

**Building Capacity in Gender Analysis and Gender Mainstreaming in
the National Agricultural Research Systems (NARS) of the
Association for Strengthening Agricultural Research in Eastern and
Central Africa (ASARECA)**

FINAL TECHNICAL REPORT

**SUBMITTED TO
CGIAR Systemwide Program on Participatory Research and Gender Analysis for
Technology Development and Institutional Innovation (PRGA Program)**



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ACRONYMS and ABBREVIATIONS

ARC	Agricultural Research Corporation (Sudan)
ASARECA	Association for Strengthening of Agricultural Research in Eastern and Central Africa
BoD	Board of Governors
CD	Committee of Directors (ASARECA)
CGIAR	Consultative Group on International Agricultural Research
Dept	Department
DG	Director General
DQA	Director Quality Assurance
DRC	Democratic Republic of Congo
DRC	Director of Research Control
DRT	Department of Research and Training (Tanzania)
DWGS	Department of Women and Gender Studies (Makerere University)
EARO	Ethiopian Agricultural Research Organization (<i>now</i> EIAR)
EASSI	Eastern Sub-regional Support Initiative for the Advancement of Women
ECA	Eastern and Central Africa
EIAR	Ethiopian Institute of Agricultural Research (<i>formerly</i> EARO)
ECAPAPA	Eastern and Central Africa Programme for Agricultural Policy Analysis
FAO	Food and Agriculture Organization of the United Nations
FIR	Fisheries Research Institute (Uganda)
FOFIFA	Centre National de Recherche Appliqué au Développement Rural (Madagascar)
FSA RET	Farming Systems Approach to Research, Extension and Training
FSR	farming systems research
GA	gender analysis
GARD	Gender and Agricultural Research Database (KARI)
GDD	gender disaggregated data
GFU	Gender Focal Unit (EIAR)
GM	gender mainstreaming
GTF	Gender Task Force (KARI)
HR	human resources
IAR4D	integrated agricultural research for development
ICARDA	International Center for Agricultural Research in the Dry Areas
INERA	Institut National pour l'Etude et la Recherche (DRC)
ISAR	Institut de Sciences Agronomique du Rwanda
KARI	Kenya Agricultural Research Institute
LIRI	Livestock Research Institute (Uganda)
M&E	monitoring and evaluation
MA	Master of Arts (postgraduate degree)
MAAIF	Ministry of Agricultural, Animal Industry and Fisheries (Uganda)
Mgt	management
MoGLSD	Ministry of Gender, Labour and Social Development
MSc	Master of Science

NAADS	National Agricultural Advisory Services (Uganda)
NARO	National Agricultural Research Organization (Uganda)
NAROC	National Agricultural Research Organization Council (Uganda)
NAROSEC	National Agricultural Research Organization Secretariat
NARS	national agricultural research systems
No.	number (of)
Nos	numbers (of)
PARI	Public Agricultural Research Institute (Uganda)
PhD	Doctor of Philosophy
PM&E	participatory monitoring and evaluation
PMA	Plan for Modernization of Agriculture (Uganda)
PR	participatory research
PRGA Program	CGIAR Systemwide Program on Participatory Research and Gender Analysis for Technology Development and Institutional Innovation
R4D	research for development
SAARI	Serere Agriculture and Animal Research Institute (Uganda)
SWOT	strengths, weaknesses, opportunities and threats
ToR	terms of reference
TOT	training of trainers
w.ef.	with effect (from)

EXECUTIVE SUMMARY

In 2003, a needs assessment revealed that the Eastern and Central Africa (ECA) region lacked the capacity to conduct gender analysis. Furthermore, there were serious institutional gaps which needed to be addressed with regard to institutionalization of participatory research and gender analysis (PR and GA).

To address these gaps, a collaborative initiative between the Association for Strengthening Agricultural Research in Eastern and Central Africa (ASARECA) and the CGIAR Systemwide Program on Participatory Research and Gender Analysis for Technology Development and Institutional Analysis (PRGA Program) was established through the project *Building Capacity in Gender Analysis and Gender Mainstreaming in the National Agricultural Research Systems (NARS) of ASARECA*.¹ Only eight of the ten ASARECA countries participated in this project as Eritrea and Burundi did not submit proposals. The project was implemented through the Eastern and Central Africa Programme for Agricultural Policy Analysis (ECAPAPA).²

The aim of this collaboration was to develop and enhance the capacity of selected participants from the region to utilize gender-sensitive participatory research and mainstream such approaches in their respective organizations.

Project implementation focused on three major dimensions: capacity-building, organizational change, and case studies approach. To build the capacity of the participants, four training workshops were conducted on gender concepts, gender analysis, organizational change, communication skills and leadership skills. As a result of participation in the project, considerable capacity has been developed in the areas of: conducting gender analysis and participatory research; mainstreaming gender analysis and participatory research through organizational change; and training others in the use of gender analysis and participatory research.

¹ ASARECA was established in 1994 and covers 10 countries: Burundi, Democratic Republic of Congo (DRC), Eritrea, Ethiopia, Kenya, Madagascar, Rwanda, Sudan, Tanzania and Uganda.

² ECAPAPA is one of the programmes of ASARECA. It was established in 1997 to (i) address the need to improve agricultural policy analysis in the region and (ii) bring the NARS into the process of policy research and analysis.

The initial activities of the project involved carrying out organizational analyses with the aim of gauging the status of gender sensitivity in the participating organizations. Findings from these analyses revealed that the organizations were at different stages of gender mainstreaming. For example, only three of the eight participating organizations had gender coordinator. A major outcome of the project has been that gender teams have been formed in all the participating organizations. The gender teams have facilitated the process of preparing work plans for the institutionalization of PR and GA beyond this project.

The case studies were aimed at generating empirical evidence that would support institutionalization of PR and GA. Findings from the case studies confirmed that women are still disadvantaged in the areas of division of labor, access to and control of resources and benefits, and decision-making. It was revealed that gender sensitive participatory research can help change this trend to more equitable relations between women and men.

Some best practices have emerged through this project, especially from the gender-mainstreaming efforts in organizations—incentives for scientists to do gender-sensitive work, having gender coordinator, documentation (case studies), gender seminars, networking, and continued capacity-building in PR and GA.

Since gender mainstreaming in the region has a long way to go, it was recommended that ASARECA should play a catalytic role and provide direction, as well as ensure that member NARS mainstream gender-sensitive participatory research. To this end, ASARECA will spearhead the drafting of a regional policy to ensure gender-sensitive participation becomes integral in the NARS. The PRGA Program is supporting a gender position at ASARECA to offer leadership in the gender-mainstreaming process.

The final output of this project will be publication of an edited book with each country team contributing a chapter.

1.0 INTRODUCTION

1.1 Background

The need for gender as an analytical variable in development in general, and in agriculture in particular, is now widely recognized. The inequalities in the relationships between women and men in society are explored through gender analysis. Gender analysis is a skill that needs to be learned. There is a need for organizations to have “enabling environments” to allow researchers to carry out gender-sensitive participatory research. It is in the light of this that a needs assessment of capacity to carry out gender analysis was carried out in the East and Central African (ECA) region in 2003. The assessment revealed that capacity to carry out gender analysis in the national agricultural research systems (NARS) of the Association for Strengthening Agricultural Research in Eastern and Central Africa (ASARECA) was lacking. It was also clear that there were serious institutional gaps which needed to be addressed in terms of institutionalizing participatory research and gender analysis (PR and GA).

This led to the establishment of a collaborative initiative between ASARECA and the CGIAR Systemwide Program on Participatory Research and Gender Analysis for Technology Development and Institutional Innovation (PRGA Program) through the project *Building Capacity in Gender Analysis and Gender Mainstreaming in the NARS of ASARECA*. The project was initiated in 2004 to develop and enhance the capacity of selected participants from the region to utilize gender-sensitive participatory research and mainstream such approaches in respective organizations. The day-to-day administration of the project was carried out by the Eastern and Central Africa Programme for Agricultural Policy Analysis (ECAPAPA) of ASARECA.

Eight countries participated in this project—Democratic Republic of Congo (DRC), Ethiopia, Kenya, Madagascar, Rwanda, Sudan, Tanzania and Uganda. Two participants from each country were selected to represent their NARS. The Eastern Sub-regional Support Initiative for the Advancement of Women (EASSI) participated in the project during the first phase. Burundi sent participants to the first workshop, but did not carry on with the project, because the participants did not submit proposals. Eritrea did not participate in the project. The participating

organizations received small grants to support gender-sensitive participatory research.

1.2 Project objectives

The main objective of the project was to institutionalize participatory research and gender analysis in NARS of ASARECA. Specific objectives were to:

1. Generate a viable set of 'best practices' for mainstreaming gender-sensitive participatory approaches within core programs of selected organizations in the region using a learning and change approach;
2. Build capacity, by developing human resources in the participating organizations, for mainstreaming gender-sensitive participatory approaches in research.
3. Establish a network of innovators in the ECA region for mainstreaming gender-sensitive participatory approaches in agricultural research for development (R4D).

Agricultural scientists are charged with the responsibility of coming up with innovations that can help farmers, for instance to increase their yields and hence provide food security and alleviate poverty. However, the adoption levels of these innovations have remained low. This is partly because the innovators have failed to capture the needs of the different categories of farmers. There have been various efforts to try to improve technology adoption levels. Farming systems research (FSR) is one example of such efforts and was introduced in some research institutes of the Department of Research and Training (DRT, Tanzania) in 1975; in the Kenya Agricultural Research Institute (KARI), Farming Systems Approach to Research, Extension and Training (FSA-RET) was introduced in 1991. However, this approach did not achieve high levels of technology adoption among targeted farmers. The main problem with these strategies was that they targeted farmers as a homogeneous group and failed to account for the different needs of the different social groups. Gender-sensitive participatory research methodologies can help to alleviate this problem. This project was therefore meant to enhance the use of these methodologies in the participating organizations.

2.0 PROJECT IMPLEMENTATION PROCESS

The project focused on three major dimensions: capacity-building, organizational change, and case studies.

2.1 Capacity-building

Through the project, participants' capacity was developed in: conducting gender analysis and participatory research; mainstreaming gender analysis and participatory research through organizational change; and training others in the use of gender analysis and participatory research. This was done through a 'learning by doing approach,' whereby participating researchers would get together for gender training conducted by a resource team and return to their organizations to implement what they had learned. They would do that through field research built around their ongoing activities. After some time, they would meet with the resource team for another round of training, sharing of lessons from the field. This allowed the researchers to put into practise what they had learned, to present success stories and challenges they had met, and gave them giving good opportunities for sharing of experience and lessons.

Four training workshops were conducted under this project. The first workshop was held in Nairobi, Kenya in November 2004 and was attended by 19 participants from nine countries (Kabutha, 2004). During this 2-week workshop, participants were taken through gender concepts with an emphasis on gender analysis and organizational change. They also went through a rigorous process of proposal formulation that came up with a well-defined work plan of activities to be carried out through the project (Appendix 1). The major activity in the initial phase of the project was carrying out an assessment of the gender terrain in the respective organizations.

The second workshop was held in Addis Ababa, Ethiopia in July 2005 (ASARECA/ECAPAPA and PRGA Program, 2005). The workshop was facilitated by Dr Barun Gurung, Dr Ken Afful, Ms Colletah Chitsike, Ms Hilary Sims Feldstein and Dr Michael Waithaka. Topics covered included organizational change, communication skills, gender and analysis, and gender change agents. Prior to this workshop, a team of two project resource persons (Ms Chitsike and Ms Elizabeth Ssendiwala) visited three country teams in order to assess their capacities as change

agents and hence inform the content of the Addis Ababa workshop. From these visits, it emerged that participants still needed more support as change agents. Participants also indicated that they needed more details on gender analysis. The Addis Ababa workshop therefore focused on gender analysis and organizational change, as well as on the gender change agents in an organization. As with all the trainings in the project, participants had a chance to share experiences from their initial activities (since the Nairobi workshop). This process helped the participants to learn from each other. There were intense discussions on the activities that would help each country team to enhance the institutionalization of gender analysis in their organizations. The strategies included gender training and field studies that would generate empirical evidence to support the mainstreaming of gender-sensitive approaches in agricultural research.



A plenary session during a gender training workshop in Addis Ababa, July 2005

The third workshop was held in Nairobi, Kenya in June 2006 (ECAPAPA, 2006). The workshop was facilitated by Dr Barun Gurung, Ms Colletah Chitsike and Ms Elizabeth Ssendiwala. Participants shared their experiences in their efforts to influence change and the field research they had undertaken. The focus of this workshop was training of trainers (TOT) on gender analysis, aimed at enhancing the participants' capacities to train fellow scientists in their NARS.

This was done through simulation, whereby participants prepared a training session in teams and co-presented, and facilitated, the session to the resource persons and other participants, who later gave comments on various aspects of the facilitation. The process was also recorded on video, which the participants watched to learn from their mistakes.



Video recording of simulated training during TOT Workshop in Nairobi

The fourth workshop was held in Entebbe, Uganda in November–December 2006 (ASARECA/ECAPAPA and PRGA Program, 2006). It was facilitated by Ms Verona Groverman and focused on enhancing leadership skills in the context of influencing change with regard to gender mainstreaming. As gender change agents, the participants are expected to spearhead the institutionalization of participatory research and gender analysis in their organizations. In strategizing on the necessary steps towards gender mainstreaming, participants benefited from sharing experiences from the different organizations. By the end of the workshop, participants not only felt confident as change agents, but also had different strategies for influencing change (with the help of the facilitator).



Role-play session during the Leadership Workshop, November 2006, Entebbe, Uganda

Having attended the training workshops through the project, participants were able to organize and conduct gender training in their respective organizations. The intense training of trainers that the participants were taken through equipped them with the necessary skills and confidence to train other scientists in gender-sensitive participatory methodologies in agricultural research. Table 1 shows a summary of the workshops organized by the participants in their own organizations.

Table 1. Gender training seminars conducted by project participants

Country / Organization	No. of training courses	No. of staff trained	Dates	Venue
DRC / INERA	1	50	11–12 August 2006	University of Kinshasa
Ethiopia / EIAR	1			
Kenya / KARI	1	17	30 October 2006	KARI Headquarter
Madagascar / FOFIFA	1	45	20 June 2005	FOFIFA Head Quarters
	1	30	9 November 2006	Antananarivo
	6	80 (24 female)	Between 30 August 2006 and 27 September 2006	Various FOFIFA regional centers
Rwanda / ISAR	1	54 (23 females)	14–15 March 2006	Rubona Centre
	1	57 (26 female)	14–15 September 2006	Rubona Centre
	1	48 (23 female)	2 February 2007	Rubona Centre
Sudan / ARC	1	24	3 May 2005	Hudiaba Research Station
Tanzania / DRT	1	10 (3 female)	6–10 June 2005	Lake Zone
	1	20 researchers and extension workers	28 February to 1 March 2006	Kibaha Sugarcane Research Institute
	1		March 2007	Kibaha Sugarcane Research Institute
Uganda / NARO	3			Fisheries Research Institute (FIR) Livestock Research Institute (LIRI) Serere Agriculture and Animal Research Institute (SAARI)

Issues covered in these workshops ranged from gender concepts to the gender analysis tools, and field visits. Planning seminars had been held in most of the organizations with the aim of having a work plan to institutionalize PR and GA. In NARO, for example, a logical framework and budget has been drawn up for gender mainstreaming in the organization (Appendix 2). In DRT, the gender team met in March 2007, while in ISAR, a planning seminar was held in February 2007. The same process was undertaken in KARI in October 2006.

The team at the Centre National de Recherche Appliqué au Développement Rural (FOFIFA) conducted a total of eight workshops. As a result, it was able to collect diverse views on PR and

GA from the researchers in FOFIFA. These views were presented in a national workshop, which evaluated the feasibility of institutionalizing gender in FOFIFA and came up with an action plan for the process.

Participants who joined the project had various levels of competence in PR and GA. While two of the participants had trained in gender up to MA level, others had only attended one training workshop on gender analysis. Although all the participants were nominated by their respective Directors General, they all portrayed enthusiasm towards the project. After several training workshops, they were all able to organize and conduct training workshops in their own organizations. Training on organizational change and leadership skills, in particular, helped the change agents to develop action plans for mainstreaming gender in the organizations. They are now in a position to develop concrete strategies on influencing change. All the teams have co-opted new members and have formed gender teams with members from various sections in order to implement the strategies.

2.2 Organizational change

2.2.1 Organizational analyses

During the first few months of the project, participants carried out organizational analyses to gauge the gender terrain in their organizations. The assessments were meant to identify institutional gaps and provide indicators to the appropriate strategies for mainstreaming PR and GA in the NARS. This is in recognition of the fact that organizations are not necessarily gender neutral, since their activities have impact on gender relations and gender inequalities.

2.2.2 Organizational analysis framework

Organizational change was part and parcel of the capacity-building aspect of the project. Participants were taken through the nine-box framework of organizational analysis. The framework looks at three dimensions—technical, socio-political and cultural dimensions, with nine elements. Table 2 shows the different dimensions and elements of the framework.

Table 2. Framework for organizational analysis

Organizational dimensions	Organizational characteristics		
	Mission/mandate	Structure	Human resources
TECHNICAL DIMENSION The essential parts	POLICIES AND ACTIONS The guiding policy and its operationalization in action plans, strategies/approaches, and monitoring and evaluation systems	TASKS AND RESPONSIBILITIES The way people are positioned and the way tasks and responsibilities are allocated and related to each other through procedures, information and coordinating systems	EXPERTISE The number of staff and the requirements and conditions to allow them to work, such as job description, appraisal, facilities, training
SOCIO-POLITICAL DIMENSION The process or power play	POLICY INFLUENCE The way and extent management, people from within the organization and people from outside the organization influence policy and the running of the organization	DECISION-MAKING The patterns of formal and informal decision-making processes. The way diversity and conflicts are dealt with	ROOM FOR MANEUVER The space and incentives provided to staff to give shape to their work, such as rewards, career possibilities, variety in working styles
CULTURAL DIMENSION The personality	ORGANIZATIONAL CULTURE The symbols, rituals and traditions. The norms and values underlying the running of the organization and the behavior of the staff. The social and economic standards set	COOPERATION The way the work relations between staff and with outsiders are organized, such as working in teams, networking. The norms and values underlying these arrangements	ATTITUDE The way staff feel and think about their work, the working environment and about other (categories of) employees. The extent to which staff stereotype other staff. The extent to which staff identifies themselves with the culture of the organization

Source: Groverman and Gurung (2001).

2.2.3 Findings from the organizational analysis

Participants were required to use the framework while undertaking their analyses. Teams from KARI, EAIR and ARC used the framework and were therefore able to get more comprehensive gender assessments of their organizations.

The organizational analyses revealed that the participating organizations were at different stages of incorporating gender aspects into their work. While some had been making these efforts for a long time, others were still in their infancy in gender mainstreaming. In KARI, for example, gender-mainstreaming efforts began with the establishment of a Gender Task Force (GTF) in

March 1995 to facilitate the incorporation of gender issues into all KARI programs of applied research and development. Today, KARI counts the following achievements in its efforts to mainstream gender: implementation of a gender-sensitization program, through which over 80% of the KARI researchers were gender sensitized; establishment of the Gender and Agricultural Research Database (GARD); holding of the first KARI gender conference (1998); updating of KARI guidelines for proposal writing and giving gender awards to scientists who incorporate gender issues in their scientific papers presented during the KARI Biennial scientific conferences. In EIAR (Ethiopia), a Gender Focal Unit (GFU) was established after the first gender-sensitization workshop in 1999. However, there is only one gender expert assigned the responsibility of implementing the mandate of the GFU. Being a participant of this project, the GFU coordinator has negotiated strategic positioning of the unit within the new structure (pending approval). NARO has also made considerable efforts towards mainstreaming gender. Training in gender has been carried out in several of the NARO institutes.

On the other hand, ISAR, ARC, DRT, INERA and FOFIFA have not yet had any systematic effort to mainstream gender in their organizations. However, through this project, the teams have managed to organize planning seminars whereby work plans for gender mainstreaming have been drawn up.

Assessments of researchers' attitude towards gender in general, and PR and GA in particular, revealed that there is a need to reach to a common understanding of the various gender concepts. It was reported that most researchers were familiar with participatory research, but not well acquainted with gender analysis. In ARC, the team found that there was mixed understanding of 'participatory research.' Farmers were only brought on board during the dissemination stage, which includes various extension methods like farm days around on-farm trials (whether research- or farmer-managed). The targeting method was also found lacking as it focused on the head of household who by cultural definition is a man. Yet the number of female-headed households exceeds 20% in Sudan.

In Madagascar, the assessment found that knowledge on gender concepts among the researchers is a recent development (within the last 3 years) which is not widespread (only 45% of the

researchers). Researchers have come to be acquainted to gender through different ways: literature and documentation, workshops, and training. It emerged that each of these categories had a different way of looking at gender issues.

Box 1 gives a general feel for how researchers in the region understand gender.

Box 1. Understanding of gender

- I feel 'gender' stands for 'women'
- I perceive gender is related to sex, to mean female and male. I don't have further understanding about gender than this
- Gender seems to me the role of female in agriculture
- According to my understanding, gender refers to just women and men, but biased to represent women
- I learnt that gender is participation of women and men in all aspects of life: in agriculture, in social matters, in political issues, in household matters and other aspects. I believe that both have to cooperate [with] each other and live in harmony
- I understand that gender is a struggle for equity to eradicate operation
- It is all about looking at the needs of both men and women
- Gender is about cultural and community structure emphasizing on women
- To me, gender means male and female, but I understand the concept beyond sex differentiation
- Gender is the role of women in society
- Gender is share of responsibility according to sex and age
- Gender is involvement of women and men in production. Their participation and roles in technology generation process does not come into my mind quickly
- I used to understand gender as feminist movement. However, after I got exposure to gender-related training, that has changed my attitude and I have also seen practical examples how gender-unresponsive research leads to failure of a technology.

Source: EIAR Report.

Similar answers were reported from most of the participating organizations. However, in KARI, the team noted that researchers had a high level of awareness on gender. This is a result of the capacity-building efforts that have been going on, especially through the Gender Task Force. Two rounds of gender workshops were conducted from 1996 to 2003 in all KARI centers and over 410 scientists and extension workers were trained. However, the KARI team concluded that gender training should continue, mainly because of high staff turnover.

Researchers in all the participating organizations appreciated the importance of PR and GA. They recognized that the methodology tackles the problem of low adoption of technologies, as well as improving the relations between males and female, especially at the household level. By encouraging the participation of the different social categories, the methodology facilitates better targeting and addresses needs of the different categories. However, the capacity to carry out gender-sensitive participatory research remains a challenge and researchers requested more training. In FOFIFA, researchers requested for capacity-building in the following areas:

- Acquisition of knowledge, especially the need to reach a common understanding on gender concepts
- Update of knowledge
- Reinforcement of competences (tools and methods, practice)
- Reinforcement of the capacities for implementation (means).

In Rwanda, the numbers attendees at the workshops conducted by the ISAR team attest to the enthusiasm among researchers to acquire skills in PR and GA.

Researchers were, however, concerned with the kinds of research where PR and GA is applicable. In NARO, for example, it was reported that biological scientists still think that gender analysis should only be done by socio-economists.

None of the organizations had a gender policy. However, DRT reported that all (recent) agricultural sector policy documents have been emphasizing gender mainstreaming. In KARI, the two most recent strategic plans give recognition to gender concerns. The 2000–2005 KARI strategic plan states, *“In pursuit of its mission, KARI proactively seeks to acquire and contribute knowledge and creative solutions that are participatory and client-oriented; holistic and system-oriented; gender sensitive and affordable to its stakeholders”* (KARI, 2000).

Some externally funded projects emphasize PR rather than GA. Examples of these are projects supported by the Food and Agriculture Organization of the United Nations (FAO) and the International Center for Agricultural Research in the Dry Areas (ICARDA) in ARC. Among

most of the participating organizations, researchers said that they usually integrate gender in their work only as a requirement of donor agencies.

Recruitment trends in terms of gender were similar in all the participating organizations in that the number of female scientists was much lower than that of male scientists (Table 3). The main problem here emanates from the education system, which does not encourage female students to take science subjects. Other problems have to do with the posting area. It was reported that most female scientists do not want to work away from their families. In ISAR, there are efforts to see that married couples who work there are posted in the same station to avoid splitting up families.

Table 3. ISAR researchers by academic level

Sex	PhD	MSc	Ao	Total	%
Male	3	11	34	48	86
Female	0	3	5	8	14
Total	3	14	39	56	100

Source: ISAR reports 2005.

There are no affirmative action strategies to increase the number of female scientists in these organizations, although most usually include the phrase “females are encouraged to apply” in the advertisements. In some countries like Rwanda and Kenya, there is a presidential directive to have 30% of public-service employees as women. It is hoped that the management of these organizations will use this opportunity to increase the number of female scientists. In KARI, the representation of women in the top management has increased from 2 assistant directors to 3; and 3 center directors and one member of the Board of Management.

3.0 DISSEMINATION

During the planning seminars, participants had an opportunity to present the work they had done in the project to other researchers and top management. This has not only raised awareness on PR and GA, but has also generated enthusiasm for the methodology. It is on the basis of this that work plans for gender mainstreaming have been developed by the participating organizations.

A long-term dissemination strategy that will reach a wider audience is the publication of an edited book documenting the activities carried out in the project and their outcomes. Each organization's experiences will form a chapter in the book. Documentation of the experiences will be helpful to other researchers and organizations. It will also serve as part of the training material on institutionalization of PR and GA in the region. Country teams have already submitted their first draft chapters and are in the processing of incorporating suggested changes.

4.0 CHALLENGES

The fact that most of the participants do not have gender work in their terms of reference meant that the work they did on this project was extra load. This caused some delays in implementation of the project activities.

Delays were also caused by the fact that participants from Francophone countries (whose working language is French) had to translate their reports into English. Sometimes this not only meant extra time and money, but also some misinterpretation of key words.

Since the participants were at different levels in gender skills, it took some participants some time to get on track. Some of the participants took time to see the connection between the case studies and organizational issues. For example, although the teams had been advised to incorporate other members from their organization in the mainstreaming effort, most (such as DRT team) did not do so until a month or so before the end of the project. It is, however, noteworthy that all the organizations' teams have formed wider gender teams to continue influencing change even beyond this project

5.0 CONCLUSION

The relevance and the appropriate timing of the project cannot be over-emphasized. ASARECA has had other gender-related projects which have not paid attention to the organizational dimension. This project has no doubt made a difference by engaging the leadership of the

participating NARS and seeking organizational change in order to institutionalize PR and GA. At the policy level, this project provides an opportunity to come up with a mechanism for institutionalizing PR and GA in all of the NARS of ASARECA. The capacity built through this project can be utilized to ensure this. A big challenge remains as to how to bring the two ASARECA countries that failed to participate in this project (Burundi and Eritrea) on board. This could be overcome through networking. It is hoped that ASARECA will embrace the recommendations set out by participants in this project (section 8.0) as a way of ensuring gender mainstreaming in the region.

6.0 BEST PRACTICE

Through the sharing of experiences among the participating organizations, some practices have emerged as strategies for enhancing gender mainstreaming in an organization.

1. *Incentives for scientists to do gender-sensitive work:* The provision of an award to scientists who present papers with a gender perspective during the biannual scientific conference was reported to have encouraged more scientists to incorporate gender into their work. This has worked well in KARI for a number of years.
2. *Gender coordinator or unit:* Although gender should be everyone's responsibility, a coordinating unit ensures accountability, provides expertise and ensures that gender concerns do not 'evaporate.'
3. *Case studies (documentation):* Besides documenting the cases where PR and GA are used effectively, it is also important to document each organization's gender-mainstreaming process (including progress, opportunities, challenges and lessons learned).
4. *Annual or biannual seminars with a focus on gender:* This provides an opportunity for learning from each other and networking. Being a gender change agent is said to be a lonely job. As such there is need for networking. For instance, KARI's first gender

conference in 1998 is well documented (KARI, 1998). Seminars can provide an opportunity for networking and learning from each other.

5. *Exchange visits and networking*: For scientists, this is another way of learning from each other and keeping abreast of fresh ideas in this area.
6. *Continued training in PR and GA*: (Even in KARI, where over 80% of staff had at one time been trained in gender, it was noted that high staff turnover has meant that training has to be continuous.) Besides the in-house training, this may also include sponsorship of interested scientists for long-term training in gender such as Masters Degree.

7.0 RECOMMENDATIONS FOR ASARECA

- Develop a regional policy that ensures gender-sensitive participation becomes integral to agricultural research in the NARS.
- ASARECA plays a catalytic leadership role in ensuring that member NARS mainstream gender-sensitive participatory research (PR and GA) by integrating such approaches in their research programs and projects.
- Support and enhance the capacity of NARS members in their ability to conduct and mainstream PR and GA approaches.
- Provide a regional platform for exchange of experiences and ‘best practices’ in PR and GA within member countries.
- Generate criteria for gender compliance in the ASARECA competitive grants scheme (CGS) concept notes and full proposals that are part of the competitive grants process.
- Develop performance indicators for programs that integrate PR and GA approaches common to the NARS in the region, so that they become accepted practice.
- Conduct research to understand and document how institutional changes are happening.

8.0 NEXT STEPS – WAY FORWARD

In order to carry on with the gender-mainstreaming efforts in the region, the PRGA Program has supported a gender position at ECAPAPA, up to the end of 2008. The main aim of the position is to offer leadership in gender mainstreaming in the ASARECA NARS and to act as liaison between ASARECA, the NARS and the PRGA Program. To this effect, the Gender Support Person joined the NARO gender team as they formulated their work plan for gender mainstreaming. She has also visited Dar-es-Salaam to meet the gender team regarding the mainstreaming efforts at DRT. She will also visit the other organizations to provide support to their gender teams. A paper on the project implementation and outcome was written to inform the Committee of Directors (CD) at ASARECA, as a way of influencing change at ASARECA level (Ssendiwala *et al.*, 2007). The paper was supposed to be presented during the ASARECA committee of directors' meeting in February 2006, but the presentation was rescheduled for the meeting in June 2007.

The Gender Support Person is also working on a draft proposal. Plans are underway to develop a proposal for gender mainstreaming in the region that will incorporate lessons from this project and also to be part of the implementation of the ASARECA once it is adopted.

Two of the ASARECA countries, Eritrea and Burundi, did not participate in this project. Efforts will be made to bring them on board in the new project.

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Appendix 1: List of project studies conducted per country & organization

Country (organization)	Researchers	Study title	
		November 2004 to July 2006	August 2005 to March 2007
DRC (INERA)	Prof. Kinkela Savy Sunda Mr Celestin Bahandi	Cassava production system gender analysis: Plateau de Bakeke case study	Baseline on PR and GA perception and utilization level within the agricultural research and development organizations in Kinsasha and Bas-Congo Provinces
Sudan (ARC)	Dr Ibrahim El-Dukheri Ms. Ishtiag Farough Abdalla	The current situation and future prospects of participatory research and gender analysis and its implication on the Agricultural Research Corporation of Sudan	Enhancing chances for mainstreaming of PR and GA in the ARC
Uganda (NARO)	Dr Ruth Kabanyoro Mr Gard Turyamureeba	Status, experiences and future prospects for participatory research and gender analysis in National Agricultural Research Organization of Uganda	Participatory research and gender mainstreaming in the National Agricultural Research Organization (NARO), Uganda
Kenya (KARI)	Ms Jane Ngugi Mr Dave Nyongesa	Progress, challenges and prospects of participatory research & gender analysis in Kenya's agricultural research system: An institutional change, a case of Kenya	The enhancement of participatory research and gender mainstreaming in NARS: The case of KARI
Tanzania (DRT)	Mrs Florence Washa Mrs Eva Kanyeka	Status and opportunities for institutionalizing and mainstreaming gender in national agricultural research system in Tanzania	Status and opportunities for institutionalizing and mainstreaming gender in national agricultural research system in Tanzania
Madagascar (FOFIFA)	Dr Lea Randriambolanoro Mrs Daniele Ramiamanana	Analysis of FOFIFA's activities for integrating gender analysis and participatory research approach	Challenges of gender mainstreaming in FOFIFA
Rwanda (ISAR)	Ms Mary Rucubigango Ms Solange Mukakalisa Mr Leonidas Disengemungu ³	Gender analysis in participatory promotion of climbing beans in Rwanda: Case study of Runyinya in Butare Province	Gender analysis in participatory promotion of climbing beans in Rwanda: Case study of Runyinya in Butare Province

³ Mr Leonidas joined the team when Ms Solange was on maternity leave. He has stayed on the team to replace Ms Mary who was abroad for further studies, but came back and carried on with the project.

Ethiopia (EARO)	Mrs Yeshi Chiche Mr Agajie Tesfaye	Organizational assessment of gender issues: The case of Ethiopian Agricultural Research Organization (EARO)	Towards gender mainstreaming in national agricultural research systems: The case of Ethiopia Agricultural Research Organization
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Appendix 2: Participatory research and gender mainstreaming action plan for NARO and PARIs

Outputs	Who	With whom	How	When	Deliverables	Indicators
1. Institutional leadership commitment established						
1.1. Establish and facilitate a gender technical committee with gender officers at NARO and PARIs, with specific TORs	DG, PARI Directors, Heads of Units at NARO	NARO Council	Consultations and meetings	By June 2007	<ul style="list-style-type: none"> • Gender officers appointed • Gender technical committee established • TOR developed • Budget provision made 	<ul style="list-style-type: none"> • Number of gender officers • One gender technical committee • ToR for the above • Budget provision
1.2. Integrate gender concerns in human resources and staffing	NARO Council and Institute MCs	DG, PARI Directors and Heads of Programmes and Units	Review HR Policy Lobby, meetings, workshops and performance assessment	By Sep 2007	<ul style="list-style-type: none"> • Gender-responsive HR framework developed and utilized • Equal opportunity for staffing provided 	<ul style="list-style-type: none"> • Gender responsive HR framework • No. staff by gender
1.3. Strengthen and operationalize long-range commitment for mainstreaming PR and Gender	NARO Council, PARI MCs, Directors and Heads of Programmes and Units	MoLGD, non-PARIs, Dept of Women and Gender Studies	Planning meetings, develop operational guidelines, monitor and evaluate compliance	Iterative w.ef. June 2007	<ul style="list-style-type: none"> • Planning meetings and workshops conducted • Operational and M&E guidelines developed 	<ul style="list-style-type: none"> • Nos and minutes of the planning meetings and workshops • Operational and M&E guidelines

Outputs	Who	With whom	How	When	Deliverables	Indicators
1.4. Unlock the social inclusion aspect in the current Mission statement of NARS and lobby and advocate for review and implementation of policies, procedures and systems	NARO Council, Heads of Units and PARI Directors; Public Relations Officer	NARO Legal Officer, MoGLD, MAAIF, non-PARIs, NAADS	Meetings, lobby and advocacy forums	Iterative w.ef. Sep 2007	Consensus on the gender inclusions in the Vision and Mission statements derived and documented	<ul style="list-style-type: none"> • NARO Newsletter, gender-specific leaflets, flyers; and media houses
1.5. Identify gaps, constraints and opportunities for policies and systems in the context of PR and Gender	GTC; Gender Officers	Legal Officer; Scientists NAADS	SWOT analysis	By December 2007	PR and gender gaps, constraints and opportunities for policy and systems identified	<ul style="list-style-type: none"> • Reports on gaps, constraints and opportunities
1.6. Develop strategies for addressing the gender gaps, constraints and opportunities	GTC; Gender Officers	Legal Officer; Scientists NAADS	Stakeholder forums	By March 2008	Gender-compliant strategies on policies and systems developed	<ul style="list-style-type: none"> • Reports
2 TECHNICAL CAPACITY DEVELOPED						
2.1. Conduct a comprehensive PR and GA capacity development needs assessment	GTC; Gender Officers	Planning Officer; PARI Directors;	Cross-sectional and longitudinal survey	Sep 2007	PR and GA capacity development needs identified	<ul style="list-style-type: none"> • Survey reports
2.2. Organize systematic training to increase capacity in PR, GA & GDD at all levels	GTC Gender Officers HR Officer	Consultants, Development partners; non-PARIs	Sensitization and training workshops, conferences, meetings	Continuous w.ef. December 2007	Human resource capacity in PR, GM and GDD developed	<ul style="list-style-type: none"> • No. persons trained in GM • Systematic ToR for GTC, and Gender Officers

Outputs	Who	With whom	How	When	Deliverables	Indicators
2.3. Mandate the trained staff to apply PR, GA & GDD paradigms in planning, budgeting and in research	NARO Mgt & Institutes	NARO staff and stakeholders	Develop appropriate planning monitoring and reporting formats	By April 2008	Gender-responsive plans and budgets in GD applied	<ul style="list-style-type: none"> • M&E report
2.4. Develop a PR and gender training manual	GTC; Gender Officers Publications Unit	Consultants	Retreats	December 2007	User manual for PR & GA, GDD developed	<ul style="list-style-type: none"> • No. copies of the manual
2.5. Develop strategic partnerships among stakeholders with core competences in PR, GA & GDD	DRC	GTC; Gender Officers	Develop stakeholder dialog platforms	April 2008	Institutional framework for partnership in the NARS	
2.6. Establish a participatory planning, monitoring and evaluation framework disaggregated by gender	DRC; DQA PARI Directors	GTC Gender Officers Non-PARI PMA Secretariat NAADS	Consultations Retreats	December 2007	GD PM&E framework developed	<ul style="list-style-type: none"> • Consultation and retreat reports
2.7. Incorporate gender disaggregated data (e.g. sex, gender, socio-economic groups) in the research and development information system	NAROC Sec.; PARIs and non-PARIs	Stakeholders	Sensitize institute staff responsible for the information mgt	July 2007	GDD NARO database and reporting systems established	<ul style="list-style-type: none"> • Reports • Database

Outputs	Who	With whom	How	When	Deliverables	Indicators
3. Accountability ensured						
3.1. Integrate gender concerns in proposal screening, awarding, planning & resource allocation, project implementation, reporting and M&E processes in research and development system	DQA DRC PARI-Directors	Theme Leaders GTC Gender Officers	Planning meetings and consultations, retreats Stakeholder sensitization	July 2007	Gender-compliant projects approved and implemented	<ul style="list-style-type: none"> • Gender-compliant calls for concept notes • Gender specialist comments on proposals reviewed
3.2. Ensure gender responsiveness in human-resource recruitment, management and capacity building	HR	PARI-MCs	Review human-resource policy Sensitization of scientists and support staff at all levels	By Sept 2007	Gender-responsive recruitment processes established Equal opportunity accorded to qualified men and women	<ul style="list-style-type: none"> • The ratio of gender categories applying, recruited and retained in jobs
3.3. Ensure gender-responsive infrastructure and facilities in NARO and PARIs	DG PARI-Directors	Procurement & Engineering personnel HR	Sensitization and gender budgeting	Sep 2007	Comfortable working environment for all gender categories identified, procured and installed	<ul style="list-style-type: none"> • Inventory of gender-responsive material and supplies

Outputs	Who	With whom	How	When	Deliverables	Indicators
4.0. Organization culture initiated and promoted						
4.1. Identify and disseminate good practices and lessons learned from PR and GA methods	GTC Gender Officers	NGOs NAADS PARIs	Literature reviews Surveys Case studies Meeting Feedback workshops	w.ef. Sep 2007	An inventory of good practices and lessons in PR and GA established, updated and disseminated through print and electronic media	<ul style="list-style-type: none"> • Catalog of good practices • No. good practices disseminated and adopted
4.2. Initiate and manage change in institutional culture and values to enhance appreciation of PR and GA in IAR4D	NAROSEC PARI Directors	Non-PARIs Partners	Planning and sensitization meetings Workshops Joint project development, implementation, monitoring and evaluation	w.ef. Sept 2007	Institutional culture to appreciate and respond to change established	<ul style="list-style-type: none"> • No. partnership/innovation systems • Impacts of research projects and programs

Outputs	Who	With whom	How	When	Deliverables	Indicators
4.3. Develop and establish mechanisms for harmonization and conflict resolution	NARO Council PARI MCs	DQA HR PARI Directors Legal Officers MoGLSD	Promoting information networks and exchange Establish stakeholder dialog Establish arbitration forums	By June 2008	Synergies among projects and programs established Conflicts among stakeholders, partners and institutions resolved	<ul style="list-style-type: none"> • No. complementary projects and programs • No. resolved conflicts
4.4. Generate and provide gender-desegregated information to influence policies that enhance gender equality	Project leaders & scientists DQA	Theme Leaders MIS practitioners MAAIF MoGLSD	Develop good data collection, management, analysis and reporting system	w.ef. December 2007	A robust and functional institutional memory established	<ul style="list-style-type: none"> • Databases • Reports
5.0. A gender-responsive strategic plan developed						
5.1. Develop & disseminate GM guidelines	GTC, Gender Officers	Consultants, PARI Scientists, DWGS (MAK) MoGLSD, PMA, NAADS,	Planning meetings and retreats, Secondary data, Publicity (various)	By March 2008	GM guidelines developed and disseminated	<ul style="list-style-type: none"> • Report on meetings, • Print and electronic materials (newsletters, flyers, posters, leaflets, video)
5.2. Equip NARS staff at all levels with participatory approaches and gender analysis tools	GTC, Gender Officers, DRC, DQA, HR	Consultants, PARI Directors, Partners	Sensitization and training workshops	Iterative (w.ef.) Sep 2007	NARS staff at all levels have acquired skills	<ul style="list-style-type: none"> • No. staff trained • Workshop reports

Outputs	Who	With whom	How	When	Deliverables	Indicators
5.3. Produce a GM strategic plan	GTC, Gender Officers,	Consultants, Stakeholders	Through wide stakeholder consultations & using secondary information	By June 2008	GM strategic plan developed	<ul style="list-style-type: none"> • GM strategic plan

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