

Exploring Access to Videos for Extension

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Students at Mpingu Community Day Secondary School, intently listening to an agriculture video.

Strengthening Agricultural and Nutrition Extension (SANE)

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SANE: <https://AgReach.illinois.edu/sane>

Resources: <http://bit.do/SANEAgNutrition>



Agriculture in Malawi

Extension in Malawi

The objectives of the DAESS are to create an avenue for farmers to determine and prioritize communal agricultural needs, mobilize farmers and service providers to respond to farmers' needs, and to encourage a sense of self-reliance in farmers when conducting agricultural programs. The goal is to achieve these through enhanced collaboration, coordination, and co-location amongst stakeholders that provide agricultural extension and advisory services.



VACs organize farmers' demands, highlighting needs that require service provider engagement. ASPs combine farmers' prioritized needs from VACs in the Area, engage service providers for response, and relay them to ADCs and District Councils for support. DSPs include representatives from ASPs that present farmers' needs at a forum attended by stakeholders where discussions result in identification of areas for support and some are referred to the District Council for support. The DAECC includes service providers and responds directly to needs voiced by the DSPs.

Government agricultural officials also have key roles in DAESS platforms. The District Agriculture Development Officer (DADO) serves as Secretary for the DAEC and DSP. The Agriculture Extension Development Coordinator (AEDC) – who works at the Area level – and the Agricultural Extension Development Officer (AEDO) are Secretaries for the ASP and VAC respectively.

SANE's Role in DAESS

The USAID-funded project Strengthening Agricultural and Nutrition Extension (SANE) project aims to strengthen the capacity of DAES to mobilize and work with service providers to deliver agricultural and nutrition extension and advisory services more effectively and in a coordinated manner (SANE, 2017). The project supports the DAESS platforms to identify and strengthen stakeholder linkages, particularly by targeting platforms in the 10 districts that make up USAID Malawi's Feed the Future Zone of Influence (Figure 2).

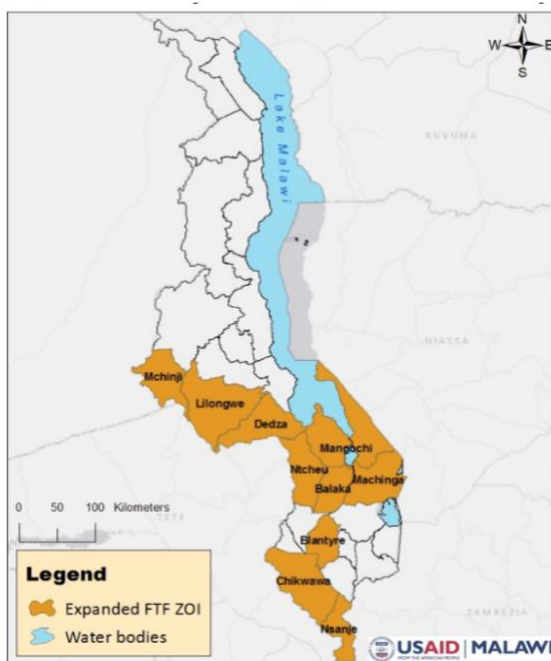


Figure 2: USAID/Malawi FTF Zone of Influence

Access to agricultural extension services drastically differs by district (Figure 3). Research has shown that households' access to services is highest in Mchinji, Blantyre, and Dedza districts, while lowest (<50%) is in Nsanje, Machinga, and Lilongwe West districts (SANE, 2016). There are several agricultural and nutrition service providers in Malawi. As a result, farmers often

receive services from a number of different sources. Government extension workers are the main provider of services, providing about 32% of the messages. Radio is the second main provider with about 26% of the messages. The perceived quality of these services varies depending on the type of approach. The government extension officer approach is perceived to be of lower quality than the radio approach, however, private sector supersedes both methods (SANE, 2016).

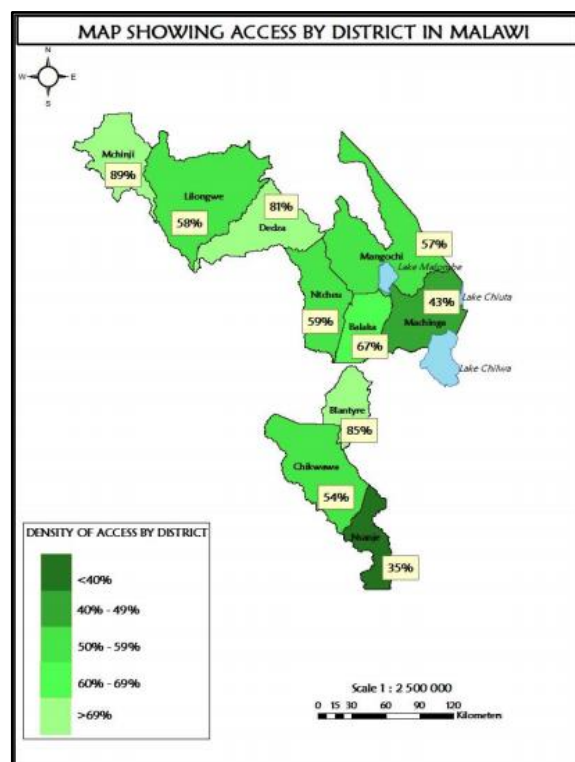


Figure 3: Map depicting varying levels of access to extension services by district.

Potential for ICTs in Malawi

Information Communication Technologies (ICTs) are an appealing extension medium on a global scale, especially in contexts like Malawi where farmers significantly outnumber extension workers and many receive little to no face-to-face engagement. By incorporating video technology when disseminating agricultural information in the field, extension services can more effectively enable new and advanced farming practices and technologies to reach a much larger audience (Swanson, 2010). For the process of disseminating various advanced agronomic practices, this method can be better than relying on face-to-face extension, which is time-consuming and not the most efficient (Bentley et al., 2015). Videos also give farmers

the capability to repeat or replay lessons learned if they need to be refreshed on a specific topic. Additionally, videos provide the viewer with concrete examples that they can see and listen to, which can result in motivation and confidence in their ability to implement new practices and have the likelihood of succeeding (Campenhout et al., 2017).

Unfortunately, several obstacles remain that affect video as an extension method. The first is accessibility, as video showing still requires an extension worker or service provider to interact directly with farmers (Swanson, 2010). Despite the human capital needed, face-to-face interactions around videos allow farmers to ask questions and get immediate feedback from extension workers (Gandhi et al., 2007). However, these interactions can be rare, and farmers themselves are often challenged to find and obtain videos. Second, videos often show contexts and actors that do not appear similar to viewers. However, organizations like Access Agriculture and Farm Radio Trust have invested in the production and translation efforts necessary to create extension videos that include local people as actors and make them appealing to many audiences through local language voice-overs. Because these organizations have made these videos for farmers both visually and audibly, it is now important to mobilize this resource so that these videos can be accessed utilized for extension purposes in Malawi.

Approach

At the end of June and into July of 2018, with the assistance of the SANE team in Malawi, two SANE interns developed a plan for improving access to agriculture- and nutrition-related extension videos and in building the capacity of DAES personnel and DAESS platforms to utilize and benefit from these resources. The interns' focus was working collaboratively with DAESS platforms and Malawian extension workers to share these extension videos, while collecting feedback from farmers on the content of the videos and its potential benefits to their farming. An important aspect of dissemination included clearly explaining that the videos were already available through the DAES central office in Lilongwe and that they were not brought by external parties. DAES currently had a total of 200 agricultural and nutrition extension videos, 33 of which were utilized because they had been translated into the local language of Chichewa.

For the pilot, SANE used a total of 38 videos, 33 of which were from Access Agriculture while the other 5 videos were produced by SANE. A comprehensive list of the videos used in the field work can be found in Annex 2. The activity cultivated riveting conversation about new agricultural practices and how video-based extension could lead to better outcomes, in addition to highlighting the communication flows throughout the DAESS, from DAES headquarters to households.

The pilot targeted 3 districts for video dissemination, starting in Lilongwe and then moving into Mchinji and Dedza. The SANE interns worked alongside DAEC members to plan the implementation of the access to video presentation. The goal was to implement an agenda item into pre-existing ASP meetings, meaning that the activity was facilitated by the ASP Chairperson or Secretariat (AEDC) rather than the interns themselves. After the agenda item was completed at the meeting, interns would then move to other farmer groups that were interested in the video access activity to share the video again, typically under the same ASP or in the greater surrounding Area. In all instances, SANE provided a brief guideline for a facilitator to follow when introducing the video. This included pre and post video viewing discussion questions (see Annex 1).

During these discussions, questions were asked about the current use of videos in extension and how feasible it was for ASPs and farmers to access and play videos and other resources, including any potential technological barriers.



Figure 4: Lilongwe East Agriculture office intern, Christopher Jaffalie, discussing video access with Kayendera VAC

After this pre-discussion, farmers viewed the video of their choice from the list of 38 videos provided. By allowing farmers to choose the video that they viewed, it ensured relevance of the topic to the area and supported the demand-driven approach prioritized in Malawian extension. Farmers were encouraged to ask questions and comment on the video content. Then the conversation was opened to ways of accessing extension videos in the future.

Table 1 below gives an overview of the ASPs and farmers' groups/VACs visited in each district. The table also provides the number of members in attendance with the ratios of male to female attendees (see Annex 3 for a full breakdown).

Lilongwe West:
7 ASPs, 6 FG/VACs
554 participants (348 M, 206 F) (42.1% youth)
Lilongwe East:
4 ASPs, 5 FG/VACs
172 participants (93 M, 79 F) (37.2% youth)
Dedza:
2 ASPs, 1 EPA, 2 FG/VACs
149 participants (76 M, 73 F) (22.1% youth)
Mchinji:
4 ASPs
85 participants (69 M, 16 F) (50.5% youth)
TOTAL
18 ASPs, 13 FG/VACs
960 participants (586 M, 374 F) (38.9% youth)

Table 1: Overview of viewers reached in each district

Additional Insights

During the activity, additional groups participated in video access dissemination outside of ASPs. Youth groups – both an environmental club and an agriculture club – viewed an extension video surrounded by a discussion of what they had learned and how implementing videos into the classroom could be beneficial. Teachers helped facilitate these viewings and were eager to take advantage of video as an added learning tool they could use in the classroom. Those facilitating also immediately demanded information on how they could have access to more videos in the future. It is important to recognize that this video resource can be shared among many audiences and are conducive to a variety of environments.

For example:

Ntcheu Manure Campaign (launch): video viewed by launch participants and youth environmental club at primary school (Making Banana Flour and Composting to Beat Striga)

Mpingu Community Day Secondary School (CDSS): Making Yogurt at Home and Managing Root Knot Nematodes in Vegetables video viewed by agriculture club and other interested students and faculty



Figure 5: Mpingu CDSS watching videos

Observations

The activity produced a few key lessons that are essential to understanding the nature of the use of video for extension and in planning potential next steps:

Demand for Extension Videos is High

The general response from the videos was overwhelmingly positive. ASPs in all three districts expressed several benefits to the use of videos as an extension method. Many voiced that the videos could be a great educational tool, reinforcing current knowledge and introducing new information. Members of Mduwa ASP gave a few reasons they preferred watching extension videos over other extension methods (e.g. lecture-based workshops), which included: (1) better understanding of the techniques being taught through seeing them demonstrated through video, (2) more efficient use of learning time, (3) the ability to re-watch the videos at later dates in case lessons are forgotten, and (4) no need to travel long distances to engage in extension activities. Many other ASPs and farmer groups felt similarly.

A member from Mawwere ASP stated:

"Seeing what our counterparts in other countries are doing is encouraging to us, showing we can also do those things, and giving us added vigour to do so."

Across all groups, members were consistently excited about watching extension videos and gaining the knowledge to implement new practices in agriculture.



Figure 6: Members of Mduwa ASP watching extension videos

Information Flow from National to Field to National level (feedback loops) Needs Improvement

The group discussions that accompanied the video screening shined a light on a disruption in the flow of resources and information in Malawi's agriculture extension system, especially between the national level to the farmer. Most of the activity participants had never seen a video used for agriculture extension, yet DAES has these videos readily available. Several ASP members in various areas recalled instances in the 1980s and 1990s when the Ministry of Agriculture hosted video shows with agricultural messages using what was referred to as a "mobile van". Over time, it became increasingly apparent that many associated the possibility of using video as an extension method with the availability of these mobile vans and a reliance on the Ministry of Agriculture or other outside entities to bring the resource to them.

Both extension workers and farmers alike were unaware (at first) that the agricultural videos being disseminated by SANE were retrieved from DAES and could be available to them if requested accessed through the proper channels (e.g. the DAESS platforms). This realization sparked conversation about how videos can be shown in the future and the role of ASPs and farmers to demand this kind of information from extension workers and DAES itself. Initially, the SANE interns were asked to come back to show more videos, but in line with SANE's goal to strengthen the existing extension system, groups were prompted to take initiative and brainstorm ways in which ASPs could obtain and show videos without the direct aid of SANE.

Access to Technology Remains a Concern

One of the key areas of discussion centred on accessing different technologies for viewing videos. Despite early perceptions that videos required complex technologies not available to farmers, phones – particularly through WhatsApp – were found to be a widespread option for viewing videos, even at the village level. This was important, as only a few communities reported having access to resources such as laptops, televisions (screens), and video showrooms. Each community had their own challenges and solutions regarding access to technology. A Dedza DAECC member mentioned that a potential limitation to extension videos being shown in video showrooms is that women may not have access to this setting. Members of Mavwera ASP mentioned limited access to internet, which would make sharing videos via WhatsApp a challenge without external support. It is clear that challenges and resource availability are community-specific, thus no single delivery method can be applied everywhere.

Next Steps

During implementation, it became clear that individuals at the district and community levels (e.g. DADO, AEDC, and farmers) were unaware of the existence or accessibility of extension videos. The approach of the SANE interns was altered with a new focus on making communities more aware. However, now that it has been shown that there is a demand for extension videos, it is necessary to consider how to address this demand moving forward.

Meeting Farmer-Driven Demand

ASPs and farmer groups expressed excitement for the videos and what they viewed during the activity. Discussion with farmers following video screenings uncovered topics of interest that were not on the list provided by SANE (see Annex 4).

This gap between farmer demand and what is currently available provides an opportunity for more pre-existing videos to be translated into local languages relevant to Malawian farmers. In addition, new videos could be produced to meet this growing demand, especially on priority topics (e.g. Fall Armyworm) that groups are requesting. The DAES Agricultural Communications unit could be involved.

To ensure that the process of translations and video production is demand driven, it is important to not only consider the topics farmers have expressed interest in but also consider the context of the videos themselves. Response from farmers regarding ways the videos can be improved included the production of more videos in Malawi. Some farmers mentioned that this would make the videos more relatable, increasing their understanding of how to apply the content of the video to their own farms.



Figure 7: AEDO, Margret Mlengwe, pictured with VAC of Kalolo ASP

Video Dissemination

Moving forward, it is necessary increase farmers' awareness that extension videos were available at DAES and could be requested through the DAESS platforms. Plans for video dissemination should be made that employ diverse delivery methods that can be tailored to individual communities.

Given that many farmers expressed that mobile phones are the video-capable technology most accessible to them, DAES should procure mobile video files that can be sent via WhatsApp to ensure they are available at a national level and properly distributed to the districts. Considering the limitations that poor internet connection can present in Malawi, DAES can coordinate with organizations that already have access to mobile version of videos (e.g. Access Agriculture, Farm Radio Trust) to retrieve them. Coordination and collaboration with various stakeholders in extension delivery is a key aspect of potential dissemination actions and is consistent with the pluralism stressed by the Ministry of Agriculture. DAES can then facilitate delivery of the videos to the districts.

Other potential formats for dissemination should also be considered. Government and non-profit entities could partner with the private sector to make agriculture videos available on SD cards and DVDs at an affordable price to be sold in local markets. This method would utilize pre-existing businesses that sell music and movies currently stored on these mediums, and allow farmers to source the videos locally without having to go through the extension system and/or service providers.

Using pre-existing structures like ASPs, cooperatives, and resource centres to serve as hubs for accessing videos is one of the most viable methods. A group that has access to a computer could store all available videos, allowing people to copy the ones they want onto CDs, SD cards, or flash drives for their individual use. Already these resource centres are being developed in Malawi and can easily be outfitted with appropriate extension videos.

These efforts could also be led by individuals. After participating in the video access activity, George Chatambala, the manager of the facility housing the Chimbiyia Cooperative, retrieved the videos from the SANE interns and stored them on his office computer. Since then, farmers have been coming to the office to access them on their personal SD cards for sharing in their villages and homes. This kind of initiative could be replicated in other areas once videos begin moving down the structure from DAES.

Changing the Narrative towards Demand-Driven Extension

As mentioned earlier, many farmers related the concept of extension videos to the mobile van delivery method, a top-down approach where videos were selected at higher levels rather than through a demand-driven process based on farmers' actual needs and one where the vans were the only source of these videos. This association posed a challenge. In particular, some people we spoke with had a difficult time moving away from this idea and accepting that video selection should instead come from farmers through the DAESS platforms, and that videos could be shown in a variety of ways without the involvement of the costly-to-maintain mobile video vans.

Given the significance of their role to the dissemination of agricultural messages throughout the system, it is essential that Communications Officers better understand the potential to view videos through other means (e.g. WhatsApp) and allow farmers a greater voice in video selection. A training or workshop conducted for Communications Officers within the system would be instrumental in instilling more innovative ideology on utilizing locally-accessible resources as platforms to view videos and how video-based extension could be more demand-driven.

It is also important that farmers and those at Village and Area levels are also knowledgeable about the

availability and access to videos. Continuing to communicate with farmers on how they can access this resource creates a level of demand and accountability for those higher in the structure to make the information more readily available to the farmers that need it. An awareness campaign lead by DAES that pushes a national message about availability to videos could significantly decrease the number of people that are unaware of the existence of extension videos that can be accessed in Malawi. This in turn could help improve the ability of farmers to access these critical resources, thereby improving agricultural and nutritional outcomes in Malawi.

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Note: The opinions and ideas in this material do not reflect USAID's official positions on the subject

ANNEX 1: ASP Agenda Item Outline

SANE: Strengthening Agricultural and Nutrition Extension in Malawi: Video Extension Procedures

Before the meeting: Discuss with Chair and Secretariat (ASP or farmer group):

1. Discuss the meeting video agenda item (review 'during the meeting' outline).
2. Select an appropriate video from the DADO shortlist
3. Get permission from the group to take videos and photographs of the discussion process.
4. Identify people responsible for:
 - a) Facilitating / Leading the video
 - b) Time keeper
 - c) Registration Sheet
 - d) Room setup for best viewing
 - e) Translator for interns who are documenting
 - f) Prepare projection equipment

During the meeting (30-45-minute agenda item)

1. Introduction

- 1) Team & Interns - Name, background, position
- 2) SANE - Include any specific SANE activities the ASP was part of
- 3) Video Purpose: To improve diverse agricultural topics which are in high demand.
 - All available from DAES (via AEDO, AEDC, District staff)
 - Explain viewing process (pre-discussions, video, post-discussion)

2. Pre-discussion

- 1) Have you ever seen a video as part of extension services? If Yes,
 - Who facilitated your previous experience? Was it beneficial?
 - Did you learn anything? Have you used the skills since?
- 2) Do you think extension through video is a useful method?
- 3) Do you know how to access agriculture extension videos?
 - Can you access a phone/tablet with video capability?
 - Can you access the internet?

3. Show video

4. Post-discussion

- 1) Do you have any questions about what you saw in the video?
 - What were the key points you found useful in the video?
 - What Information did you already know?
- 2) Do you feel able to do what you saw in the video?
 - How will you share what you have learned with your community?
- 3) Did you find the video entertaining/easy to pay attention to?
 - Is there anything you would change about the video?
- 4) How does video compare to other extension methods? (workshops, trainings, field days)
 - Do you know that these videos are available to anyone?
 - What will your ASP do to show more videos in the future?
 - What topics would you be interested in learning about?
- 5) Are there any questions/comments regarding this showing of the video?

5. Close, thank everyone for their time and participation

ANNEX 2: Video List

Agriculture and Nutrition Video Options in Chichewa

Sourced from Access Agriculture, SANE, & Farm Radio Trust

Title & Description		Length
➤ Land Preparation and Soil Fertility		
1. Micro-dosing Micro-dosing consists of applying small quantities of nutrients the plants needs, to each planting hole https://www.accessagriculture.org/node/3396		9:40
2. Managing Soil Fertility for Healthy Rice Measures that farmers can take to increase soil fertility and increase rice yields https://www.accessagriculture.org/node/3385		18:44
3. Land Preparation for Rice Measures that can be taken to prepare land for rice growing with advice from experienced rice farmers https://www.accessagriculture.org/node/3357		10:22
4. Animals and Trees for a Better Crop Trees and livestock play a crucial role in obtaining a productive soil and crop https://www.accessagriculture.org/node/2948		12:19
➤ Seed Preparation		
5. Farmer's Rights to Seed To sustain the wealth of local varieties and knowledge, farmers need to know and claim their rights https://www.accessagriculture.org/node/7693		15:55
6. Well Dried Seed is Good Seed How to dry rice seed to give good results in the rainy season https://www.accessagriculture.org/node/3548		6:22
7. The Rice Seedbed How to make sure the seedbed will give your rice crop the best start https://www.accessagriculture.org/node/3513		17:49
8. Rice Seed Preservation How to care for valuable rice seed to avoid damage in storage https://www.accessagriculture.org/node/3415		7:07
9. Seed Sorting by Flotation Demonstration of how to select good quality rice seed using flotation techniques https://www.accessagriculture.org/node/3773		6:37
10. Spotted Seed - Diseased seed Step by step guide to producing good quality rice seed by removing poor-quality seeds and impurities https://www.accessagriculture.org/node/3792		7:31
11. Storing Cowpea Legumes have many benefits, but it is often hard for farmers to get quality seed, this video can help. https://www.accessagriculture.org/node/3450		12:00
12. Succeed with Seeds Growing resistant varieties is one of the strategies of integrated Striga and soil fertility management https://www.accessagriculture.org/node/3496		10:53

Title & Description	Length
➤ Production	
13. Rice Transplanting The best way to transplant rice, when to transplant and how to space plants for the best results https://www.accessagriculture.org/node/3422	14:16
14. Improving Rice Quality Advice to farmers about increasing the quality of their rice so that it is demanded by consumers https://www.accessagriculture.org/node/3302	13:29
15. Guidelines for Soybean Production	8:58
16. Guidelines for Groundnut Production	9:46
17. Guidelines for Orange Fleshed Sweet Potato Production	5:28
18. Guidelines for Improved Maize Production	8:22
19. Guidelines for Pigeon Pea Production	7:27
➤ Pest and Disease Management	
20. Managing Aflatoxins in Groundnuts During drying and Storage Let us learn how to dry and store groundnuts to have clean, healthy groundnuts, free of aflatoxins https://www.accessagriculture.org/node/8447	15:40
21. Effective Weed Management in Rice How to control weeds to allow rice crops to thrive, effective weed management can increase yields by 50% https://www.accessagriculture.org/node/3261	17:10
22. Managing Vegetable Nematodes The diagnosis, life cycle and control methods of root knot nematodes in vegetables https://www.accessagriculture.org/node/3782	15:42
23. Grow Row by Row Intercropping a cereal crop with legumes is part of integrated Striga and soil fertility management https://www.accessagriculture.org/node/3276	9:10
24. Composting to Beat Striga Compost helps to fight the parasitic weed Striga that attacks maize, millet, sorghum and rice https://www.accessagriculture.org/node/3222	10:14
25. Striga Biology Striga is a parasitic weed on cereal crops. Knowing its life cycle is the start for proper control https://www.accessagriculture.org/node/3475	8:56
26. Joining Hands Against Striga Pull Striga weeds by hand before it produces seeds, spreads and destroys crops in the coming season https://www.accessagriculture.org/node/3340	7:46
27. Integrated Approach Against Striga Striga causes more damage to cereal crops in poor soils, so both problems have to be tackled together https://www.accessagriculture.org/node/3313	8:32
➤ Post-Harvest Processing and Value Addition	
28. Enriching Porridge How to prepare porridge enriched with proteins to feed your baby	12:30

Title & Description		Length
https://www.accessagriculture.org/node/8504		
29. Making yoghurt at home A practical guide to making yoghurt at home https://www.accessagriculture.org/node/3716		11:52
30. Making Soya Cheese By making and selling soya cheese, rural women can earn an extra income https://www.accessagriculture.org/node/3711		8:55
31. Cashing in with Parboiled Rice How to improve profitability of rice by producing parboiled rice https://www.accessagriculture.org/node/3211		12:38
➤ Preservation and Storage		
32. Making Banana Flour Bananas and plantains can be dried and made into flour for longer storage and used in many products. https://www.accessagriculture.org/node/3739		11:45
33. Harvesting and Storing Soya Bean Seed Soya Bean should not be treated the same way as regular bean grains https://www.accessagriculture.org/node/8507		7:30
34. Turning Honey into Money For honey to keep its quality you have to respect three basic rules explains an experienced Kenya farmer https://www.accessagriculture.org/node/3631		11:00
35. Drying and Storing Chilies Practical ideas about proper harvesting, drying, grading and storage of chilies https://www.accessagriculture.org/node/3811		11:00
➤ Money Management		
36. Village Savings and Loan Associations Farmers in Malawi show they manage their village savings and loan association https://www.accessagriculture.org/node/8233		13:54
37. Let's Talk Money Participatory tool to measure cost-benefits of agricultural technologies helps farmers to make decisions https://www.accessagriculture.org/node/3368		6:26
➤ Aquaculture		
38. Food for Fish How to feed fish in fish ponds to get a good fish harvest https://www.accessagriculture.org/node/8233		10:00

ANNEX 3: Population Reached Spreadsheet

GROUP NAME		DATE VISITED	SEX			AGE			TOTAL
			M	F	n/a	< 35	> 35	n/a	
LILONGWE WEST									
1.	Kabudula ASP	28/06/18	71	55	0	57	56	13	126
2.	Khongoni ASP	02/07/18	60	29	0	43	40	6	89
3.	Kalolo ASP	03/07/18	14	12	0	11	13	2	26
4.	Kalolo VAC	03/07/18	5	15	0	7	13	0	20
5.	Mandala Village FG (Kalolo ASP)	03/07/18	68	12	0	45	35	0	80
6.	Mtema ASP	03/07/18	23	18	0	22	18	1	41
7.	Malili ASP	04/07/18	16	13	0	7	18	4	29
8.	Malili Milk Bagging Group	04/08/18	7	22	0	2	27	0	29
9.	Masumbankhunda ASP	05/07/18	12	8	0	7	13	0	20
10.	Kamkwamba VAC (Masumbankhunda ASP)	05/07/18	7	8	0	1	14	0	15
11.	Masambanthumbui FG (Masumbankhunda ASP)	05/07/18	13	7	0	10	9	1	20
12.	Chitikula ASP	10/07/18	16	7	0	4	19	0	23
13.	Chitikula FG	10/07/18	36	0	0	17	19	0	36
7 ASPs, 6 FG/VACs			348	206	0	233	294	27	554
LILONGWE EAST									
14.	Tsabango ASP	29/06/18	6	1	0	3	4	0	7
15.	Mazengera-Mpenu ASP	03/07/18	10	1	0	5	6	0	11
16.	Bango Model Village FG (Mazengera-Mpenu ASP)	03/07/18	6	13	0	9	10	0	19
17.	Chimutu ASP	05/07/18	9	6	0	6	9	0	15
18.	Mythoka Village IHF (Chiwamba EPA)	05/07/18	4	4	0	4	4	0	8
19.	Katera Model Village VAC	10/07/18	12	16	0	18	10	0	28
20.	Kayendera VAC	10/07/18	13	21	0	15	19	0	34
21.	Mazengera-Nkhoma ASP	13/07/18	26	4	0	2	28	0	30
22.	Mwali Model Village FG (Mazengera-Nkhoma ASP)	13/07/18	7	13	0	2	18	0	20
4 ASPs, 5 FG/VACs			93	79	0	64	108	0	172
DEDZA									
23.	Kachindamoto ASP	12/07/18	5	6	0	6	5	0	11
24.	Kajaluka FG (Golomoti EPA)	12/07/18	20	34	0	7	47	0	54
25.	Kamenyagwaza ASP	13/07/18	9	6	0	5	10	0	15
26.	Kaphuka ASP	13/07/18	31	16	0	14	33	0	47
27.	Chitsanzo Dairy FG	17/07/18	11	11	0	1	21	0	22
3 ASPs, 2 FG/VACs			76	73	0	33	116	0	149
MCHINJI									
28.	Mavwere ASP	11/07/18	12	3	0	14	1	0	15
29.	Mduwa ASP	12/07/18	9	3	0	3	9	0	12
30.	Mkanda ASP	16/07/18	40	5	0	22	23	0	45
31.	Zulu ASP	18/07/18	8	5	0	4	9	0	13
4 ASPs			69	16	0	43	42	0	85
TOTAL									
18 ASPs, 13 FG/VACs			586	374	0	373	560	27	960
Percentages %			61%	39%	0%	39%	58%	3%	100%

ANNEX 4: Topics of Interest for Additional Videos Table

Topics of Interest for Additional Videos	
Livestock Management (small ruminants)	Tick Management with local resources
Family Nutrition	Milk Value Addition
Agroforestry	Crop Rotation
Irrigation Farming	Gender Equality
Fall Armyworm Management	Access to Markets
Manure Production	Gross Margin Analysis
Nutritional Food Groups	Tobacco Production
How to Make Peanut Butter	Banana Production
How to make Juice from Sweet Potatoes	Budgeting
Pest and Disease Control in Cotton	Nutrition and Stunting Reduction
Disease Control in Cowpeas	Soil Fertility Management
Cow Breed Selection	Integrated Pest Management
Intercropping	Soil Erosion Control in Sloped Areas
Agribusiness Management	Conservation Agriculture
Disease Control in Tomatoes	Integrated Homestead Farming
Producing Animal Feed	Aphid and Red Ant Control