

**School of Earth and
Environment**

FACULTY OF ENVIRONMENT



UNIVERSITY OF LEEDS

Farmers' perspectives on challenges in the food system: a collaborative research partnership

Final Technical Report

FEBRUARY 2023

University of Leeds

MVIWATA, Mtandao wa Vikundi vya Wakulima Tanzania (Tanzania Network of Farmers Groups)

PFAG, Peasant Farmers Association of Ghana

University of Dar Es Salaam

Sokoine University of Agriculture

University of Ghana

University of Development Studies,

University of Cape Coast

AHRC GCRF, Cultures, Behaviours and Histories of Agriculture, Food, and Nutrition Programme
2020-21, Project AH/T004398/1

Preface

This is the final technical report for a project funded by Global Challenges Research Fund in a programme delivered by the Arts and Humanities Research Council: Cultures, Behaviours and Histories of Agriculture, Food, and Nutrition Programme 2020-21.

Project AH/T004398/1: Farmers' perspectives on challenges in the food system: a collaborative research partnership

The project ran from 11 December 2019 to 30 March 2022, with some follow up activities in June and July 2022, funded by the Global Food and Environment Institute, University of Leeds.

This Final Technical Report will be uploaded onto the Researchfish database, in accordance with the requirements of the funder.

This should be cited as

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This has been drafted by Principal Investigator, Professor Anne Tallontire, of the University of Leeds, drawing on inputs and exchanges with project team members (see list in Table 1).

Editorial comments and additions were received from:

- Toby Moorsom
- Jasper Ayelazuno
- Richard Mbunda
- Bismark Owusu Nortey
- Theodora Pius
- Ray Bush
- Andrew Mearman
- Elisa Greco

This report should be read in conjunction with reports from partners in the project, including:

- PFAF (2022) Narrative Report On Farmers' Perspective On Challenges In The Food System, A Collaborative Research Partnership With University Of Leeds, University Of Development Studies And University Of Ghana, Project Report



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Acknowledgements

The Principal Investigator and Co-Investigators are extremely grateful for the online and in-person contributions from eminent academics and activists who donated their time to the training sessions. See Table 2.

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Acronyms and abbreviations

AHRC	Arts and Humanities Research Council
Co-I	Co-investigator
ECR	Early career researcher
GCRF	Global Challenges Research Fund
GFEI	Global Food and Environment Institute (University of Leeds)
HEI	Higher Education Institution
LUBS	Leeds University Business School
LVC	La Via Campesina
MVIWATA	Mtandao wa Vikundi vya Wakulima Tanzania (Tanzania Network of Farmers Groups)
PFAG	Peasant Farmers Association of Ghana
PI	Principal Investigator
POLIS	School of Politics and International Studies, University of Leeds
SEE	School of Earth and Environment, University of Leeds
SUA	Sokoine University of Agriculture, Tanzania
UKCDR	The UK Collaborative on Development Research
UKRI	United Kingdom Research and Innovation

1. Introduction

This project had ambitious objectives (see Box 1) and represented a significant effort to build and strengthen the capacities of a cross-country, cross-institutional and cross-disciplinary community to engage with the complex challenges of building resilient, fair, culturally appropriate, nutritious food systems – systems which themselves inevitably transcend national, institutional and disciplinary boundaries.

Our aspirations are captured in these two webpages about the project

- [Project overview](#)
- [Spotlight](#) web article as part of World Food Day promotion, October 2020

We aimed to engage with a range of challenges – in terms of the problems we sought to address with respect to the food system, engaging across disciplines, borders and between different kinds of organisation. We had strong foundations from which to build, having already organised workshops with the two partner farmer organisations and academics in Ghana and Tanzania. This project builds on the network building and co-production in a ten-month N8 Agrifood Pump Priming Fund award (September 2017-July 2018).

In this earlier project titled ‘Differentiated Resilience in the Agrifood System’ we had a conversation with two small-scale farmers’ organisations in Ghana (Peasant Farmers Association of Ghana – PFAG) and in Tanzania (Network of Peasants Groups Tanzania Mtandao wa Vikundi vya Wakulima Tanzania – MVIWATA) on how to bring a bottom-up approach to research on food systems in African countries, addressing the gap in current top-down scholarship on food security. Through this process we co-designed and co-produced a research agenda with PFAG and MVIWATA. Themes that emerged from this process included agroecological alternatives to seed production and pest control, and the relevance of broader issues such as land questions, finance for agriculture, markets for crops and inputs, and the policy and politics of food and agriculture at the national level (see Appendix 1).

This initial co-design process saw substantial involvement of scholars from in-country universities (the universities of Ghana, Cape Coast, Lancaster Ghana, Development Studies-Tamale in Ghana; and University of Dar es Salaam and Sokoine Agricultural University in Tanzania). Both in-country university participants and farmers’ organisations clearly expressed the need to nurture and strengthen the internal research culture of farmers’ organisations to increase their ability and effectiveness to engage with the national and international political debate on food and agricultural policies, putting farmers’ voices centre-stage.

To this end, the aim of this AHRC project partnership was to build a new, transnational epistemic and research community that can intervene in the food security debate by shifting its terms and assumptions, to clearly express and represents the interests of small scale farmers. We recognised that a significant effort is needed to build and strengthen the capacities of a cross-country, cross-institutional, and cross-disciplinary community to engage with the complex challenges of building resilient, fair, culturally appropriate, nutritious food systems – systems which transcend national, institutional and disciplinary boundaries.

This report summarises our efforts and achievements through this AHRC network grant.

There was intellectual curiosity about the possibilities of how a Systems of Provision (SoP) approach might be applied and developed theoretically in African food systems context and there was enthusiasm to build up the knowledge and capacity of a new generation of researchers motivated and skilled to research and articulate

the needs of small farmers and their organisations. We also wanted to reflect on our learning about network building. There are numerous practical and conceptual benefits of reflecting on how relationships, especially ones that aspire at co-production, evolve in practice, not least to help inform and shape future attempts.

Even without the interruptions and dislocations of Covid-19 our project was unlikely to follow the exact path that we put forward. Some of the assumptions that inform a theory of change for a project do not always hold true. This final technical report therefore describes the activities that have been undertaken in this project, and reflects on the lessons that this project offers for co-production. These lessons apply to the researchers and investigators, but also their home institutions and indeed funders too. Research network building is part of a system with multiple levels that affect the success of a project, and indeed shape what may be seen as success.

Research partnership building and learning is complex and dependent on the willingness and abilities of all parties to engage with the promises of the project plan, to recognise the investment required in co-production (Tallontire et al., 2021, Aniekwe et al. 2012; Stevens, Hayman, and Mdee 2013). It can be affected by multiple challenges to delivery and indeed collaboration that is equitable including the ways in which funding is administered, diverse cultures and ways of working, different operating timescales and more (Fransman et al., 2021). We should also recognise that collaboration is an 'emergent' process rather than one that sticks to a predefined set of steps. Beyond the specific collaboration there is also the need to recognise, as argued by Fransman et al. (2021: 328) the wider systems in which the collaboration is operating, recognising structures and power relations associated with "the historical and evolving geo-political landscapes in which they are situated". There are lessons from our research collaboration that do not pertain to the members of the project themselves, but also the organisations in which they are embedded and also for funders given aspirations within UKRI for a more equitable and fair funding process (e.g. GCRF, 2017; UKCDR, 2022).

Box 1: Original aim and objectives

The goal is to build and strengthen the capacities of a cross-country, cross-institutional, and cross-disciplinary community to engage with the challenges of building resilient, fair, culturally appropriate, nutritious food systems that transcend national, institutional, and disciplinary boundaries.

OBJECTIVE 1: shift the terms of national debates on food and agriculture in Ghana and Tanzania to prioritise the interests of small scale farmers through a bottom-up approach

OBJECTIVE 2: build an equitable research partnership between Leeds, in-country universities and in-country farmers' organisations to support research that meets the needs of their membership. We will do this by advancing a new methodological and theoretical approach to understand complex food systems and their functioning in the Global South, which will give early career researchers working for farmers' organisations both the tools to understand 'big picture' problems and how their activities are shaped by them. At the same time we will give them the methods to acquire local knowledge on farming and food systems which are locality and context specific and connect these to the big picture analysis.

OBJECTIVE 3: strengthen the internal research culture of small scale farmers' organisations in Ghana and Tanzania and enable them to become learning organisations which are more visible and effective advocates at the national and international level. The 12 research pilots by early career researchers are coordinated, supported and led by organisations' officers on the ground; while the academic part is co-supervised by one academic in the UK and one in-country. The role of organisations' officers is pivotal and can potentially start a process that leads to the enhancement of research capacity inside the organisation itself.

OBJECTIVE 4: support and nurture the next generation of Ghanaian and Tanzanian food and farming scholars and experts who will advance a farmers-centered debate in partnership with farmers' organisations drawing on an interdisciplinary, system-based approach. Training and pilot research will select a gendered balance group of young researchers who are strongly motivated to serve farmers' organisations in the long term but have so far lacked the means to do so because of scarcity of resources. Our activities create a new in-country epistemic community with the potential of sustaining activities in an autonomous way in the long-term.

Table 1: Members of the Project Team

Project team			
<i>Original Team members</i>	<i>organisation</i>	<i>No days</i>	<i>Role in the project</i>
1. Professor Anne Tallontire	Leeds, School of Earth and Environment	30	PI. Lead the project, with a focus on designing the partnership framework, the inception and learning activities

			and the writeshop, and contribute to supervision of ECRs/ pilots
2. Dr Elisa Greco	Leeds, SEE	40	Co-design the modules, supervise and help deliver the training, supervise pilots, participate in the learning event workshops and manage the writeshop.
3. Professor Ray Bush	Leeds, POLIS	9	Supervise ECRs/ pilots and input to the training design
4. Professor Andrew Brown	Leeds, LUBS	9	Supervise ECRs/ pilots and input to the training design
5. Dr Andrew Mearman	Leeds, LUBS	2	will advise on methodologies and design for the training
6. Professor Stephen Whitfield	Leeds, SEE	12	Contribute to supervision of ECRs/ pilots , and with the learning process in the final learning event.
7. Dr Steve Sait	Leeds, FBS	6	Contribute to supervision of ECRs/ pilots
8. Dr Richard Mbunda	University Dar es Salaam, Tanzania	50	Academic Country lead for Tanzania
9. Dr Dominico Kilemo	Sokoine University of Agriculture, Tanzania	25	supervise ECRs and attend the inception workshop, the dissemination event and the final learning event
10. Dr Jasper Ayelazuno	University of Development Studies, Ghana	20	supervise ECRs and attend the inception workshop, the dissemination event and the final learning event
11. Dr Toby Moorsom	University of Ghana	85	Academic Country lead for Ghana
12. Dr Benjamin Nyarko (Kofi)	University of Cape Coast, Ghana	20	Supervise ECRs and attend the inception workshop, the dissemination event and the final learning event
13. DR Naalamle Amissah	University of Ghana:	20	supervise ECRs and attend the inception workshop, the dissemination event and the final learning
14. Theodora Pius	MVIWATA	70	The organisation of training in Tanzania, ECRs logistics and fieldwork, organise dissemination activity, and host the final learning event

15. Bismark Owusu Nortey	PFAG	60	The organisation of training in Ghana, ECRs logistics and fieldwork, organise dissemination activity, and participate in the final learning event,
Additional members from partnering organisations			
Stephen Ruvuga	MVIWATA		Executive Director, workshop facilitator
Dr Charles Nyaaba	PFAG		Incoming CEO and former Programme Director; ECR supervisor, workshop facilitator
Victoria Adongo	PFAG		Former CEO, retired Dec 2021
Azindow Idrissu Yakubu	University of Ghana		Workshop and team liaison in Ghana and workshop facilitator
Mathew Senga	Senior Lecturer, Department of Sociology and Anthropology, University of Dar Es Salaam		Workshop facilitator and ECR supervisor contracted by MVIWATA
Dr Godfrey Sansa	University of Dodoma		Workshop facilitator and ECR supervisor contracted by MVIWATA
Dr Abunuwasi Mwami	Sokoine University of Agriculture		Workshop facilitator and ECR supervisor contracted by MVIWATA
Dr Bashiru Ally	Member of Parliament and former academic at University of Dar Es Salaam		Workshop facilitator and ECR supervisor contracted by MVIWATA
Rachel Palfrey	University of Leeds SEE		Hired using GFEI funds to support AT in June and July 2022 to organise final workshops and liaise with ECRs and supervisors

In addition to colleagues listed above, we are grateful to have had substantial inputs to the Training workshops from the following people with an international academic standing or substantial experience in related campaigning movements, who voluntarily shared their time, knowledge and experience with the team members and trainees.

Table 2: Additional contributors to the training

Contributor	Affiliation	Ghana	Tanzania
Dr Habib Ayeb	Observatoire de la Souveraineté Alimentaire et de l'Environnement (OSAE) and <u>Universite Paris-8, France</u> , Emeritus Professor	√	√
Gyekye Tanoh,	Anti-Capitalist and Eco socialist Campaigner	√	
Sylvester Bagooro,	Third World Network	√	
Dr Siera Vercillo	University of Waterloo, Canada	√	
Professor Kojo Amanor	Institute of African Studies, University of Ghana	√	
Bernard Guri	Center for Indigenous Knowledge and Organizational Development, CIKOD, Ghana	√	
Edwin Kweku Andoh Baffour	Food Sovereignty Ghana	√	
Professor Joseph Yaro	Department of Geography and Resource Development, University of Ghana	√	
Professor Jun Borras	International Institute for Social Studies, The Hague, Netherlands	√	
Professor Jens Lerche	Department of Development Studies, School of Oriental and African Studies, London	√	
Dr Kate Bayliss	School of Oriental and African Studies, London	√	√
Abdul Tumbo	MVIWATA member from Kilosa District		√
Lina Andrew	Regional Coordinator, La Via Campesina (Southern and Eastern Africa)		√
Sabrina Masinjila	African Centre for Biodiversity		√
Igor De Nadai	Member, MST (Brazil)		√
Flaca Esquisa	IALA (Venezuela)		√
Uledi Mussa	Chairperson, Tanzania Revenue Authority Board		√

Reports and outputs

- Programmes of Ghana and Tanzanian Training workshops (see Appendices 2 and 3).
- PFAAG – Training Workshop report, February 2022 – filed separately on Researchfish
- Slides produced by ECRs for Learning Workshop 19 July 2022 (circulated to the group).
- Collation of research reports by Ghanaian ECRs with summary and commentary from academic country lead (in progress).

2. Project activities

The original start date was 11 December 2019, and the project plan was for 18 months. Due to Covid 19, and also contractual challenges, the project end date was extended twice and there was an extended period of post AHRC funding to end of July 2022. In total, the project was a year longer than originally planned. Given that many of the main activities took place in the final months of the project, some of the consolidation learning and capacity building activities did not take place quite as planned. However, many of the connections and relationships that this project drew on and sought to build up continue and the Early Career Researchers (ECRs) who participated in the training and conducted the pilot research projects are forming their own networks ECRs, nourished by the Farmers' Organisations (FOs).

Figure 1 sets out the project vision, which despite the various adaptations, has remained guided the main activities of the project.

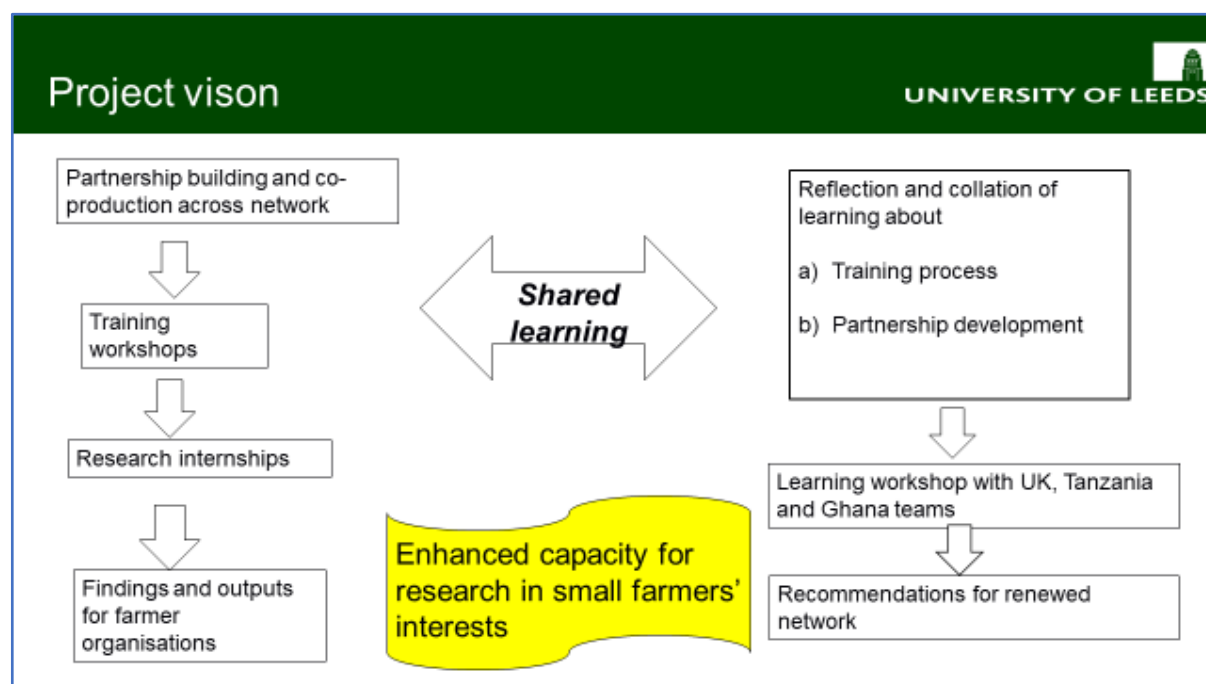


Figure 1: Project Vision slide presented at team online meetings

Project adaptations

Due to Covid-19 and challenges of remote working we have had to adapt our project activities so that they were Covid- safe and do not involve international travel. This has meant an extended planning period as we renegotiated and agreed activities to meet project objectives. There were extended online meetings over December 2020 to June 2021 with country leads to agree viring of funds and planning to enable covid adaptations and adapt to hybrid in person and digital delivery of the planned training workshops.

Throughout 2020 and 2021 administrative procedures were protracted with long delays meaning that it has been difficult to get project activities (especially planned training events) off the ground. There was a hiatus in follow up to collaboration agreement signatures in the immediate Pandemic period between April and Sept 2020 - this has been captured by the first extension (end of project moved from June 2021 to December 2021, agreed in Sept 2020). The Collaboration Agreement was only finally signed by all partners in early August 2021. This process was affected by Covid as it slowed responses to queries and due diligence processes due to remote working (people working from home did not always have good connections to email or access to landlines); specific impacts on individuals working in research finance and administrative staff due to Covid (illness, isolation, caring responsibilities) in both Leeds and partner organisations.

Finally some of the academics involved in planning and delivery of the training activities at the heart of the project have been directly or indirectly been affected by Covid – one was shielding due to an existing condition, and another had additional caring responsibilities due to family members contracting Covid. A key member of the team became seriously ill in the final year of the project, essentially ceasing their contributions.

Table 3: Planned Activities in the Proposal and commentary on how these were affected and adapted

Planned activities	Adaptations
<p>Activity 1: Inception. review approach to partnership building and agree on points of reflection throughout the process, to set foundations for the final learning event.</p>	<p>Several one to one conversations between AT and EG and AT, EG and RM and TM as the core academic team. RM and TM liaison with farmer organisations. AT also in discussion with farmer organisations at key points to ascertain progress and decide on adaptations.</p> <p>AT and EG wrote the Ethical Review using University of Leeds procedures and shared with members for their comments and to ensure that corresponding procedures were followed in Ghana and Tanzania.</p> <p>Planning and logistics of the training workshops; adaptation to hybrid events; intense conversations about who to deliver and how</p> <p>Creation of the Workshop Planning Template</p>

	Discussions about the recruitment and selection process of the workshop participants and for the ECRs, including balance of academic and activist participants Reflection and planning event held online in June 2021.
Activity 2: Intensive training on the Political Economy of Food: a SoP approach.	This has been the main activity of the project –took place in November 2021 (Ghana) and January 2022 (Tanzania)
Activity 3: co-design of pilot research-based research internships.	Pilot projects designed by ECRs with advice from academic supervisors and based on Farmer Organisation priority topics
Activity 4: Pilot research internships.	Overseen by supervisors in liaison with the Farmer Organisations
Activity 5: Learning from the pilots.	Reports written up by the ECRs and shared with supervisors and Farmer Organisations.
Activity 6: Dissemination of pilot research	Plans to be made by Farmer Organisations
Activity 7: Academic Writing Writeshop and follow-up.	This activity has been a casualty of the extended timelines for the other activities and has not taken place
Activity 8: Final learning event. <i>[using funds from Global Food and Environment Institute]</i>	Findings reported by ECRs and shared with project at an online workshop in July 2022 Instructions on how to create summary videos shared with ECRs in late July 2022

The key events in the project are illustrated in the timeline below, in Figure 2

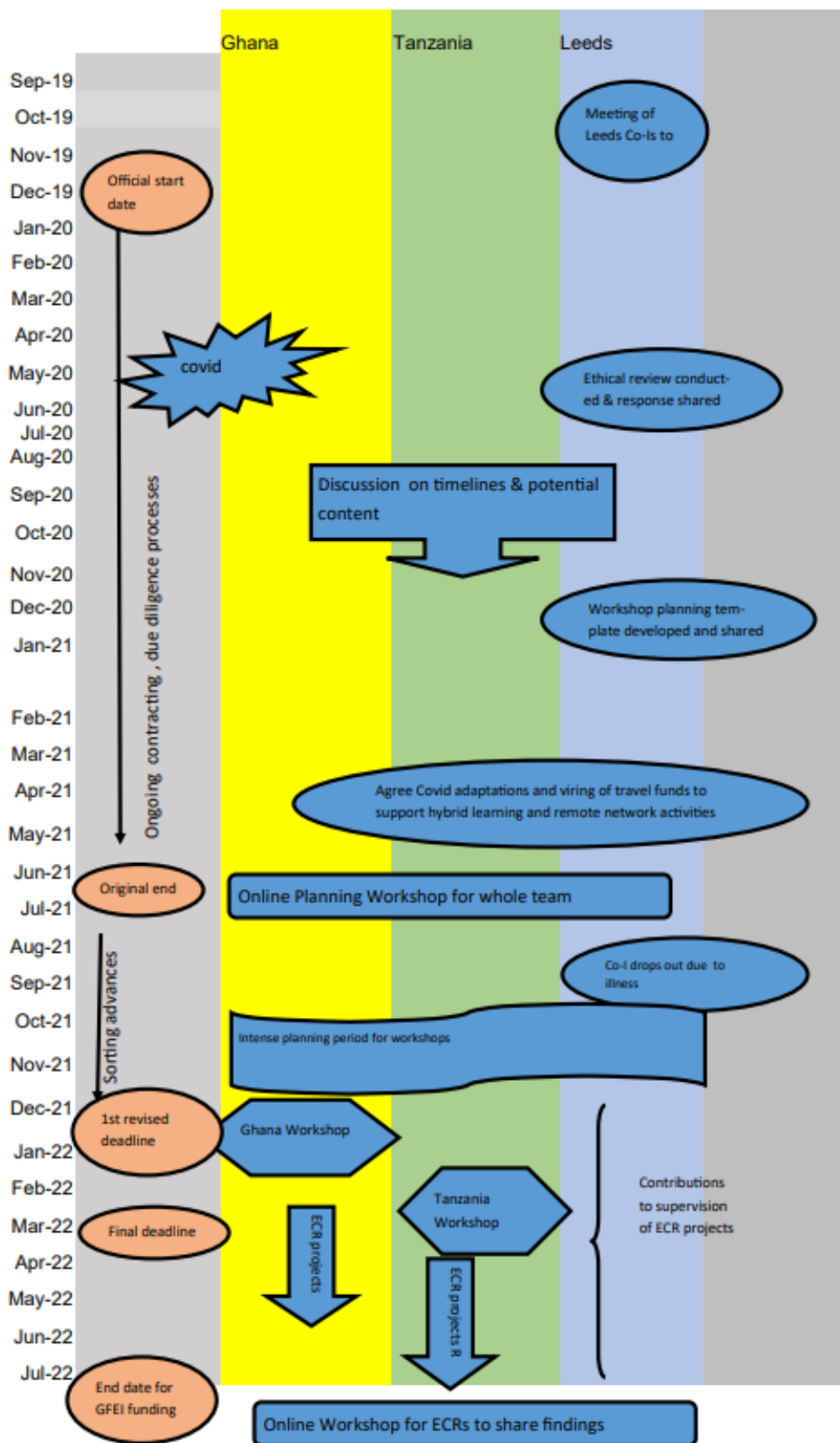


Figure 2: Timeline of the project

Inception and Planning

In June 2021 an online workshop was held with the co-Is aimed at reflecting on objectives and considering progress to date. This built on a series of one-to-one conversations with between one of the Leeds Co-Is (EG) with the two academic country leads, and meetings between EG, the country leads and the FO contacts, as well as conversations between the PI and individual team members as go-between with the Leeds contract and finance offices. There had also been several written updates to the whole project team from the PI to provide an overview of project development, including ethical review processes, and proposals on covid adaptations. At this point, as with several other projects there were ethical challenges in balancing the 'Covid-19 restrictions of the UK as well as those of another country' that 'differed nation to nation' (Pirgova-Morgan, 2022: 116).

In the event, the June 2021 planning meeting focused more on the practical, logistical elements of the training workshops than the learning outcomes or the approach to delivery. Anxiety about when promised advances would arrive and discussions about the complexity of the financial process dominated the discussions.

3. Training Workshops

The project successfully delivered two training workshops of approximately ten days each with a total of 26 people participating in Ghana and then 21 in Tanzania (plus some staff members in each case). Following these workshops some of the participants applied to undertake research internships. These projects focused on topics identified by the participants in partnership with the farmers' organisations with which they were associated. The projects were supervised by academics who had formed part of the original project team, plus others recruited to the purpose.

Recruitment to the training programmes was organised by the academic country leads in collaboration with the farmers' organisations, drawing effectively on both academic and activist networks. For example, the [news item on the MVIWATA website to call for applicants](#) yielded over 1,400 views and 127 people applied to participate in Tanzania.

Training Workshop Development Process

The finalised programmes for the Training Workshops are included here as Appendix 3 and 4. The Farmer Organisations in the project focus on food sovereignty and agroecological alternatives on their advocacy programmes. They have been keen to build an internal research culture where researchers listen to farmers rather than teaching them. The overall focus was therefore to provide the participants with critical political economy framings to understand food and agriculture, especially with respect to the priorities of small farmers.

The PI together with some of the academic Co-Is (training co-ordinator and academic country leads) developed a Training Template (Appendix 2) to encourage a dialogue on the design of the workshops that incorporated the ideas of both academics and Farmer Organisations. The workshop design was informed by the principle that it needed to be tailored to where participants are, both in terms of customs and practices of learning, particularly with regard to how resources might be used. Hence the template was designed as a set of questions starting with the needs of the learners and learning outcomes.

In the proposal we advocated for a Systems of Provision (SoP) approach to be shared with the participants as an example of a critical political economy approach that had been used successfully to bring together people from a range of disciplines to better understand challenges in particular sectors (Bayliss et al., 2013). The SoP approach was developed to analyse connections between consumption and production in the food system, tracing the linkages between context-specific knowledge, e.g., emerging from single case studies, and the big picture analysis of the world food system (Fine and Leopold, 1993). Its analytics are multi-scalar and multi-disciplinary, while being based on historically informed economic analysis investigating the cultural, social and political nature of how demand and supply are structured within SoPs. In other words, a lot of factors come together to determine how individual level choices are made about what to eat, and for the farmer, what to produce. The aim was to combine the SoP approach with locality-specific, participatory research address past criticisms of participatory research, which has been often seen as too location specific, not generalizable, and generally unaware of political and economic trends at play that generate common issues for small scale farmers at the local level. We were keen to adapt and reflect on the application of this framing and methodological approach to political economy of food to African contexts.

A year or so into the project the SoP framing was questioned by members of the Tanzania team. They were keen to inject more on agroecology and African approaches to critical political economy and agrarian change into the programme. They also raised questions about the approach to selection of the participants, arguing for the inclusion of more activists rather than post-graduate students. There were a few robust conversations about the role of the approach to political economy that was proposed, with a discussion about the northern bias of the Systems of Provision framing. The focus of the training in Tanzania evolved to have a focus on a wider range of theoretical framings from the global south, though there was a session on SoP.

The selection of participants for the Tanzania workshops included an explicit focus on people with an affinity to farmer organisations, and included some people who already had connections with MWIVATA, enabling connections with other seminars, training and internships that the organisation supported¹. Whilst there was a stronger focus on SoP in Ghana, the workshop there also benefited from a range of perspectives on political economy and discussions about the relevance of different approaches to the country and continental context, as we had had hoped.

Both workshops supplemented the theoretical training with some sessions on research methodology and a field trip to bring ideas alive in context, together with some video showings that then led to discussions. We shared slides and open access documents with participants via the online collaboration tool Slack, which was new to some of the participants. Thus in addition to academic knowledge the participants gained some online learning and collaboration skills.

[Contributors to the workshops](#)

In developing the programmes for the training workshops members, we drew on the expertise of academic members of the original project team to deliver sessions. Team members from PFLAG and MVIWATA led sessions giving backgrounds to their organisations and their aspirations and contributed to the facilitation and discussions. In addition, the project team reached out to contacts from their activist and academic networks to introduce a variety of voices and experiences to the participants though both the formal presentations and facilitated discussions and in some cases eminent African scholars continuing discussions into the evening with participants. One of the benefits of using digital technology for the events was the ability to engage with

¹ MWIVATA has hosted masters students and interns undertaking dissertation projects at neighbouring universities for some time, especially with at SUA and is keen to build more formal links other universities.

scholars who would otherwise not have been able to participate in person. We were very grateful for the participation of Africanist scholars from outside Tanzania and Ghana and also representatives of farmer organisations from Venezuela and Brazil who were able to participate via Zoom links.

Ghana Training Workshop

The Ghana Training Workshop took place from 29th November to 6th December 2021. A total of twenty-six participants comprised of six females and twenty males participated, together with some PFAG staff members. Only seven out of 69 applicants were women making it difficult to achieve a gender balance.

The team of Ghanaian academics and members of PFAG pulled together to produce a programme based on the Template developed in December 2020 and drawing on a range of national and international contacts (see Appendix 3). The PFAG team produced a highly informative report of the event and immediate outcomes so this report will not repeat those details (see PFAG 2022). The interactions both in person and online can be seen in the screenshots from Twitter below (Figures 3 and 4).



Photo credit: Anne Tallontire Twitter from screenshot

Figure 3: The trainees celebrating at the end of the feedback session in Accra

← Tweet



Peasant Farmers Association of Ghana
@PFAGghana

...

“We want to thank @UniversityLeeds and @GCRF for giving #PFAG the opportunity to host this project.”
Victoria Adongo, Exec Dir at #PFAG expresses gratitude to donors while encouraging researchers to develop proposals that can help address challenges confronting the #Agric sector



4:28 PM · Dec 14, 2021 · Twitter Web App

Photo credit: PFAG Twitter

Figure 4: Images from face to face and online sessions in the Ghana workshop

Tanzania Training Workshop

The Tanzania Training Workshop took place from 25th January to 4th February 2022 and were hosted in the MVIWATA facilities in Morogoro. We had hoped for this to take place in September 2021 but the original dates were cancelled due to disagreements about the design and delivery of the training workshops, as noted above, as well as the protracted process to access the funding advance. In total, there 26 participants were selected to participate in the Tanzania workshop. Staff members from MVIWATA also participated in several sessions.

The themes covered in the Tanzania workshop, as shown in detail in Appendix 4 the workshop programme included:

1. Peasants and their relations to the global political economy- Theoretical issues: Structures of capital accumulation; disarticulated accumulation etc
2. The framework of analysis : Marxism and the SoP
3. Building the alternative – food sovereignty, agro ecology and cooperatives
4. Methodology
5. Research priorities

This was facilitated by a team of academics contracted via MVIWATA to supplement the inputs of the original co-investigators and others who had been brought into the network to share their knowledge, together with inputs from the Leeds team and some of the presenters who had been involved in the Ghana workshops. These three new academic facilitators also contributed to the supervision of the ECRs.



Photo credit: MVIWATA Twitter
Figure 5: Learning sessions in Tanzania



Photo Credit: MVIWATA, Facebook, 2 Feb 2022
Figure 6: Tanzanian participants presenting their ideas

At the Tanzania workshop there was a greater emphasis on farmer activism, benefiting from connections through La Via Campesina (MVIWATA hosts a regional organiser for the southern and eastern Africa). The online and classroom activities were complemented by a field visit to meet farmer members of MVIWATA in Kilosa District in Morogoro (see Figure 7).



Photo credit: MVIWATA Twitter

Figure 7: Field visit to meet farmers

Hybrid delivery of the workshops

The bulk of the training workshop sessions were conducted face to face particularly in Tanzania, but due to Covid 19 the UK co-Is participated online. Zoom licenses were acquired by the Farmers Organisations for the period of the workshop, using funds re-allocated from travel budgets as part of the Covid adaptations. The advantage of a hybrid format and the rapid build-up of digital communication skills and greater availability of relevant technology meant that a wider range of people could contribute to the sessions and add breadth and depth to the workshops. As can be seen from the Ghana programme in particular, the participants benefited from a range of Africanist scholars who participated via Zoom from Nairobi, Tanzania, Tunisia, Canada, Netherlands, UK and the Tanzania workshop there were online presentations from farmer movements in Brazil and Venezuela facilitated by the Director of MVIWATA.

Interaction between online presenters and the participants in the room was made successful where there were facilitators in the room who were able to gather questions from the group and also flag to the presenter where there were challenges of communication or clarity or indeed to deal with technical issues. There were a few occasions when there were technical challenges which interrupted the delivery of some sessions but most happened as planned.

Feedback from the two workshops

In the final feedback sessions we tried to use interactive technology to elicit anonymous feedback. However, these were limited by the access individuals had to laptops or phones with Wi-Fi capability. Nevertheless, all participants in the workshops could see the comments made anonymously by others and could contribute to the feedback discussion orally.

Reflecting on the feedback from the sessions, the participants liked the local and applied parts but also seem to value the conceptual material. Overall, the balance seemed to about right, neither too abstract or too practical and lacking conceptual anchors.

As noted above, there were some questions raised about the relevance and applicability of the SoP framing, especially in the Tanzania workshop. In both workshops a variety of perspectives were shared with the participants. In practice, the SoP approach provided a useful framing for the more interactive sessions with participants. Kate Bayliss presented an overview of the approach via Zoom and drawing on ideas from the Ghana academic lead regarding locally appropriate foodstuffs, set a task for the participants to map out SOPs for a variety of food products, enabled by the in-situ facilitators. Participants were presented with the following examples of commodities they could choose from, but also had the opportunity to alter and choose a different commodity:

- Pineapples/Mangoes for export markets
- Broiler chickens (imported vs. local provision)
- Cocoa (which would have significant variation within)
- Yams/Rice/Cassava
- Cotton print cloth - vs. second hand imports vs. name-brand fashion.

Participants were asked “What ideas/frameworks/ concepts do you plan to use in your work in the future?” and were requested to record their responses via the online polling tool Mentimeter. Figures 8 and 9 are word clouds created from the Mentimeter responses.

Comparing the feedback from the Ghana and Tanzanian participants it is perhaps not surprising that more of the participants mentioned the SoP approach in their feedback as regards the more memorable aspects of the programme. Both cohorts flagged up political economy as an approach that they found insightful and useful for the future. Some highlighted how they found the political economy approaches particularly eye-opening, especially with regards to looking beyond appearances and what was observable to considering the role of critical theory.

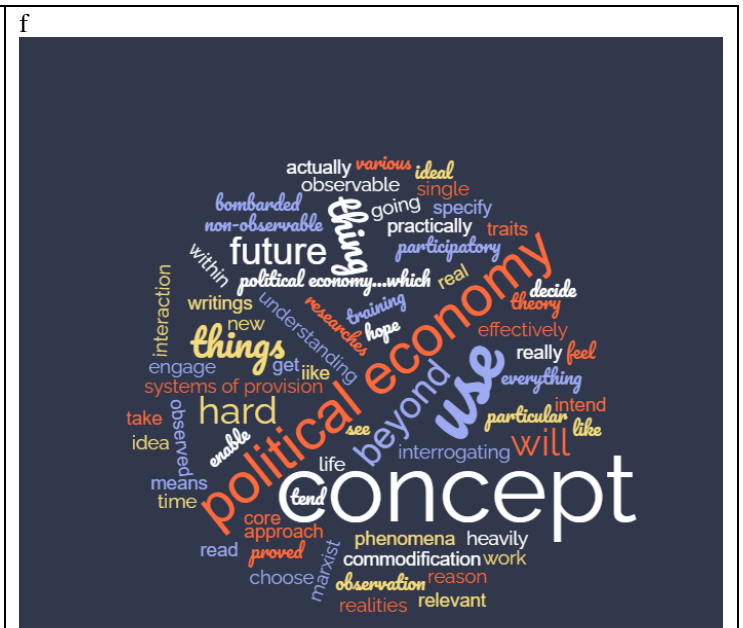
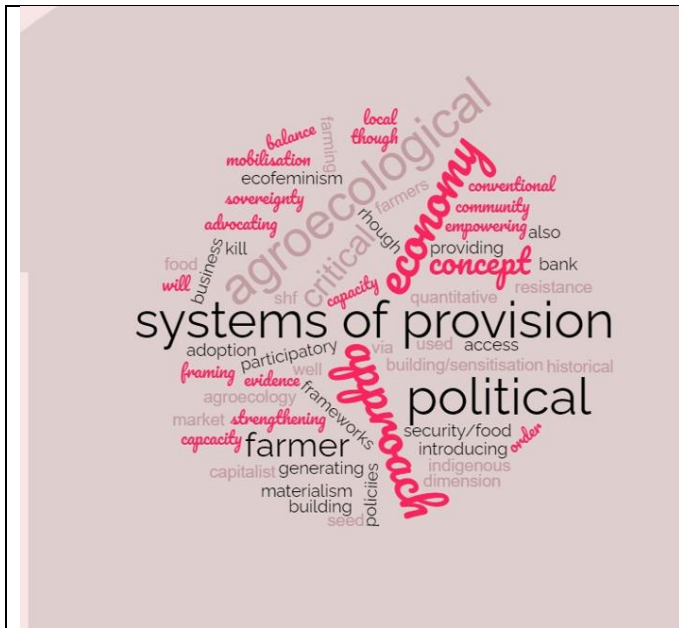


Figure 8: Mentimeter responses in Ghana

Figure 9: Mentimeter responses in Tanzania

3. ECR Projects

ECRs were selected from amongst the participants in the Ghana and Tanzania workshops to undertake mini-research projects under the supervision of academics from amongst the team. Project design and data collection took place in the first quarter of 2022.

In Ghana 13 participants applied for the ECR internships. Of these, 9 were selected, 8 accepted (one withdrew), 8 have submitted final reports and policy position briefing notes. In Ghana the ECRs had Ghanaian academics supervising with inputs from some of the Leeds team, with some supervisory support from PFAF team members (see Appendix 6). The Tanzanian ECRs were supervised by Tanzanian academics and were supported and overseen logistically by MVIWATA who co-ordinated contracts with the supervisors (see Appendix 5).

On 19th July 2022 nine of the ECRs presented their findings at an online workshop for project members. See Appendix 7 for a list of presentations were prepared by the ECRs. The aim was to give brief highlights and stimulate questions and discussion. The slides from the presentations were shared with project members and the ECRs were invited to create short videos of their main findings to be posted on a project website. They were given detailed instructions of how to do this and to upload to a shared file. To date one ECR from Tanzania has shared a video with wider team.

In the Ghana group, each participant got feedback on their proposals from their two supervisors and had in-person or zoom-based counselling session before they designed their study, research methods, locations, scope and potential significance of their approach for potential practical policy options. Supervisors maintained four-way discussions of draft documents that included the country-lead. They took the project as far as a “final draft”, though there is significant variation in quality of the final reports. This was influenced by the fact that participants were at varying stages in their academic careers, and that some from the sciences did not have well developed critical writing skills. For this reason, they are not yet in publishable form, though findings are significant, especially when considering their cumulative value. While they were each narrowly

focused, with a sample size limited to what data one could gather in a week to ten days, they offer a wider window into the range of challenges facing farmers across sub-sectors and in relation to differing external factors (e.g. fossil fuels, mining, irrigation schemes, proximity to markets).

Many of the Ghanaian ECRs and Faculty were delayed by periods of illness from Covid-19, malaria and other matters, but all drafts came in. The final drafts will be available on PFAG website via link, but the Ghana team is examining options of linking with Third World Network, Daraja Press or an appropriate journal or for a special edition or section. The latter might involve pulling together two or more studies into a thematic research article (for example, Extractivism).

Following submission of concept notes, 12 participants were selected as ECRs by the Tanzanian team, working across four projects (with a nominated team lead from amongst the ERCs), see Appendix 4. Some of these were researcher activists with close links already with MVIWATA. The supervisory team was contracted by MVIWATA to include the academics involved in the workshop facilitation, in some cases based on suggestions from the academic country lead. The Leeds team were not involved in this supervision and there was limited interaction between the Leeds-based PI and most of the Tanzanian supervisors once the workshop had ended.

Some reports by ECRs from Tanzania are close to completion. However, it proved tricky to sustain an interaction between the ECRs and some of the supervisors in Tanzania. There were some misunderstandings between MVIWATA and the academic country lead about co-ordination of the supervision process and the contracted expectations of the supervisors and to whom they would report. To date, one of the ECR teams in Tanzania has shared a report of their research with the project team, and has received some feedback from the PI in addition to their supervisor.

MVIWATA plans to use the reports in its going policy dialogues especially on land and on internal training processes. The reports after final reviews will also be published in MVIWATA website for general public to access. At present there is no plan to summarise the work or make thematic connections between the research reports.

The Ghana ECRs' reports have been completed and are being collated by the country team lead (in liaison with supervisors) with a view to providing an overview of key findings that can be shared more widely. PFAG reports that the ECRs' reports that this single document will be shared and with key stakeholders, such as the Ministry of Food and Agriculture, Ministry of Finance and the Heads of the Metropolitan, Municipal and District Assemblies (MMDAs) where the respective research projects were undertaken. It will also be made available online on the PFAG website.

4. Project activities for learning and reflection

One of our project objectives was to generate lessons on network building. We planned originally to do this periodically via reflective sessions face to face and a facilitated lesson learning session at the conclusion of the project. However capturing the learning about network development regularly, formally and explicitly has proven difficult to do, particularly in the circumstances of Covid-19 and the need to adapt the project. However, in the section below on achievements and challenges we identify some lessons from a complex real-life situation.

It was difficult to get the project moving due to challenges of contracting, aggravated by Covid-19 which meant that the training workshops did not take place until nearly the end of the extended project period.

Given funding timelines, the most constricted aspect of the project was the sharing of learning from the ECRs and time to reflect and collectively generate and document learning from the project as a whole. We were fortunate in having the match funding from the GFEI aimed at consolidating the learning from the project to which we had access until the end of July 2022. However, in the event, the time available ran away with us and the learning documented was less extensive than we hoped.

Early conversations to lay the groundwork for reflective conversations on network building and learning tended to be sidelined by pressures to ensure sign-off of contractual documents and smooth delivery of financial advances. Thus, whilst the way in which the project has progressed embodies a constant process of learning in terms of adaptation to changing circumstances or based on robust exchanges about the practical challenges of project delivery, there have been challenges in organising specific sessions to generate reflections on learning. Even if we had been all able to get together regularly and build up greater familiarity and trust, this was always going to be difficult as taking a reflexive approach can be challenging for individuals, as it can involve a person considering what they might have done differently.

As one member of the team articulated “this project should have been simple”, referring to similar endeavours in which they had participated which had involved training workshops. Indeed, if the project had been about the delivery of workshops, then it might have been easy. But the challenges lay in the co-production of the workshops and balancing the priorities of interests of farmer organisations and the conceptual content, as well as recognising the different cultures of decision-making in Farmers Organisations as opposed to research or higher education institutions, and the various material struggles and inequalities.

There were a number of efforts in the latter stages of the project to generate and document learning, as set out in Box 2, but there was limited energy to engage and the project priority for most team members was supporting the ECRs in the delivery of their projects and write-ups.

Overall, it has proved difficult to plan for the more continuous learning aspects of the programme, especially in a formal or designed sense. Opportunities for reflecting on learning have been opportunistic based on one-to-one conversations or dropped into meetings, such as the request to share learning at the workshop planning meeting of June 2021.

Box 2: Efforts to consolidate learning in the final stages of the project

May 2022 proposal

a) Workshop A: Short presentations from ECRs Knowledge and frameworks focused: to collate and examine what have we learned from the training workshops and the pilot research, especially concerning the application of political economy systems thinking to the challenges of small farmers in the food system. In the Ghana case, it will be especially interesting to hear how ECRs, largely trained in sciences, found the engagement with political economy.

b) Workshop B: to collectively identify and reflect on the lessons from our project for both ourselves in future partnerships and also that might be useful for other student intern/ project work conducted by farmers’ organisations and for universities and funders. (worth noting that, in writing the grant we had expected there to be more engagement between the Tanzania and Ghana groups than what has transpired). Ideally

<p>there might be lessons on how to develop productive relationships between peasant farmer organizations, toward wider policy and political orientations.</p>
<p>June 2022</p> <p>Workshop A – proposed to take place 27 June 2022 – depending on progress with pilot study reports Workshop B – still proposed, but subject to timing</p>
<p>July 2022</p> <p>Workshop A took place 19 July 2022</p> <p>Opportunity for the ECRs to create videos on key learning to share via You Tube.</p> <p>Request to team members to engage in reflective conversations with PGR employed as a research assistant to support a composite narrative on learning from the project. Some interest expressed, but no interviews took place in the time available</p>

5. Achievements and Challenges

Network Building

A new generation of researchers

Notwithstanding the challenges that are recorded elsewhere in this report, this project has created and nourished links between early career researchers and activists on food systems and production with farmers’ organisations.

Many of the interns, and indeed participants in the workshops who did not go on to be interns, are keen to sustain their involvement in the farmers’ organisations and the wider network of researchers. Some links between academics working in this field have been reinforced, sharing new insights and methodologies, both with respect to knowledge exchange and capacity building and ways of thinking about food systems.

Ideas generated for future networking were particularly explicit in the Ghana workshop, as expressed in the PFAG project report. Participants were motivated to produce position papers building on what they had learned and discussed.

Moreover, a platform for participants to discuss issues relating to global food economy and forge strategies to engage in national level debates have been formed. This “WhatsApp” platform has become an avenue of knowledge and information sharing and seen active participation of members in PFAG related initiatives. For instance, some interns had the opportunity to attend several dialogues such as dissemination workshop on the African Continental Free Trade Area (AfCFTA), organized by the PFAG and Agricultural Policy Research in Africa (APRA) workshop through the platform.

Recently, one of the online presenters during the Ghana workshop, Dr. Siera Vercillo, of the University of Waterloo, Canada, paid a familiarization visit to the offices of PFAG during her visit to Ghana. As part of the outcomes, the two parties agreed to collaborate to develop a research proposal to promote indigenous agricultural knowledge and food sovereignty in the Northern part of the country.

The participating ECRs in Ghana are keen to regather for reflection, and some have discussed presenting panels at the African Studies Association of Africa joint conference with the US-based African Studies Association conference in Accra, Ghana in August 2023. It is unfortunate the final project timeline, with multiple delays from the pandemic, did not enable us to use the funding originally allocated for this type of consolidation activity to take place. But there is still communication among the members of the ECR group in Ghana which may lead to a further learning session and networking opportunity for those who can get to the conference.

In Tanzania the project brought together facilitators from University of Dar es Salaam, University of Dodoma, Sokoine University of Agriculture, the Jordan University College – Morogoro and different farmer organizations. The academic facilitators had a period of sustained interaction and were heavily involved throughout the workshop period, and they were able to forge links that may lay the groundwork for future research and co-authorship along the themes that guided the training.

Gender dimensions

Whilst the participants in the training included both women and men, the applicants for the internships were largely men in Ghana. This was perhaps to be expected given that only seven out of 69 applicants for the workshop were women in the first place.

The Tanzanian workshop managed a more even gender balance and there were three women of the twelve involved internship teams, with one leading a project.

We did not directly ask why few women applied for the next step in the project, but reflection on the feedback from workshop participants about communications and timing provide clues. There was relatively little notice given to participants of the workshops and then the timing for the fieldwork and the overall process of the internships was not clear. If people had caring responsibilities, as may be the case particularly for women, it would have been very difficult to plan for both the training workshop and the training.

Connections between Farmer Organisations

When we wrote the proposal for the project, we understood that both PFAG and MVIWATA were members of the international network La Via Campesina which aims to bring small farmer voices into national and international policy making and provide peer to peer support for national level organisations. We hoped that this would provide a vehicle for enhance the impacts of our project beyond Tanzania and Ghana and assist in facilitating dialogue between the two organisations.

Whilst MVIWATA is strongly networked with the South and East Africa regional networks of La Via Campesina, and the regional co-ordinator participated in the training workshop, PFAG is not involved in this particular network (though it has many other connections with international agrarian movements). This meant that there was not the natural connection between the two organisations that we hoped to build on.

Nevertheless, there were good links built between some of the academics involved in the project from Tanzania and Ghana, particularly through the two academic country leads, reinforced through the

engagement with the participation of the international contributors to the workshops, both academic and activist.

Contracting and funding challenges

The time taken for paperwork for this project has been disproportionate to its value. Relatively small projects in terms of funding with many partners will always require a lot of administration and careful project management but this project suffered particularly from poorly communicated financial and contractual procedures that added tensions to an already burdensome project management process as well as some project-specific issues. These were all aggravated by Covid-19 impacts.

Distribution of funds to Farmer Organisations and financial procedures

Even without the complications of Covid-19 the contract process was protracted, complex and confusing. There was considerable frustration on the part of the project partners about the extent of the University of Leeds bureaucracy, not least because several of the partners had received funding from Leeds before, and had successfully discharged a project and reconciled funds appropriately for our N8 Pump Priming project that preceded this project. However, whilst this process had been administered via Leeds, the financial management had been managed by a separate university as part of a consortium, and so the University of Leeds was obliged to conduct its own due diligence procedure with the partner before any funds could be disbursed. As noted in section 2, this was impacted by Covid-19 delays, including a hiatus in activity by Leeds staff in the early phases of the Covid-19 pandemic as staff moved to remote working and work relating to this project seemed to get buried as contract terms for many projects were amended and some curtailed.

The budget was designed so that more than 50% was allocated to Tanzanian and Ghanaian partners and it was agreed that the FOs should receive advances in order to organise the training workshops. Advance delivery of project funding was particularly important for FOs due to dependence on grant funding and limited core funds (Martiniello and Nyamsenda, 2018). The process for delivery of the advance process was covered in in the Collaborative Agreement, but rather hidden in the small print, and required signatures from all project partners before funds could be released to the two partners that needed the funds up front. The Collaboration Agreement was only signed by all parties in May 2021. In addition, University financial regulations meant the instigation of a due diligence process that involved checking the authenticity of the recipients of the project funds.

This process was protracted due to Covid-19. There were several staffing gaps at the University of Leeds which meant that the start of the due diligence process was delayed and once it started it proved logistically challenging. Several of the recipients of emails and telephone calls for the due diligence checks were working from home and in a Ghanaian and Tanzanian context this often meant challenges in first locating the right people and their email addresses, and then getting hold of them as domestic Wi-Fi connections were not always reliable.

It had been hoped that the first tranche of advance funding would have been received in May 2020 to start discussions on activities once the Ethical Approval had been granted. However, due to the contracting and finance procedural delays no funds were advanced to the Partners to enable project activities to start until mid-June 2021, meaning that activities that should have taken place originally in September 2020, and then aimed at March- June 2021 had to be rescheduled. The African farmer organisation partners were understandably hesitant in committing staff time or sharing publicity about the proposed events before they were sure of receiving funds. Even once approval was given, to release funds, there was confusion about the procedures to follow, again adding to tensions.

There was a lack of clarity on the process and understanding of what advances would be delivered and under what conditions. There appeared to be assumptions among our administrators that the FOs (and indeed Ghanaian and Tanzanian University departments) understood the University and Research Council procedures, which was not always the case, adding to what are already onerous and time-consuming processes that create barriers to equitable partnerships (Fransman et al., 2021).

Contracting universities

Projects with a focus on network development rely on the drive and insight of the team members. However, they are contracted as part of organisations. The UKRI requires letters of support from institutions and there are some overheads built in for organisations. Contracting organisations is important for the longer-term development of capacity for collaboration so that knowledge generation and exchange is not solely based on individuals in a contract delivery basis or dependent on their immediate networks as would be a consultancy. These processes can be part of team building at institutional level so that academics can be supported to contribute more effectively and on an ongoing basis to development challenges by ensuring that individual researchers, and indeed their project partners, benefit from the resources and infrastructure that a university offers, and can be facilitated by research grant overheads to some extent.

Some of the direct benefits of contracting Co-Is via universities for this project included:

- The Ghana team were able to draw on the classroom spaces of the University of Ghana; this was not necessary for the Tanzania team as MVIWATA has its own training facilities with residential accommodation that was ideal for the face-to-face training.
- Some of the interns were drawn from education programmes that some of the Co-Is were involved with – masters and PhD candidates or recent graduates in both Tanzania and Ghana.

However, there were some challenges in the process of contracting with Co-Is via their employer universities. UK universities/UKRI whilst referring to individual Co-Is, are contracting the university named, not the individual as it is assumed that the individuals have research activities covered by their salaries and will then have a remission in workload accordingly to create space for the research activities. This is not necessarily the case for all academics involved in this project who were assuming that this would be income directly for them. To ensure that contracts were signed by the employing universities a case had to be made to demonstrate that the project was indeed research and not consultancy, especially as the university was expecting a higher overhead for the latter.

Moreover, given the relatively small size of the project and the travel restrictions, the full potential of institutional linkages either between Leeds and Ghana and Tanzanian HEIs and the HEIs and the farmers organizations were not realised, but the funding rules involved large overheads to the HEIs, the purpose of which some parties questioned.

Project management and delivery challenges

Due to the shifting timelines, extended contracting process and the impacts of Covid-19 (both restrictions and direct impacts) have meant that management has been adaptive and iterative rather than strategic or long term. As we note below, some different decisions in project proposal stage with regards to project design might have alleviated some of these challenges.

The early days of the project were taken up with formal processes of contracting and ensuring that we had a team in place given changes in employment status for at least three members of the original team. This

formal contracting process was extended due to the emergence of Covid-19 and the space and energy to rehearse the assumptions that underpinned the project plans and the roles and responsibilities was squeezed out. There had been plans to work through the assumptions in an inception phase, but the challenges of delivering funding advances in a timely way meant that few members of the team had the patience to review the premises of the project, focusing more on training workshop logistics or content. However, we might have spent more time on clarifying roles and responsibilities, especially given that some of the original project members were not able to continue in the project.

As noted above, it has been difficult to capture in a collaborative way lesson learned on network building. On reflection in designing and then executing the project, we needed to have more clarity on what this process entailed. For example, we might have structured this more as an action research process. However, this is not necessarily something to which all members of the project were keen to commit. We might have had more whole team meetings online, rather than rely on one-to-one discussions. But whole team meetings needed careful planning and structuring to ensure that we used everyone's time well and were difficult to schedule. When we did have them, there were sometimes heightened tensions as there was so much to do in a short time, lacking the benefit of to the side 'corridor conversations' or chance conversations that are so helpful in real life. Indeed, remote working has meant that establishing trusting relationships less easy, which has been commented on across several projects affected by Covid-19 (Pirgova-Morgan, 2022).

There were opportunities at different points in the project to hire in extra support to organise and facilitate the learning amongst the partners with the extra funds provided for this purpose by GFEI. We might have been more successful in facilitating reflection and the exchange of learning and if an external person had engaged from an early date, to provide some emotional and intellectual distance from the reflections. However, we did not hire an external facilitator largely due to logistical challenges – essentially the sequential nature of planning and difficulties agreeing dates and ensuring that work would be ready in time.

Towards the end of the project period, the services of a PGR were used effectively to organise bringing together the ECRs in an online seminar to share their findings.

Network structure

The design of a project team, its overall structure, membership, roles, interlinkages and modes of communication play and overall team culture play an important role in the delivery of a project.

Reflecting on the interactions between team members and the flow of communications, we can conclude that communications worked better with respect to the Ghana side of the project. To some extent, this linked to team size and composition. There were fewer Tanzanian Co-Is than in the Ghana team as some people approached based on earlier collaboration in the N8 phase, did not wish to be part of the proposal and there was limited time in the proposal development period to expand the academic team comparably. This meant a smaller academic team (just two compared to four in Ghana) to input into the development of the programme.

Furthermore, the project faced an early challenge with the team in MVIWATA as an organisational restructure meant the departure of one of the project members who had played a pivotal role in the development of the proposal and who had participated in the pump-priming project both in Morogoro and at Leeds. It took several months to identify a replacement within MVIWATA, leading to a hiatus in dialogue. Throughout the project most communications with MWIVATA have been through the Executive Director, ensuring a

commitment to the project but this role understandably has other responsibilities, leading to some gaps in communication.

In both PFAG and MWIVATA the leaders of the organisations have been directly involved in the planning and delivery of the project, more so than we anticipated in the original design of the project. More space in the project management structures and planning processes for inclusion of the expertise, insight and direction of farmer organisation leaders should be considered in future projects.

Another structural challenge with respect to the project team was the relocation and then subsequent illness of one of the original Leeds University Co-Is, Elisa Greco, who had a pivotal role in instigating the project, developing the training and who had strong relationships with many of the co-investigators, especially in Tanzania, and had been allocated the largest number of days for the project. As Elisa moved from a UK institution to a French one, her position as an 'international' investigator was no longer covered by the grant rules. A lot of time was taken up on the part of the PI and Co-I in negotiating with her new employer to subcontract some of her time back to Leeds, and then dealing with the consequent payroll and tax issues. In September 2021, as the training workshops were being finally agreed, Elisa became ill and due to her condition could no longer play a role in the project. Her inputs in terms of knowledge of the Systems of Provision framing, experience of Tanzanian networks, the training design and delivery and liaison between members of the project team were sorely missed.

During the planning of the workshops and attempts to engage Tanzanian scholars some challenges about the relations between global north and south academics and whether the project actually reinforced colonial relations. Some perceived the project design as designating the theory articulation and development to be northern led with southern academics allocated roles that were related to extractive data collection. Some of the proposed contributors felt that they should have been more integral to the original project proposal development, especially as some had been involved in our N8 Agrifood workshops in 2018. However, there appears to have been some lapses in communication during the proposal development and incorrect assumptions about availability and modes of engagement, which are network structure reasons for these challenges.

Colleagues who had advocated for the SoP framing were keen to engage in a conversation about decolonising political economy, exposing SoP to other traditions and contexts and instigating a conversation about theory development to complement the data collection and skills development. There was an aspiration to work together to build up the skills and capacity of new generation of African scholars and activists, both in terms of methods and theory. However it proved difficult to have such a conversation and some of the people we had hoped to involve as contributors to the Tanzania workshop in a similar way to those external to the project were involve in Ghana decided not to participate.

Some of these challenges have roots in terms of how the project team was structured in the proposal, but also the remote working and conversations over Zoom meant that it was difficult to have the open conversations that we would have liked – something that other AHRC projects have faced over this period too, as noted in a survey of GCRF and Newton projects to which the PI contributed:

“Therefore it was unsurprising that the pandemic was also seen as a potential barrier to the process of decolonising knowledge production. 58.2% of the GCRF and 69.2% of the Newton respondents perceived COVID-19 as a barrier to decolonising knowledge production and as potentially propagating further knowledge inequalities” (Pirgova-Morgan, 2022: 30).

Institutional cultures and pressures

The different and sometimes clashing organisational cultures and structures between third sector and academic organisations has been noted in several places (see Tallontire et al, 2020). Attempts at partnership building the global north and south tends to reinforce some of these challenges. Issues that came to the fore this project include contrasting hierarchies of decision-making, differing calendars, precarious contracts and staffing changes.

In developing the grant application we named individuals in the project rather than organisations as collaborators or partners. This is partly due to the desire to create a level playing field for co-production with individuals in both universities and farmer organisations named as Co-Investigators. However whilst individual academics have a level of autonomy (academic freedom) to get involved in research projects where they see fit, linked to expertise and trajectory, the culture in farmer organisations, as in many NGOs, is somewhat different. Once the contracts were signed, the academics had more freedom to make decisions without sign-off by managers, whereas it was important to ensure that the leaders of the farmers' organisations supported decisions made by the project team. In the FOs more people were involved in the project, including the directors who had not been named in the project proposals, but who had an important role with regards to the planning and implementation of the project, including regarding allocation of budgets. We were reminded of the culture of collective processes within in FOs and the need to ensure that all were briefed on the project.

Marrying academic and farmer organisation calendars in order to schedule events was a constant challenge that was not unexpected, but was exaggerated by Covid-19. We needed to ensure that joint activities that took into consideration the academic calendar and the cycle of events in which the FOs were involved (both linked to the agriculture and policy cycles). Once lock-downs were suspended, the many of the Ghanaian and Tanzanian universities changed their published academic calendars to allow for students to catch-up with their studies and assessment which had been on hold creating workload pressures for academics involved in the project. We also had to factor in the availability of Post-Graduate students, one of our target groups for the ECR training and internships.

The research landscape is impacted by insecure contracts and highly mobile labour force amongst researchers, both academics and in NGOs and FOs (Fransman et al., 2021). Some of the restrictions of the funding rules did not recognise the mobility and precarity of researchers and made it quite difficult to review and reallocate funding based on contributions made as the network evolved. We might have looked into more flexible budget models with funding for time associated with outputs rather than inputs or with an institution in Ghana or Tanzania doing more of the allocation.

Covid-19 and illness

The project has been affected by the challenges of Covid 19, especially as it was only beginning at the start of the Covid pandemic and when the UK's lockdown and travel bans started in March 2020 we decided to pause the project for six months whilst we reassessed what could be delivered and how. We decided to adjust the programme to be delivered via a combination of face-to-face in country events, subject to Covid 19 regulations where they existed and mindful of the health of the safety of the team, and with the UK team participating remotely via video links. This meant that the development of in-person connections between members of the project team were limited, especially between the UK and Tanzania and Ghana, but also this restricted the interactions between the Ghana and Tanzanian teams to online. The delays in organising the

workshops for the ECRs meant that the networking and reflective planned for the latter stages of the project were effectively 'timed out' due to funder timelines.

In addition to the long term illness of the Co-I mentioned above, other members of the project team were not able to contribute for short periods of time due to contracting Covid 19, including the PI. Others were affected by loved ones contracting Covid-19, even being bereaved which meant one presenter for the Tanzanian workshop could not contribute at the last minute. However, Covid 19 is not the only illness that has affected colleagues. Another colleague was affected by a debilitating illness which means extensive periods of rest. The impact of illness of colleagues was aggravated by employment structures and management responses, which was particularly challenging where universities were recruiting ever more students to generate impact. This contributed to some of the hiatuses in communications, especially in the early part of the project as despite having buy-outs to engage in the project, other areas of workload were prioritised.

Covid 19 adaptations to administrative systems both in the UK and in the partner countries exacerbated challenges related to the administrative processes. Changes to University and UKRI , contracting and finance meant that exchanges to agree contracts, formal collaboration agreements were extended and at times somewhat fraught.

Covid 19 also aggravated staffing issues in the Leeds finance team. So whilst there was a consistent central email address to direct enquiries to, staffing shortages and high levels of staff turnover meant that colleagues were not aware of the project and did not appreciate the contracting and due diligence challenges faced by the partners. They were also overloaded and had several projects to deal with. During the lifetime of this project, the administrative processes at faculty level were reviewed and more clarity was provided for the project partners so that they understood what was now required by the University and its funders. On several occasions the PI had to intervene to facilitate and accelerate these transactions and to sustain mutual trust

Lessons

Our project offers lessons for several audiences, aside from the generation of new knowledge about the priorities of smallholder farmers by the ECRs and which have been shared with the farmer organisations.

With respect to network development between farmer organisations and academics we can highlight the following:

- Importance of regular ongoing conversations in an open and honest manner
- Need to rehearse objectives of the project and clarify, agree them on a regular basis to ensure co-production and the development of shared ownership of the project purpose, and timelines; sharing decisions and updates,
- Co-ordination and ensuring that all contributors are aware of plans and their responsibilities, but also enabling flexibility and review of roles and activities as the project evolves
- Not relying on top-down conversations or conversations mediated through a central hub, but sharing horizontally around the network
- Avoid over-dependence on key nodes in the network, and a chain of bilateral conversations – what is the role of digital technology to support this?
- Recognition and respect for the distinct contribution of the different partners and their organisations, and not privileging the academic over the activist or vice-versa
- Timeliness and responsiveness to communications to take advantage of opportunities and to deal with issues

Project administration and funding relationships

- UK funders and institutional budget holders should not assume knowledge of procedures and there is a need to explain and where possible simplify processes of due diligence and access to funds
- Greater recognition of the need for flexibility in funding arrangements given the precarity of some both academic and farmer organisation employment and the mobility of researchers.
- Greater recognition of the need for advances to enable project delivery in a timely way to enable project activities to take place where partners have limited core funding

Digital divide and challenges of online communications

- The covid Pandemic reinforced the challenges associated with differing access to Wi-Fi and computer equipment and software.
- With greater access to video-conferencing software we were able to benefit from a wide array of expert contributors to the training
- However there were some gaps in skills in use of digital forms of communication and best practice in facilitation, and we had to learn quickly 'on the job'.

Conclusions

We have contributed to educating and sustaining the networking activities of a new generation of researchers who are trained in political economy and have a commitment to undertaking research from the perspective of the small-scale farmers who are members of the farmers organisations. The small farmers organisations were pivotal to this project. However this is only the beginning of a process.

We faced numerous challenges in sustaining this project. Where we see the shoots of new relationships this is thanks to both a commitment to sharing knowledge and experience but also to building relationships and persevering with conversations to develop viable plans, and to build up a shared understanding of good practice. Many colleagues invested considerable time, energy, and intellectual insight into sustaining networks, going beyond the confines of the delivery of a training workshop and supervision of projects.

Despite numerous challenges and inflexibilities, relations between the collaborating organizations and the scholars involved have strengthened. ECRs have built new relationships with food systems/justice activists, gained greater knowledge of political economy and applied multidisciplinary research methods and built links with the respective farmer organizations that can hopefully translate into ongoing and increasingly effective collaborative work. Amongst the team we have generated so much about how to 'do' research and to co-produce outputs in a team of researchers based in Africa and the global North.

The fact that we have succeeded in delivering both new relationships and extending and developing an analytical engagement with a broad range of cross cutting themes is testament to the dedication of the team.

Our colleague who had to step out of the project due to illness read a draft of this report and provided this feedback: *“One thing that struck me as truly wonderful was the solidarity shown around my absence, and how people went out of their way to assure that the workshops were held successfully, and with an excellent line-up of scholars.”*

Appendices

Appendix 1 Research themes prioritised by Farmers' Organisations

	Common sub-theme	PFAG only	MVIWATA only
1. Inputs	1.1 Indigenous seeds, fertilisers and pesticides	1.2 seeds, pesticides, fertilisers	1.3 state regulation of GMOs, commercial seeds and pesticides 1.4 health risks posed by these
2. Politics and politics of the agricultural sector	2.1 Food and agriculture trade politics and polices	2.2 Lack of a national vision for small scale farmers 2.3 Extension services	
3. Land	3.1 Land conflicts and disputes 3.2 commodification of land and land grabbing	3.3. Politics of land 3.4 unregulated land markets (high rents)	3.5 Soil science 3.6 Land titling
4. Markets	4.1 food and agricultural trade politics and policies 4.2 market governance: control over price and intermediaries		4.3 Market for agricultural inputs
5. Financial services	5.1 high interest rates and access to credit	5.2 Financial education and literacy	5.3 State action against usurious money lenders

Table summarising themes identified in co-production workshops with PFAG and MVIWATA in April and May 2018 (figure 5 in Grant Writing Workshop, 2 and 3 July 2018, N8 Agrifood Pump-Priming Project, Differentiated Resilience in the Agri-Food System).

Appendix 2 Training Planning Template, January 2021

	GHANA	TANZANIA
The ECR learners		
Who are the targeted ECRs for the training?		
Selection process for the ECRs – Criteria for selection Modality for selection Who will decide Timeline for selection		
What prior experience do they have?		
What are the learning needs of the ECRs?		
How many ECRs for the training? How many ECRs for the pilot project phase?		
The training		
What dates are proposed for the main training session?		
What are the main Learning Outcomes for the training and how will these be addressed?		
Team to deliver the training National Team composition International Team composition		
Mode of delivery for the training? To what extent will there be face to face delivery? What potential is there for the Leeds team to join via Zoom/ other format?		
To what extent do we need to train the ECRs as a group so that they could work together – one of the characteristics of SOP approach is that it is focused on a system – too much for one person to cover, lends itself to teamwork.		
How do plans and ideas for the pilot projects impact on training to enable these to be undertaken?		
What contributions are you looking for from the Leeds team? (see a) below		
Training materials format		
Slides/ notes for lectures and seminars Activities & exercises for learners- in class and before/ after; individual/ group Pre-reading for the learners		
What is the thematic focus for the training? List the potential topics on which the training materials might focus, taking into consideration the co-designed research agenda of the organisation produced in 2018. e.g. Is there benefit of focussing on one theme in the training – which could lead to a number of projects- e.g. focus on supply chain for seeds; debates on patents for seeds; This could be used to demonstrate how the SOP is working		

Plan for development of the training material		
Pilot project development		
Timeline for development of project ideas		
Range of projects that might be proposed		
Process for matching supervisors to interns		
Outline process for the supervision		
Any outstanding research clearance or approvals required		
Clear definition of responsibilities (who does what?) regarding the organisation and delivery of pilot projects		
Define health and safety concerns related to COVID19 for any fieldwork study Define measures to protect interns and guarantee health and safety standards		
Plans for data collection and analysis and synthesis of findings		
How will the pilot project data collection by the interns be overseen?		
What plans are there to bring together the findings into a coherent document?		
Dissemination		
Discuss the country team' plans to organise internal dissemination events (back to farmers and organisation) Discuss how to organise external, final dissemination event (public visibility at the national level)		

(a) Roles/ inputs from the Leeds team can potentially play in ECR training

- Zoom lectures
- Contribution to discussions online
- Introductory videos from the supervisors
- Development of (some) training materials
- Advice and guidance on training materials and delivery plans
- Knowledge exchange sessions with the trainers
- Supervision sessions with the ECRs doing the pilots
- Advice on reports

Appendix 3 Final Programme for Ghana Workshop

In The Political Economy of Food and Agriculture

Intensive Residential Training

November 29- December 9

University of Ghana, Legon 2021

Organized by the

Peasant Farmers Association of Ghana (PFAG),

Leeds University, University of Development Studies, University of Cape Coast and University of Ghana

with the Global Challenges Research Fund

TIME	SUBJECT MATTER	RESPONSIBLE PERSON(S)	READINGS
DAY 1- Monday 29 November 2021			
08:30- 09:00	Welcome, registration	PFAG Staff	
UNIT 1 – THE GLOBAL POLITICAL ECONOMY, AFRICAN PEASANTS, GHANAIAN PEASANTS			
09:00- 11 :00	Session 1. Welcome from the Chair Introduction to Peasant Farmers Association of Ghana , its mandate and programmes, and Training programme participants In session activity: Break-out groups and report back Intended learning outcomes: Introduce PFAG Learn who is here, research interests disciplinary background and approaches	Session Facilitators: Bismark Owusu Nortey, PFAG Azindow Idrissu Yakubu, University of Ghana Presenters: Victoria Adongo, Executive Director, PFAG Anne Tallontire, University of Leeds, Project Principal Investigator, AHRC-GCRF	
11:00- 11:30	TEA BREAK		
11:30-13:00	1.2 Structures of Capital Accumulation - A General overview	Facilitators: Azindow Iddrisu Yakubu, University of Ghana Bismark Owusu Nortey, PFAG	Adam Smith, <i>An Inquiry into the Nature and Causes of The Wealth of Nations</i> , Book 1, Ch X, Part II

	<p><i>Intended learning outcomes:</i> To introduce and discuss the specificity of capitalism and the commodity form, conquest of the natural economy, conquest of peasant economies, national/international loans and militarism. To introduce the materialist view of history as method (as distinct from idealist). Why disciplinary breakdown in capitalist societies obstructs a wholistic vision. All disciplines are political and ideological, so how do we account for power in our methods? Why fragmented and siloed approaches of the social sciences need confrontation with multi-disciplinarity dynamic theory: SoP engagement (Agents, Structure, Processes, Relations) one means. Not without problems, but excellent entry-point because it responds to weaknesses of structuralism in practical, dynamic approach.</p>	<p>Presenter: Toby Leon Moorsom (University of New Brunswick, Canada), Zoom link from Kingston Jamaica</p>	<p>p97-100 (linked version) (3 pages, Esp P.100), Book 2, CH V, “Of the Different Employment of Capitals”281-293 (12 pages) https://www.ibiblio.org/ml/libri/s/SmithA_WealthNations_p.pdf Rosa Luxemburg excerpts from Accumulation of Capital (CH1 pp3-18, CH27,28, 29 and 30, pp 348-425), https://libcom.org/files/luxemburg%20the%20accumulation%20of%20capital.pdf Ellen Wood, <i>The Origins of Capitalism: a Longer View</i>, CH 5, CH6</p>
13:00-14:00 LUNCH BREAK			
<p>13:00-14:00 14:00-16:00</p>	<p>1.3 Agrarian Questions – what are they and how relevant are they in the 21century? <i>Intended Learning Outcomes:</i> Peasants in the capitalist global economy: an overview of the key debates on the peasantry in Africa</p>	<p>Session Facilitator: Azindow Iddrisu Yakubu, University of Ghana Presenter: Ray Bush, Leeds University, Zoom Link from Leeds, UK</p>	<p>Van der ploeg Peasants and the Art of Farming: A chayanovian Manifesto 2013 https://edepot.wur.nl/424204</p>
DAY 2 – Tuesday 30 November 2021			
<p>08:30-10:00</p>	<p>2.1 World Food Systems Intended Learning Outcomes:</p>	<p>Session Facilitator: Bismark Owusu Nortey, PFLAG Presenter: Ray Bush, Leeds University,</p>	<p>Philip Mc Michael Food Regimes and Agrarian Questions (2013)</p>

	Introduce notion of food regimes, periodisation, specificity of the post-war compromise and its demise, rise of neoliberalism and its ongoing permutations	Zoom Link from Leeds, UK	Bush and Martiniello in <i>World Development</i> on food riots etc. Freedom Mazwi in Conversation with Issa Shivji on the Peasantry, Neoliberalism and Alternatives CODESRIA Bulletin Online, No. 24, October 2021 Page 1
10:00-10:30	TEA BREAK		
10:30-12:00	<p>2.2 Peasants in the capitalist global economy: an overview of the key debates on the peasantry in Africa</p> <p><i>Intended Learning Outcomes:</i> to provide overview of differentiation on the continent, the disaggregation and reformation of societies under colonial rule, specific forms and historical change prior to independence.</p> <p>Students see and hear about the idea and some experience of transition and the global context. The student then needs to address the relationship between the global and the local before drilling down to African case</p>	<p>Session Facilitator: Azindow Iddrisu Yakubu, University of Ghana</p> <p>Presenter: Jasper Ayelazuno, University for Development Studies – Zoom Link from Toronto, Canada</p>	<p>Robert H. Bates (1984). Some Conventional Orthodoxies in the Study of Agrarian Change. <i>World Politics</i>, 36, pp 234-254 doi:10.2307/2010233.</p> <p>Hyden, G. (1986). The anomaly of the African peasantry. <i>Development and change</i>, 17(4), 677-705.</p> <p>van der Ploeg, Douwe Jan (2010). "The peasantries of the twenty-first century: the commoditisation debate revisited." <i>The Journal of Peasant Studies</i> 37, no. 1 : 1-30.</p> <p>Collier, Paul (2009). Africa's organic peasantry: Beyond romanticism. <i>Harvard International Review</i> 31, no. 2 : 62.</p> <p>Carol B. Thompson (2014). Philanthrocapitalism: appropriation of Africa's genetic wealth, <i>Review of African Political Economy</i>, 41:141, 389-405, DOI: 10.1080/03056244.2014.90194</p>
12:00-13:00	LUNCH		

13:30- 15:00	2.3 Agriculture in Ghana: Modernisation, Peasant and Capitalist Farming ILO: introducing: - The evolution of agricultural policies in Ghana: from colonialism to present - The land question in Ghana, the evolution Of Land governance policies (structures) - Capitalist farming in Ghana - The Ghanaian peasants: organisation of production, class, food and politics	Session Facilitator: Bismark Owusu Nortey, PFAG Presenter: Iddrisu Azindow Yakubu, University of Ghana	Kojo S. Amanor & Azindow Iddrisu (2021): Old tractors, new policies and induced technological transformation: agricultural mechanisation, class formation, and market liberalisation in Ghana, <i>The Journal of Peasant Studies</i> , DOI: 10.1080/03066150.2020.1867539
15:00-17:00	2.4 Level 1: Structures and Processes: global agents. The WTO, AfCFTA, global finance and food, multinational agribusiness corporations, international donors, Global Value Chain analysis and its limitations, Peasant Struggles and Processes of Resistance	Session Facilitator: Charles Kwowe Nyaaba, PFAG Presenter: Toby Leon Moorsom, UNB	Fine and Baylis (2021) <i>A Guide to the Systems of Provision Approach: Who Gets What, How and Why?</i> Chapter 1 and 2 Growing Power: Mega-Mergers and the Fight for Our Food System (e-comic book) https://www.tni.org/files/publication-downloads/web_comic_book_small.pdf While Gyekye will not address these specific works, we need to engage with Fine and Baylis so as to prepare for Wednesday and Thursday applications
AGRICULTURE AND FOOD IN THE GLOBAL POLITICAL ECONOMY: A SYSTEM OF PROVISION APPROACH DAY 3- Wednesday December 1, 2021			
8:30-10	3. 1 Structures and Processes in the Food System: Global World Market and Extractivism ILO - Introduce SOP	Session Facilitator: Iddrisu Azindow Yakuba, University of Ghana	

	<p>relations, structures, agents and processes of provisioning are (re)constituted alongside the (material) cultures with which they interact.</p> <p>link to methods – doing research and listening to farmers and thinking about social reproduction</p> <p>Group Assignment: Mapping of value chains, agents, structures, relations and processes in Ghanaian food system (informed by content of 3.2 for session 3.3)</p>	<p>Presenter: Kate Bayliss, School of Oriental and African Studies, University of London</p>	
10:00-10:30am	TEA BREAK		
10:30am-12:00pm	<p>3.2 Regional Structural Dynamics and Ghanaian Peasants, Food and Agricultural Trade Politics and Policies in Ghana, and African continental free trade areas</p> <p>ILO: to move analysis from the global to the regional, and begin mapping the regional international tensions, opportunities and competing visions of Pan-African solidarities, as they play out in lived realities of peasant farmers.</p>	<p>Session Facilitator: Charles Kwowe Nyaaba, PFAG</p> <p>Presenter: Sylvester Bagooro, TWN</p>	
12:00-13:00	LUNCH BREAK		
13:00-15:00	<p>3.3 Agents and Relations: Gender dynamics of structures and processes of the food system, with attention to subnational variations and impacts of other sectors of the economy such as mining, geology, transportation, infrastructure development and planning</p>	<p>Session Facilitator: Iddrisu Azindow Yakubu, University of Ghana</p> <p>Session Presenters: Siera Vercillo, University of Waterloo, Canada – Zoom Stream from Canada Kojo Amanor, University of Ghana</p>	<p>S. Vercillo, T. Weis & I. Luginaah (2020): A bitter pill: smallholder responses to the new green revolution prescriptions in northern Ghana, International Journal of Sustainable Development & World Ecology,</p>

	*Prior PFAG workshop themes of priority identified by farmer members: Markets, Policies, Land and Financial Services ILO: begin consideration of how Ghanaian economy is formed and differentiated through group works – perhaps to present in final panel SOP mapping in groups		DOI: 10.1080/13504509.2020.1733702 S. Vercillo (2020) The complicated gendering of farming and household food responsibilities in northern Ghana, Journal of Rural Studies
15:00-15:30	TEA BREAK		
15:30-17:00	Group SoP Mapping brainstorming exercise part 1, participants will be divided into groups which include a diverse group (based upon discipline, regional and topical focus, segment of the food economy)	Session Facilitators: Iddrisu Azindow Yakuba, University of Ghana Bismark Owusu Nortey, PFAG	
DAY 4- PEASANT STRUGGLES: AGENTS AND RELATIONS Thursday, December 2, 2021			
08:30-10:30	4.1 National Dynamics: The political economy of Seeds and Agroecology in Ghana	Session Facilitator: Charles Kwowe Nyaaba, PFAG Presenters: Bernard Guri (CIKOD), Edwin Kweku Andoh Baffour (Food Sovereignty Ghana) Naalamle Amissah (University of Ghana)	(2020) Toby Leon Moorsom, Sheila Rao, Heidi Gengenbach & Christopher Huggins, “Food security and the contested visions of agrarian change in Africa”, Canadian Journal of Development Studies / Revue canadienne d'études du développement, 41:2, 212-223, DOI: 10.1080/02255189.2020.1786356
10:30-11:00	TEA BREAK		
11:00-13:00	3.2 "Building a Pan-African, Eco-Feminist Food Sovereignty Movement and the Question of Food Sovereignty"	Session Facilitator: Iddrisu Azindow Yakubu, University of Ghana Presenter: Ruth Nyambura,	
13:00-14:00	LUNCH BREAK		

14:00-15:30	4.3 Multi-disciplinary Perspectives on Research Design, Sources and Data Collection Methods	Session Facilitator: Charles Nyaaba Panelists: Naalamle Amissah, University of Ghana Kojo Amanor, University of Ghana	
15:30-17:00	4.2 Local relations of production: Class relations in the city and the countryside. The articulation of class, Gender and Agriculture, Structures, Processes, Agents and Relations that explain the struggles of Ghanaian peasants: framing the scale of analysis ILO: for students to consider how past days of readings on Ghanaian peasantry might fit within SoP framework and to think critically about its strengths and possible limitations. Through leading and receiving feedback, students will continue to map out, and produce a draft of Ghanaian food production and provision within a SoP framework.	Idrissu Azindow Yakuba With Kate Bayliss (SOAS) joining for presentations at 4pm Group discussion continuation of mapping exercise and considering the impact of these on how research is framed, conducted. How would disciplinary approach adjust, scale, scope and framing? What assumptions must be thrown out and what could they be replaced with? How could our separate disciplinary methodological approaches be expanded to include mixed methods, collaboratively, toward a food sovereign society of well-nourished peoples living with dignity?	
DAY 5: Friday December 3, 2021			
FIELD TRIP TO AGROECOLOGICAL FARM AT MADINA, ABOKOBI			
10:00	Departure from Legon		
15:00	Arrival		
DAY 6, Saturday December 4, 2021			
09:30-10:45	6.1 "Couscous: Seeds of Dignity" Film screening: –by Habib Ayeb– followed by discussion with the director	Facilitator: Bismark Owusu Nortey, PFAG	
10:45-11:00	TEA BREAK		

11:00- 12:45	6.2 “The Origins and Processess of Food Dependence: The Case Of Tunisia From Colonial Time Till Today	Presenter: Habib Ayeb, Paris 8 University, Saint-Denis, Zoom from France	
13:00-14:00	LUNCH BREAK		
14:00-16:00	6. 3 Global Context of Agrarian Movements (and Transnational Agrarian movements)	Moderator: Toby Moorsom Jun Borrás, International Institute for Social Studies in the Hague “Transnational Agrarian Movements: Possibilities and Pitfalls”, Zoom Link from the Hague Jens Lerche, School of Oriental and African Studies "Assessing the Defensive Victory of Indian Farmers and their allies", Zoom Link from London Jasper Abembia Ayelazuno, University for Development Studies “Why Ghana's Subalterns Do Not Resist?” Zoom Link from Toronto, Canada Zoom Link from Toronto, Canada	
DAY 7- Sunday December, 6 2021			
10:00-11:30	“Reflections, feedback and next steps” ILO: Developing concept notes toward the elaboration of a research plan, thinking about future possibilities, sharing feedback.	Session Facilitator: Charles Kwowe Nyaaba, PFAG Presenter: Anne Tallontire, University of Leeds	
11:30-12:00	Presentation of certificates	Victoria Adongo, Executive Director, PFAG	
12:00	Lunch and departure***		

**FARMERS' PERSPECTIVES ON CHALLENGES IN THE FOOD SYSTEM: A COLLABORATIVE RESEARCH PARTNERSHIP
MVIWATA-LEEDS TRAINING PROGRAMME IN TANZANIA
TO BE HELD AT MVIWATA OFFICES- MOROGORO, FROM 25TH JANUARY TO 4TH FEBRUARY 2022**

TIME	SUBJECT MATTER	RESPONSIBLE PERSON(S)
DAY 1- Tuesday 25 January 2022		
09:00- 09:05	Opening Session Welcome Remarks	MVIWATA CHAIR
09:05-09:35	Project Vision Purpose of the workshop	Prof. Anne Tallontire (Project Lead- Leeds University)
09:35-0945	MVIWATA and its role in the project	Stephen Ruvuga (ED- MVIWATA)
09:45: 10:00	Training modality Ways of working online & in the room Building on the experience of the participants and presenters Administrative issues	Richard Mbunda and Theodora Pius
10:00- 10:30	TEA BREAK	
10:30- 13:00	Session 1: [Intended Learning Outcomes] Individual introductions	Richard Mbunda & Dominico Kilemo Participants

	Personal expectations Research interests (Participants to write on the cards)	
13:00-14 :00	LUNCH BREAK	
UNIT 1 – TANZANIAN PEASANTS AND THEIR STRUGGLES. RELATIONS TO THE GLOBAL POLITICAL ECONOMY		
14:00-16:00	Structures of Capital Accumulation- General overview	Dr. Abunuwasi Mwami
DAY 2 – Wednesday 26 January 2022		
08:30-10:30	Session 2: Primitive Accumulation; Disarticulated Accumulation in the Periphery	Dr. Abunuwasi Mwami
10:30-11:00	TEA BREAK	
11:00-13:00	Group Discussion Capitalist Accumulation in the Periphery	Dr. Abunuwasi Mwami (Supervisor)
13:00-14:00	LUNCH	
14:00- 16:00	Group Presentations	All Participants
DAY 3- Thursday 27 January 2022		
08:30- 10:30	Neoliberal Capitalism and Agriculture, Food and Land	Dr. Richard Mbunda
10:30-11:00	TEA BREAK	
11:00-13:00	Privatisation and Commodification of the Commons	Dr. Mathew Senga
13:00-14:00	LUNCH BREAK	
14:00-15:00	Discussion on conquest of the natural economy, conquest of peasant economies	All Participants
15:00-17:00	Sharing experiences from farmers- Venezuela, Cuba & MST- Brazil	Stephen Ruvuga to Coordinate

DAY 4- Friday 28 January 2022		
08:30-10:30	Level 3: Structures and Processes in the Food System :National and Local level structures [Peasant Struggles and Processes of Resistance]	Dr. Godfrey Sansa
10:30-11:00	TEA BREAK	
11:00-13:00	Level 2: Regional Relations of Production: Tanzania and the EAC	Guest Speaker Stephen Ruvuga to Coordinate
13:00-14:00	LUNCH BREAK	
14:00- 16:00	Structures and Processes: Global agents. [The WTO, global finance and food, AfCFTA, multinational agribusiness corporations, international donors, Global Value Chain analysis and its limitations]	Toby Moorsom [remote]
DAY 5- Saturday 29 January 2022		
08:30-11:00	The Role of Co-operatives	Dr. Bashiru Ally
11:00-11:30	TEA BREAK	
11:30- 13:30	Agrarian Questions – what are they and how relevant are they in the 21 st century?	Prof. Ray Bush
13:30-14:30	LUNCH BREAK	

14:00-16:00	Weekend Breather	
DAY 6- Sunday 30 January 2022		
FIELD VISIT TO KILOSA		
Day 7- Monday 31 January 2022		
UNIT 2 – FRAMEWORK OF ANALYSIS: THE SYSTEM OF PROVISION APPROACH		
08:30- 10:30	Introduction to the System of Provision Framework READING session	Kate Bayliss (Dr. M. Senga & Dr. G. Sansa in attendance)
10:30-11:00	TEA BREAK	
11:00-13:00	In class discussion on what SoP means for Food & Agriculture “Introduction to the System of Provision Framework	Kate Bayliss & Andy Brown (Dr. M. Senga & Dr. G. Sansa in attendance)
13:00-14:00	LUNCH BREAK	
14:00-16:00	Brainstorming Exercise: Participants will be divided into groups which include a diverse group (based upon discipline, regional and topical focus, segment of the food economy	All Participants Facilitators- & Richard Mbunda
DAY 8- Tuesday 1 February 2022		

UNIT 3 - BUILDING THE ALTERNATIVE: FOOD SOVEREIGNTY		
08:30-10:30	Food sovereignty: the paradigm and the practice	Richard Mbunda
10:30-11:00	TEA BREAK	
11:00-13:00	Agroecology	Dr. Dominico Kilemo & La Via Campesina
13:00- 14:00	LUNCH BREAK	
14:00-16:00	Discussion on Food Systems and Alternative Frameworks [Global, National and Local Levels]	All Participants Dr. Sansa to facilitate
16:00-17:30	Movie screening: 'Couscous: seeds of dignity' –by Habib Ayeb– followed by debate with the director	Habib Ayeb
DAY 9- Wednesday 2 February 2022		
UNIT 4: RESEARCH PRIORITIES		
How to design and carry out political economic research		
08:30-09:30	Key issues for MVIWATA members: The political economy of Seeds in Tanzania: What are the issues?	MVIWATA
09:30-10:30	Key issues for MVIWATA members: Major Issues on the Land Question in Tanzania	MVIWATA
10:30-11:00	TEA BREAK	
11:00-12:00	Key issues for MVIWATA members: Major issues on Financial Access and Markets	MVIWATA
12:00-13:00	Research Design and Data Collection Methods and Research Ethics (all research priority areas)	Dr. Mathew Senga, Dr. Dominico Kilemo, Dr. G. Sansa
13:00-14:00	LUNCH BREAK	
14:00-16:00	Data analysis: Sketching an Analysis of the System of Provision [Participants get to present their group work on SoP for different commodities]	Kate Bayliss to give feedback online Dr. Mathew Senga, Dominico Kilemo, Dr. G. Sansa
DAY 10: Thursday 3 FEBRUARY 2022		

08:30-10:30	Writing activities: designing pilots 1. Defining research questions 2. Selecting cases 3. Designing the research 4. Elaborating a research plan	All Participants
10:30-11:00	TEA BREAK	All
11:00- 13:00	Individual Write-up Sessions	All participants
13:00-14:00	LUNCH BREAK	
14:00-16:00	Consultation Hours	Available Facilitators
DAY 11: Friday 4 FEBRUARY 2022		
08:00-10:30	Presentations	Participants
10:30-11:00	TEA BREAK	
11:00-13:00	Presentations	Participants
13:00-14:00	LUNCH BREAK	
14:00-16:30	Presentations	
16:30-17:30	CLOSING CEREMONY <ul style="list-style-type: none"> ▪ Awarding certificates of participation ▪ Selection Committee select 6 pilot projects out of 21 	

Appendix 5 Tanzanian ECRs and their projects

Topic	Lead Intern	Other team members	Supervisor
Access and use of seeds among peasants in the context of formalised seed system in Kongwa District, Tanzania.	Julius Nyaombo		Dr Mathew Senga
To Investigate On Proper Administration System Of Cooperatives Towards Improving Social Wellbeing Of Smallholder Farmers In Morogoro	Glory Mrosso	James Mwakitime	Dr. Bashiru Ally
Peasant Organizations At The Epicenter Of Land Struggle In Kilosa	Muhemsi Chambamtwe Mwakihwele	Glory Mella	Dr. Mwami
Commoditization Of Land And The Predicament Of The Peasant In Tanzania: Case Study Of Kilosa	Jasper Sabuni	Habil William	Dr. Mwami

Appendix 6 Ghanaian ECRs and their projects

ECR	Project title	Supervisors
1. Hardi Shahadu	Capitalist accumulation in Water and Land in a remote rural community in North-East Region of Ghana: Implications for the (re)production of peasants	Jasper Ayelazuno (UDS), Ray Bush (Leeds), PFAG, Benjamin Nyarko (UCC)
2. Mohammed Amin Abdul Wahab	Land grabs for Biofuel Crop Farming at Yeji: Implications for the food sovereignty of peasants	Jasper Ayelazuno (UDS), Ray Bush (Leeds)
3. SACHI, Pawin Joseph,	Commercialization of Rice Production and phenomenon of Land Grabbing the Conflict in nexus with Peasantry in Saboda District	Jasper Ayelazuno (UDS),
4. Jeffery Kofi Asare	Reorienting food systems in Ghana to improve farmer's income and consumer nutrition: perspectives, challenges and prospects in vegetable farming, Bono District.	Naalamle Amissah (UG), Stephen Whitfield (Leeds)
5. Emmanuel Dassah	Land Grabbing, Biofuel Production and Food sovereignty in Mion District in Northern Ghana	Idrissu Azindow Yakuba (UG), Jasper Ayelazuno (UDS),
6. Frederick Apwa	, Agro ecology for climate, food security and human rights; Insights from the savannah ecological zone, Upper East region of Ghana	Stephen Whitfield (Leeds), Idrissu Azindow Yakuba (UG) Benjamin Nyarko (UCC)
7. Jones Osei Osei Ebenezer	- Land Grabbing, Biofuel Production and Food sovereignty in Mion District in Northern Ghana	
8. Wepia Addo Awal Adugwala	Petroleum-Driven Land Grabs in Ellembelle District	

Appendix 7 Titles of presentations made by ECRs in July 2022

1. Emmaual Dassah - Land Grabbing, Biofuel Production and Food sovereignty in Mion District in Northern Ghana
2. Jones Osei Osei Ebenezer - Land Grabbing, Biofuel Production and Food sovereignty in Mion District in Northern Ghana
3. Hardi Shahadu - Capitalist accumulation in Water and Land in a remote rural community in North-East Region of Ghana: Implications for the (re)production of peasants
4. Sachi Pawin Joseph - Commercialization of Rice Production and phenomenon of Land Grabbing the Conflict in nexus with Peasantry in Saboda District
5. Wepia Addo Awal Adugwala - Petroleum-Driven Land Grabs in Ellembelle District
6. Frederick Apwah - Agro ecology for climate, food security and human rights; Insights from the savannah ecological zone, Upper East region of Ghana
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