a particular group should play per stage to increase income.	Youth should deliberately have access to land to improve SAI intervention.

Participant code	What have you learned from this workshop?	Gender Balance Tree	Participatory Mapping	Time Allocation	Value Chain Analysis	Land and Youth Responsiveness
MAL08	This training has been superb. I have learned different tools, which will help us to articulate gender issues in various communities which will lead to all categories having equality in access control and decision-making over resources.	To articulate issue and find solution which can make the tree to balance.	To articulate resources which are useful to men, women, boys and girls in the community.	This tool is able to help farmers to allocate time to the more crucial activities than the other activities.	These tools help, especially the involvement of all gender categories in various value chains.	This tool gives chance to youth to have access to land and have knowledge on land information, policies, and governance.
MAL09	Gender and SAI analysis using different tools.	The household members should contribute to productivity equally and also to share the benefits fairly.	To come up with the resources for the community, identify the constraints and plan for interventions.	To ensure that all farm enterprises are attended to accordingly in the household.	It enables the household to list the stages/steps involved in an enterprise from production to marketing.	It helps me to know issues are involved in productive processes.
MAL10	Planning tools and decision-making tools using them sustainably and including the component of gender, particularly women and youth.	Shared roles for equity.	Helps when making decision at the household and community levels, and, to some extent, even government level.	Learn and help in monitoring how input resources have been used efficiently.	Identifying gaps where women and youth can participate.	Help youth to participate fully in line with sustainability of agriculture.
MAL11	To look at SAI from a different perspective which takes into consideration the involvement of women and youth.	The tool can be used for proper planning of the type of interventions relevant to	The tool is of importance in that it encourages balance in resource management and control.	It looks at the burden that may be placed on one gender category; hence, enable decision-makers to	It identifies the levels that are dominated by different gender categories along the chain; hence, makes it easier to	It addresses the issue of land access and ownership by the youth, which is the most important part of production.

Participant code	What have you learned from this workshop?	Gender Balance Tree	Participatory Mapping	Time Allocation	Value Chain Analysis	Land and Youth Responsiveness
		address the identified gaps.		intervene appropriately.	empower the ones that are left out.	
MAL12	The success of sustainable development could be attained if gender-youth issues are incorporated or taken account in planning and implementation of the activity or project.	Very useful.	Partly useful.	Partly useful.	Very useful.	Very useful.
MAL13	Have learnt the five tools for assessing gender and youth equity, and gender transformative approaches domains (household, community, government, and market) and how they can be applied.	GBT can assist to have equity at household level.	Communities can know the opportunities they have, and issues can also be identified where solutions can be identified.	Issues can be identified by using this tool, whereby the more-burdened gender group can come out.	The process of value chain can assist to locate where assistance may be required to solve the problem.	This tool can assist in written and non-written rules, which various players have at the household, community, market, and government levels.
MAL14	The use of GBT, which I was just hearing about. How one is affected by land ownership and access issues.	For visioning and planning.	Situational analysis and problem identification.	To assess how busy people are according to gender.	To see who does what and who benefits.	Limitations of youth in land use.
MAL15	Tools for assessing gender and youth. It is better to get data from respondents by categorizing them into youth, female, and male.	It is easier for respondents to understand it looking at average Malawian.	It requires involvement of literate youth and taking pictures.	Good for agriculture and farmers.	Requires more skills to be used effectively.	It will require more time to transform the youth.

Participant code	What have you learned from this workshop?	Gender Balance Tree	Participatory Mapping	Time Allocation	Value Chain Analysis	Land and Youth Responsiveness
MAL16	Assessment of the effects of the agricultural value chain for women and youth. Use of gender transformative approaches in SAI. Importance of land access and ownership to all gender categories for agricultural development. GBT and its contents.	To identify the roles and benefits from the projects.	Establish what resources are available for the community to use for development.	Who does what and when.	Determine what value chains are the youth's women getting involved for development.	Access to land by the youth. How do decisions affect the youth in terms of access to land?
MAL17	It has been a fruitful workshop especially highlighting on the issues of gender matrix in terms of how activities are carried at the household or community level. It has also highlighted on the important and the ways of using the tools.	Understanding of what men/women do and what benefits they bring to themselves or households.	Engage both women and men to understand their contexts well. And the resources they have in their own context.	Important to be able to allocate specific activities in different contexts.	The roles of both men and women and use at the household level in a value chain.	Being able to know and plan how best youth can be engaged in agricultural activities.
MAL19	Tools of data collection for success of SAI in the context of the youth and gender.	Analyze the roles of men women and children in the family and who uses what (family income).	Allow data collectors to get a picture of a particular setting in terms of gender.	Gives a picture of different activities during the different times of day in the year.	Provides an analysis of involvement of men and women in different stages of the value chain.	It provides an insight of opportunities and challenges that the youth face in issues of land.
MAL20	Has helped me to understand the use of indicators for gender and youth inclusion in SAI. Has helped me to have information to use gender analysis tools. Has helped me include the youth component in the gender balance tree.	Will help identify gaps in involvement of men, women and youth in production and use of proceeds.	Involvement of all groups in identification of interventions in the community as men, women, and youth have different priorities	Though intensive or time consuming, it helps to identify involvement of all gender groups, including the youth and	Will help mainstream gender and youth involvement at different levels of value chain. Will help to identify groups in the	Will help to find the best approach to ensure that youth do access land for SAI.

Participant code	What have you learned from this workshop?	Gender Balance Tree	Participatory Mapping	Time Allocation	Value Chain Analysis	Land and Youth Responsiveness
			that need to be included.	marginalized in working enterprises. Also, to identify how much time each spends on it.	beginning before coming up with mainstreaming strategies.	
MAL21	No response.	Comprehensive - captures different aspects looking at activities, issues, benefits, and access.	It is not limited to a few aspects.	Can identify best intervening time for interventions/ projects.	Very critical if women and men and youth are to effectively participate.	Great potential for gathering data on youth, which is often missed.
MAL24	Different methods to assess agricultural change for women and youth. The importance of inclusion and consideration of women and youth in assessment of agricultural activities.	To visualize the importance of balance between roles and household benefits.	To know the potential and available resources in the community.	To get a deeper understand of roles of women and youth in household and farm activities.	To establish women strengths in farm activities.	To understand youth access to land issues.
MAL25	Gender and youth balance tree, and youth and land responsiveness.	It can help a household to identify inequalities.	It can help the community to realize various roles they are supposed to take part in.	It can help the community in time management.	It can help household members identify the importance of their contribution.	It can help people to understand the importance of knowing the policies of the countries.

Participant code	What have you learned from this workshop?	Gender Balance Tree	Participatory Mapping	Time Allocation	Value Chain Analysis	Land and Youth Responsiveness
MAL26	Learned the different tools for gender analysis such as gender balance tree, participatory mapping, time allocation, VCA and youth and land responsiveness and how best we can use them in many sectors, mainly agriculture and learnt about their importance.	Promotes formation of a common vision in the family or household.	Promotes participation of the rural clientele in program design.	Time management is improved.	Promote to reduce the gender differences in carrying all the activities.	No response.
MAL28	This workshop enhanced my understanding of various tools to understand gender and youth participation in SAI, and that equity is mainly at the center of this project.	This helps understand who is involved in various stages of SAI.	Mapping the actors is also key in SAI.	Mostly looking at who spends much time in the agricultural activities.	Identifies who is involved in the value chain - thus looking at production, process and consumption, basically just understanding who is involved and see the gap.	Only few youths access land through purchase, most inherit from their parents.
MAL29	Mainly the use of tools in assessing projects/programs to be implemented.	Useful if any project is to succeed. There should be equity.	Useful but requires time and very good facilitation and understanding of the local environment.	Not enough for group discussion.	Nothing much was understood by me even though the topic is important.	Not very clear. More work to be done to establish how youth could be accommodated.
MAL30	New ideas and concepts in relation to SAI.	Good and easy to use.	Extremely useful - easy and can be used to complement other methods.	Good but time consuming.	Good but did think very useful for this project on land.	Not easy to use and context-based.

Participant code	What have you learned from this workshop?	Gender Balance Tree	Participatory Mapping	Time Allocation	Value Chain Analysis	Land and Youth Responsiveness
MAL31	Very innovative issues which could take SAI to a higher level and more beneficial to stakeholders.	Encourage every stakeholder to play a role.	Encourage divergent views.	For cost-effective use of time.	Very important for meaningful added value to a particular product.	Empower youth on land issues.
MAL33	What I have learned more is the use of youth and land responsiveness criteria tool as one way of capturing data or information that will inform policy direction and project design as regard youth and also how gender issues can be addressed or prioritized in issues of land access.	No response.	No response.	No response.	No response.	Capturing data and information that will inform program development.
MAL34	Generally, use of some tools for data collection and decision-making. Gender transformative analysis concepts.	Very useful.	Useful.	Useful.	Very useful.	Less useful.
MAL35	I have learned how gender equality and youth inclusion is crucial in the agricultural sector. The knowledge of the different tools is also vital.	The importance of gender equality and equity should not undermine development of agriculture.	It helps to get a variety of ideas from participants, which is important in the project cycle.	It helps me to understand why certain decisions are made by a particular sex at a particular time.	The importance of the value chain should also be considered if you are developed and promote agriculture.	Helps youth understand the different opportunities and challenges that they face in their quest to access land.

Appendix 3: Lists of workshop participants

No.	Name	Sex	Affiliation/Institution	Job Title/Designation	Sector	Country/City	Venue
1.	Anthony Mainoo	M	Adventist Development and Relief Services, Accra-Ghana	Deputy Director, Agriculture and Food Security	Non-Governmental	Ghana/Accra	University of Ghana
2.	Evelyn A. Nkansah	F	Adventist Development and Relief Services, Accra-Ghana	Client Farmer, Agriculture and Food Security	Non-Governmental	Ghana/Accra	University of Ghana
3.	Irene Sawenteh	F	World Vision, Ghana	Gender Specialist	Non-Governmental	Ghana/Accra	University of Ghana
4.	Solomon A. Duah	M	Centre for Agriculture and Biosciences International (CABI)	CABI Communication Specialist and member of National Learning Alliance	Non-Governmental	Ghana/Accra	University of Ghana
5.	Florence Amoakohene	F	Department of Earth Science, University of Ghana	PhD student	Academia/Research	Ghana/Accra	University of Ghana
6.	N Karbo	M	Council for Scientific and Industrial Research	Animal Research Scientist member of National Learning Alliance	Academia/Research	Ghana/Accra	University of Ghana
7.	Mavis Akuffobea	F	Science, Technology and Educational Research Institute	Research Scientist	Academia/Research	Ghana/Accra	University of Ghana
8.	Theodora A. Asiamah	F	Centre for Gender Studies and Advocacy, University of Ghana	MPhil Student	Academia/Research	Ghana/Accra	University of Ghana
9.	Makaful Kpedator	M	Centre for Social Policy Studies, University of Ghana	MPhil Student	Academia/Research	Ghana/Accra	University of Ghana

No.	Name	Sex	Affiliation/Institution	Job Title/Designation	Sector	Country/City	Venue
10.	Mariko Nakayama	F	International Fund for Agricultural Development	Junior Professional Officer	Non-Governmental	Ghana/Accra	University of Ghana
11.	Ebenezer Bosomprah	M	Department of Social Work, University of Ghana	MPhil Student	Academia/Research	Ghana/Accra	University of Ghana
12.	Joseph Bandanaa	M	University of Ghana	PhD Student in Environmental Science	Academia/Research	Ghana/Accra	University of Ghana
13.	Abena Kyere	F	Institute of African Studies, Univ. of Ghana	PhD student	Academia/Research	Ghana/Accra	University of Ghana
14.	Michael Amoah Darko	M	Ghana Commercial Agriculture Project	Monitoring and Evaluation officer	Governmental (national level)	Ghana/Accra	University of Ghana
15.	Edward A. Gborgbor	M	Centre for Gender Studies and Advocacy, University of Ghana	Principal Research Assistant	Academia/Research	Ghana/Accra	University of Ghana
16.	Alexander N A Sowah	M	Institute of Statistical, Social and Economic Research, University of Ghana	PhD Student	Academia/Research	Ghana/Accra	University of Ghana
17.	Marian M Kwaku	F	Department of Agriculture, Greater Accra Region	Regional Agricultural Development Officer	Governmental (national level)	Ghana/Accra	University of Ghana
18.	Lydia Amoah	F	Institute of African Studies, University of Ghana	PhD Student	Academia/Research	Ghana/Accra	University of Ghana
19.	King David Amoah	M	Farmer Organisation Network, Ghana	President	Farmer/Civil Society	Ghana/Accra	University of Ghana
20.	Eunice Kwao	F	Centre for Gender Studies, University of Ghana	Administrative Assistant	Academia/Research	Ghana/Accra	University of Ghana
21.	Esi Ennisson	M	Centre for Gender Studies, University of Ghana	National Service Person	Academia/Research	Ghana/Accra	University of Ghana
22.	Diana Akamanue	F	Department of Food and Agriculture, Kassena	Women in Agricultural Development officer	Governmental (sub national level)	Ghana/Tamale	Univ. of Dev't Studies

No.	Name	Sex	Affiliation/Institution	Job Title/Designation	Sector	Country/City	Venue
			Nankana Municipal Assembly				
23.	Alhassan Abdul-Baqi	M	Kassena Nankana Municipal Assembly	Municipal Planning Officer and R4D Secretary	Governmental (sub national level)	Ghana/Tamale	Univ. of Dev't Studies
24.	Egbenya Matilda Esinam	F	Masara N' Arziki Farmers Association	Training Coordinator	Non-Governmental	Ghana/Tamale	Univ. of Dev't Studies
25.	Abagye Maxwell	M	Kassena Nankana Municipal Assembly	Former Assemblyman and R4D Vice Chair	Governmental (sub national level)	Ghana/Tamale	Univ. of Dev't Studies
26.	Wessania Weja David	M	Kassena Nankana Municipal Assembly	Farmer and R4D member	Farmer/Civil Society	Ghana/Tamale	Univ. of Dev't Studies
27.	Chanagia Edward	M	Kassena Nankana Municipal Assembly	Agricultural Extension Agent (Retired) and R4D chair	Governmental (sub national level)	Ghana/Tamale	Univ. of Dev't Studies
28.	Adigah Paul	M	Kassena Nankana Municipal Assembly	Municipal Department of Cooperative Officer and R4D member,	Governmental (sub national level)	Ghana/Tamale	Univ. of Dev't Studies
29.	Alhassan Ramatu	F	Savanna Agricultural Research Institute	Research Scientist	Academia/Research	Ghana/Tamale	Univ. of Dev't Studies
30.	Ibrahim Mariama	F	Ghana Health Service, Tolon District Assembly	Nutrition Officer and R4D member	Governmental (sub national level)	Ghana/Tamale	Univ. of Dev't Studies
31.	Haruna Abdulai	M	Savanna Agricultural Research Institute	Research Scientist	Academia/Research	Ghana/Tamale	Univ. of Dev't Studies
32.	Martin Seguri	M	Kassena Nankana Municipal Assembly	Farmer and R4D member	Farmer/Civil Society	Ghana/Tamale	Univ. of Dev't Studies
33.	Issah Abukari	M	Tolon District Assembly	Agricultural Extension Agent for Veterinary services and R4D member	Governmental (sub national level)	Ghana/Tamale	Univ. of Dev't Studies

No.	Name	Sex	Affiliation/Institution	Job Title/Designation	Sector	Country/City	Venue
34.	Abdulai A Sherrif	M	Savelugu Municipal Assembly	Circuit Supervisor, Ghana Education Service (Retired) and R4D member	Governmental (sub national level)	Ghana/Tamale	Univ. of Dev't Studies
35.	Adam Alhassan	M	Department of Food and Agriculture, Tolon District Assembly	Agricultural Extension Agent for crops and R4D Chair	Governmental (sub national level)	Ghana/Tamale	Univ. of Dev't Studies
36.	Alhassan Abdul Rashid	M	SAIRLA Project	Research Assistant	Academia/Research	Ghana/Tamale	Univ. of Dev't Studies
37.	Jagula Cletus	M	Kassena Nankana Municipal Assembly	Agro Input Dealer and R4D member	Private sector	Ghana/Tamale	Univ. of Dev't Studies
38.	Kassim Salifu	M	Department of Agriculture, Kassena Nankana Municipal Assembly	Management Information Systems Officer	Governmental (sub national level)	Ghana/Tamale	Univ. of Dev't Studies
39.	Fauzia Sadick	F	R4D member, Tolon District Assembly	Women in Agricultural Development officer	Governmental (sub national level)	Ghana/Tamale	Univ. of Dev't Studies
40.	Abukari Abdul Nasir	M	R4D member, Tolon District Assembly	Agricultural Extension Agent	Governmental (sub national level)	Ghana/Tamale	Univ. of Dev't Studies
41.	Dokurugu Salifu Ziba	M	Wakwa Consult	Consultant	Private sector	Ghana/Tamale	Univ. of Dev't Studies
42.	Abu Karimu	M	Tolon District Assembly	Teacher, Ghana Education service and R4D Secretary	Governmental (sub national level)	Ghana/Tamale	Univ. of Dev't Studies
43.	Mavis Abdul Korah	F	Ghana Health Service, Savelugu Municipal Assembly	Nutrition Officer and R4D member	Governmental (sub national level)	Ghana/Tamale	Univ. of Dev't Studies
44.	Iddrisu A Ayuba	M	Savelugu Municipal Assembly	Agricultural Extension Agent (Retired) and R4D member,	Private sector	Ghana/Tamale	Univ. of Dev't Studies
45.	Akibu Hardi	M	Savelugu Municipal Assembly	Seed Producer and R4D member	Private sector	Ghana/Tamale	Univ. of Dev't Studies

No.	Name	Sex	Affiliation/Institution	Job Title/Designation	Sector	Country/City	Venue
46.	Nayina Kadim	M	Traditional Ruler	Chief in Gushiegu Traditional area	Traditional Ruler	Ghana/Tamale	Univ. of Dev't Studies
47.	Gabriel Sajeni	M	SAIRLA Project	Research Assistant	Academia/Research	Malawi/ Lilongwe	Ufulu Gardens
48.	Miriam Joshua	F	Chancellor College – University of Malawi	Senior Lecturer	Academia/Research	Malawi/ Lilongwe	Ufulu Gardens
49.	Mazganga Mhone	F	Ministry of Agriculture – Department of Livestock & Animal Health	Principal Livestock Development Officer	Governmental (national level)	Malawi/ Lilongwe	Ufulu Gardens
50.	Richard W. Munthali	M	District Agricultural Extension Committe	District Agricultural Extension Coordinator and chairperson of Agricultural Extension Committee	Governmental (sub national level)	Malawi/ Lilongwe	Ufulu Gardens
51.	Harvey Horrea	M	Ministry of Agriculture – Mzimba	Crops officer and member of District Agricultural Extension Committee	Governmental (sub national level)	Malawi/ Lilongwe	Ufulu Gardens
52.	Mwakaghella Kanjere	M	Ministry of Agriculture – Mzimba	Agricultural Extension Development Coordinator and member of District Agricultural Extension Committee	Governmental (sub national level)	Malawi/ Lilongwe	Ufulu Gardens
53.	Idruce Kamyenda	M	Ministry of Agriculture – Dedza	Crops Officer and member of District Agricultural Extension Committee	Governmental (sub national level)	Malawi/ Lilongwe	Ufulu Gardens
54.	Mercy Chigwenembe	F	Ministry of Agriculture – Dedza	District Agricultural Extension Committee	Governmental (sub national level)	Malawi/ Lilongwe	Ufulu Gardens
55.	Joshua Mphanda	M	Ministry of Agriculture – Dedza	District Agricultural Extension Committee	Governmental (sub national level)	Malawi/ Lilongwe	Ufulu Gardens

No.	Name	Sex	Affiliation/Institution	Job Title/Designation	Sector	Country/City	Venue
56.	Aina Chkankheni Lozani	F	Ministry of Agriculture – Dedza	Farm mechanisation officer and District Agricultural Extension Committee member	Governmental (sub national level)	Malawi/ Lilongwe	Ufulu Gardens
57.	Vinjero Mkamdame	F	Ministry of Agriculture – Mzimba	Agribusiness Management Officer and member of District Agricultural Extension Committee	Governmental (sub national level)	Malawi/ Lilongwe	Ufulu Gardens
58.	Justin Kagona	M	Department of Crop Development, Ministry of Agriculture, Irrigation and Water Development	Principal Agriculture Officer	Governmental (national level)	Malawi/ Lilongwe	Ufulu Gardens
59.	Baird Nyonda	M	Ministry of Agriculture – Mzimba	Food and Nutrition Officer and member of District Agricultural Extension Committee	Governmental (sub national level)	Malawi/ Lilongwe	Ufulu Gardens
60.	Noel Limbani	M	Ministry of Agriculture – Department of Agriculture Extension Services	Agricultural Officer	Governmental (national level)	Malawi/ Lilongwe	Ufulu Gardens
61.	Gibson Malambo	M	Climate Smart Agriculture Youth Network	Member of Network	Non-Governmental	Malawi/ Lilongwe	Ufulu Gardens
62.	Palichi Mwegeyemle	M	Ministry of Agriculture – Mzimba	District Agricultural Development Officer	Governmental (sub national level)	Malawi/ Lilongwe	Ufulu Gardens
63.	Dean Kampaje Phiri	M	National Smallholder Farmers Association	Head of Association services	Farmer/Civil Society	Malawi/ Lilongwe	Ufulu Gardens
64.	Geoffrey Singini	M	Imani	Monitoring and evaluation Consultant	Non-Governmental	Malawi/ Lilongwe	Ufulu Gardens
65.	Fannie Mawa	F	National Smallholder Farmers Association	Farm Services Officer	Farmer/Civil Society	Malawi/ Lilongwe	Ufulu Gardens

No.	Name	Sex	Affiliation/Institution	Job Title/Designation	Sector	Country/City	Venue
66.	Wycliffe Kumwenda	M	National Smallholder Farmers Association	Head of Farm Services	Farmer/Civil Society	Malawi/ Lilongwe	Ufulu Gardens
67.	Joseph Kazima	M	Ministry of Gender, Children, Disability and Social Welfare	Assistant Director of Gender Affairs (Gender Mainstreaming) and National Learning Alliance member	Governmental (national level)	Malawi/ Lilongwe	Ufulu Gardens
68.	Boaz Mandula	M	Strengthening Agriculture Nutrition and Extension (SANE) Project	Agriculture Extension Specialist	Non-Governmental	Malawi/ Lilongwe	Ufulu Gardens
69.	Grace Malindi	F	Mgom'mera Seed Investment	Chief Executive Officer	Private sector	Malawi/ Lilongwe	Ufulu Gardens
70.	Ndapile Bwanansi	F	Sustainable intensification trade-offs for agricultural management	Researcher	Non-Governmental	Malawi/ Lilongwe	Ufulu Gardens
71.	Keston Njira	M	Lilongwe University of Agriculture and Natural Resources	Academic Staff and Member of Soil Health Consortium	Academia/Research	Malawi/ Lilongwe	Ufulu Gardens
72.	Humprhey Kunjurika	M	Lilongwe University of Agriculture and Natural Resources	Master of Science Student	Academia/Research	Malawi/ Lilongwe	Ufulu Gardens
73.	Duncan Chaponda	M	Ministry of Agriculture, Mzimba	District Agricultural Extension Committee	Governmental (sub national level)	Malawi/ Lilongwe	Ufulu Gardens
74.	Philmon Kuipa	M	Channel for All Nations (Media)	Programming Officer	Non-Governmental	Malawi/ Lilongwe	Ufulu Gardens
75.	James Munthali	M	National Assembly	Member of Malawi National Assembly	Governmental (national level)	Malawi/ Lilongwe	Ufulu Gardens
76.	W.O Mulwafu	M	Chancellor College – University of Malawi	Professor	Academia/Research	Malawi/ Lilongwe	Ufulu Gardens

No.	Name	Sex	Affiliation/Institution	Job Title/Designation	Sector	Country/City	Venue
77.	Owlu Lumpeska	M	Zodiac Broad Casting Station (ZBS)/National Learning Alliance	National Learning Alliance member	Media	Malawi/ Lilongwe	Ufulu Gardens
78.	Charles Masangano	M	Lilongwe University of Agriculture and Natural Resources	University Academic staff	Academia/Research	Malawi/ Lilongwe	Ufulu Gardens
79.	Dominic Nyasulu	M	Climate Smart Agriculture Youth Network	Chair of Network	Non-Governmental	Malawi/ Lilongwe	Ufulu Gardens
80.	Emmanuel Mponya	M	Farmers Forum for Trade and Social Justice	Head of Programmes	Non-Governmental	Malawi/ Lilongwe	Ufulu Gardens
81.	Felix Cluyendi	M	National Youth Council of Malawi (NYCOM)	Program Assistant	Non-Governmental	Malawi/ Lilongwe	Ufulu Gardens
82.	Patricia Ngwale	F	Lilongwe University of Agriculture and Natural Resources	Media Specialist/National Learning Alliance member	Academia/Research	Malawi/ Lilongwe	Ufulu Gardens
83.	Blessings Chinsinga	M	Chancellor College – Center for Social Research/NLA	Professor and Director, Centre for Social Research/National Learning Alliance	Academia/Research	Malawi/ Lilongwe	Ufulu Gardens
84.	Fatsam Gunya	M	Photographer	Photographer	Media	Malawi/ Lilongwe	Ufulu Gardens